Institutional Self-Study Report

San Diego Continuing Education
4343 Ocean View Boulevard
San Diego, CA 92113-1915

A Journey of Self-Discovery

October 2010

Continuing Education

**INSTITUTIONAL SELF-STUDY REPORT
IN SUPPORT OF
REAFFIRMATION OF ACCREDITATION**

SUBMITTED BY

SAN DIEGO CONTINUING EDUCATION
4343 OCEAN VIEW BOULEVARD
SAN DIEGO, CA 92113

TO

ACCREDITATING COMMISSION FOR SCHOOLS
OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

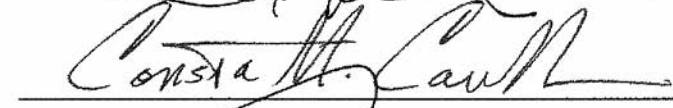OCTOBER 2010

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

DATE: May 20, 2010

TO: Accrediting Commission for Schools of the Western Association of
            Schools and Colleges

FROM: San Diego Continuing Education
            4343 Ocean View Boulevard
            San Diego, CA 92113

This institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and we believe the Self-Study Report accurately reflects the nature and substance of this institution.
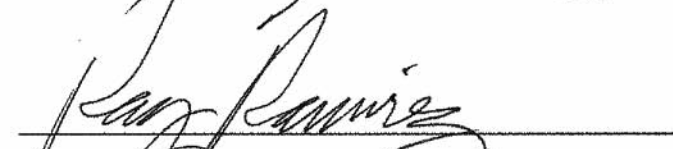
Mr. Rich Grosch
President, Board of Trustees

Dr. Constance Carroll
Chancellor, San Diego
Community College District

Dr. Anthony E. Beebe
President, San Diego
Continuing Education
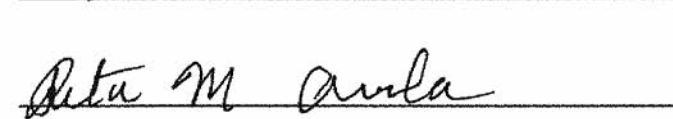
Mr. Ray Ramirez
Self-Study Co-chair

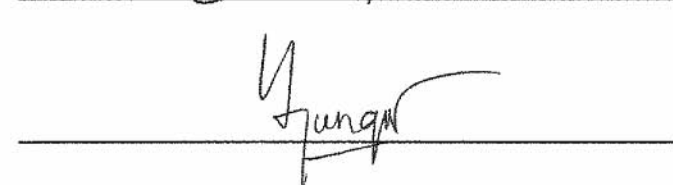**Ms. Roma Weaver**
Self-Study Co-chair
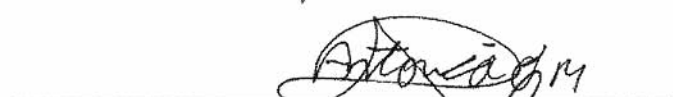
Ms. Esther Matthew
President, Academic Senate

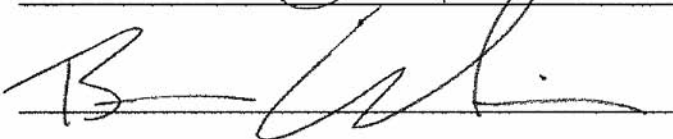**Ms. Rita Avila**
President, Classified Senate

Mr. Eric Hill
ASB President, Educational
and Cultural Complex

Ms. Nga La
ASB President, West City
Campus/Clairemont Site

Ms. Antonia Ortiz
ASB President, Cesar Chavez Campus

Dr. Brian E. Ellison
Accreditation Liaison Officer

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Preface

Centre City Campus

ounded in 1914, San Diego Continuing Education (SDCE) has a strong tradition of regularly examining its institutional effectiveness and incorporating these findings into the curriculum and broader instructional program, staff development for faculty and classified personnel, governance structure, fiscal operations, and most importantly, its relationship with the students and communities served. As such, the 2010 Self-Study for reaffirmation of accreditation continues this ongoing process of self-examination, reflection, and improvement.

SDCE received its most recent reaffirmation of accreditation under the *Focus on Learning* model in 2007 for a six year period (2007-2013). In 2008, the need for enhanced coordination and standardization between the colleges and SDCE led to an accelerated timeline for reaccreditation. A request was made and approved by the Western Association of Schools and Colleges, Schools Commission, in March of 2008 to revise the reaffirmation of accreditation timeline. With this change, Fall 2010 became the new end point in the revised timeline and included an accreditation team visit. Of course, acceleration of the timeline collapsed the normal six year period for addressing the action plan and developing a new self-study report into three years.

César Chávez Campus

Educational Cultural Complex

The Strategic Action Plan items generated in 2007 included: Assessment of Student Learning Outcomes, Research, and Institutionalized Staff Development and have been addressed in detail in the Chapter 3 (Progress Report). Additional areas of improvement identified by the 2007 visiting team included:

- Integrate ESLRs and now Student Learning Outcomes (SLOs) into overall school purpose and curriculum
- Create an action plan that addresses key issues revealed from the self-study process
- Implement a systematic method for involving all stakeholders in the decision making process
- Institutionalize professional development for all SDCE employees
- Explore educational options that support student persistence
- Create a uniform and consistent orientation process for all students at all sites

Mid-City Campus

North City Campus

Since 2007, SDCE has integrated these recommendations into its operational plans including the creation of SLOs at the institutional and program levels. SDCE has created a new action plan found in Chapter 5 of this report and has implemented participatory governance which now involves all institutional stakeholders in decision making. An institutional staff development program for faculty called FLEX was introduced and has been operational for the last two years. Moreover, efforts are now underway to assess the classified staff to determine their professional development needs.

West City Campus

The Mid-City campus is currently in the third year of a student retention study which looks at the relationship between retention and cohort managed enrollment. Preliminary results show cohort managed enrollment increases student retention in the ESL program. As a result of concerted effort among those providing student support services, there is now in place at all campuses a uniform student orientation program.

Beyond the visiting team and action plan items referenced above and subsequent to the 2007 review, SDCE has continued to develop and refine the institutional planning process as evidenced by the revised Education Master Plan, Strategic Plan, and recently developed Program Plans and Program Review process. These planning documents and processes have been further enhanced by the use of planning software called WEAVEonline™. At the program level, CurricUNET™ was adopted to assist in the development of curriculum. Together, these software programs, planning documents and processes provide management and faculty leadership the tools to engage in strategic planning and monitor the execution of identified goals and objectives

Positive changes have been made to the instructional program, including a small array of online distance education classes and introduction of the I-BEST (Integrated Basic Education and Skills Training) model of instruction. Other Innovations include replacing Expected Student Learning Results (ESLRs) with Student Learning Outcomes, (SLOs).

SDCE facilities have been greatly improved. More than 250,000 sq. ft. of construction has occurred or is currently in process. The completion of the West City Campus and the New Skills Center and the ongoing planning of a new Cesar Chavez Campus and the Linda Vista Campus attest to this fact.

These new projects and initiatives are some of the most significant changes since 2007. A list of all significant accomplishments during the last three years is found in Chapter 3 (Progress Report).

The development of this Self-Study Report was unique and reflects the transition between the *Focus on Learning* model to the new accreditation process. During the initial work, beginning in spring of 2008, direction for constructing this report was based on the *Focus on Learning* document. Work commenced using this document so that the institution could parallel the timeline employed by the colleges and leverage district resources. The new accreditation process, which consolidated the Title IV Self-Study Report and the Postsecondary School Self-Study Report into one document, was distributed in the late fall of 2009. During the spring 2010, Chapter 4 (Standards and Study Findings) was revised to incorporate the 10 standards found in the new accreditation process. While difficult, this work enabled the *Focus on Learning* architecture and the architecture of the new accreditation process to be blended into a cohesive report. As a result, the new standards as well as the four categories from the *Focus on Learning* model are found in Chapter 4. Elements that are found in both documents (i.e. the progress report, action plan, and community profile) are also present.

The findings in this report are based on:

- observations and interviews from over 100 randomly selected classes

- staff survey involving over 800 personnel
- student survey of over 1,500 randomly selected students
- dialogue, analysis, and writing of over 70 instructional, classified and management staff as well as students and community members

In 2008-2009 SDCE revised its vision and mission statements, however, the SDCE's underlying philosophy remains constant:

> *"We are a multicultural institution composed of six non-credit Continuing Education campuses dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors without regard to their academic skill or life's challenges, offering innovative, high quality instruction and student support services. We believe that people have the capability to change and that education can positively transform individuals, enriching their lives and contributing to our community."*

With this educational philosophy as a starting point and as one of the first institutions to transition from the *Focus on Learning* model to the new accreditation process, SDCE has produced a report which provides a thorough, comprehensive, and accurate assessment of SDCE and direction for future institutional activities.

Anthony E. Beebe, Ed.D.
President, San Diego Continuing Education

◀ 2009-2012 Education Master Plan
http://accreditation.sdce.edu

SAN DIEGO CONTINUING EDUCATION TIMELINE FOR DEVELOPMENT OF THE 2010 SELF-STUDY REPORT

Date	Activity
March 2008	President of SDCE requests that WASC Schools Commission change date of SDCE Accreditation from 2013 to 2010
March 13, 2008	WASC approves request for schedule change to 2010 via written communication to SDCE President
Oct. 27, 2008	WASC approves transition to Student Learning Outcomes (SLOs) from ESLRs via written communication to SDCE Vice President of Instruction and Student Services
Nov. 13, 2008	San Diego Continuing Education establishes Self-Study Leadership Committee via written invitation and request for volunteers
Nov. 24, 2008	San Diego Continuing Education Self-Study co-chairs attend first WASC Schools Commission training
Dec. 15, 2008	Focus Group Chairs selected and additional faculty invited to join Focus Groups
Jan.–Feb. 2009	First draft Student and Community Profile (Chapter 1) provided to Leadership Committee for review
Jan. 13, 2009	The Academic Senate approves San Diego Continuing Education institutional SLOs
Feb. 5, 2009	Leadership Committee meets to review Home and Focus Group tasks and to establish a preliminary timeline for completion of all tasks.
Jan.–March 2009	Student and Point of Service (POS) surveys are prepared under the coordination of the District Research Office and administered by SDCE faculty. POS surveys are filled out by students accessing Matriculation, DSPS and CalWORKS services
March 2009	Second draft of Student and Community Profile (Chapter 1) provided to Leadership Committee
March 2009	Employee survey administered to SDCE personnel March 23: Deadline for SDCE to collect feedback on the survey instrument from faculty and staff March 24: Dean of Institutional Effectiveness and Academic Senate President to finalize instrument March 30: Provide finalized instrument to District Research Office March 30: Notification of upcoming survey sent to SDCE employees by Dean of Institutional Effectiveness March 30 – April 3: District Research Office to input instrument into online format April 6 – April 8: SDCE to pilot online instrument April 9: District Research Office to edit and finalize online instrument for deployment April 13: Reminder notification sent to SDCE employees from Dean of Institutional Effectiveness April 14: District Research Office sends invitation to survey using SDCE DL April 20: District Research Office sends reminder to survey using SDCE DL April 28: Survey closes May 5 – June 15: District Research Office to process data and develop reports and Power Point briefing
March 20, 2009	Leadership Committee Co-Chairs and Vice-President of Instruction and Student Services attend second WASC training session
March 2009	Focus Group Chairs provided 2007 Self-Study Report and associated WASC criteria for respective assessment categories

April 2009	Point of Service Survey (POS) data made available to Focus Group chairs for incorporation into Self-Study Report
April 2009	Evidence Library established
April 2009	Leadership Committee completes their review of the Student and Community Profile (Chapter 1)
April–June 2009	Leadership Committee meets to review 2007 Action Plan, assign responsibilities and prepare 2010 Progress Report (Chapter 3)
May 2009	Leadership Committee meets to review assessment criteria for each category and develop materials for Home Group review and commentary during Fall 2009 flex days
August 2009	Classes selected for observation
September 2009	All Focus Group chairs provided employee survey data, student report based student survey data, and the results of both reports at the fall FLEX trainings in September to be incorporated into the Self-Study. These data and presentations were provided by the District Office of Institutional Research and Planning.
September 2009	Continuing Education Self-Study co-chairs attend third WASC training
September 2009	Home Groups meet during Fall 2009 Flex Days to: a) Study and understand the Student and Community Profile b) Finalize the development of SLOs for their programs c) Review criteria guide to clarify the meaning of WASC criteria categories d) Begin process of gathering and examining evidence to validate the quality of the instructional program with respect to the criteria, document the achievement of institutional, programmatic and course level SLOs and determine strengths and growth needs e) Provide results of analysis to Focus Groups f) Provide feedback to Steering Committee regarding the action plan
Sept.–Oct. 2009	Faculty selected, trained and observe SDCE classes
October 2009	Faculty observers debriefed and provide input regarding observation process
October 2009	All Focus Group Chairs provided with data from classroom observations to be incorporated into Self-Study Report
October 2009	Leadership Committee completes review of the 2010 Progress Report (Chapter 3)
November 2009	First draft of reports from Focus Groups (Categories A, B, C, and D) provided to Leadership Committee for review
January 2010	Second draft of reports from Focus Groups (Categories A, B, C, and D) provided to Leadership Committee for review
January 2010	Leadership Committee meets to develop 2010 Action Plan
February 2010	Leadership Committee completes review of Categories A, B, C, and D
February 2010	Leadership Committee finalizes 2010 Action Plan
March 2010	Leadership Committee begins review, editing and formatting of Self-Study Report
May 11, 2010	Self-Study Presentation to Program Chairs & Assistant Program Chairs
May 17, 2010	Self-Study Presentation to Community Advisory Board VTEA
May 18, 2010	Self-Study Presentation to the SDCE Academic Senate
May 19, 2010	Self-Study Presentation to the Cesar Chavez Campus Associated Student Body
May 24, 2010	Self-Study Presentation to the SDCE Budget Committee

KEY EVIDENCE

May 26, 2010	Self-Study Presentation to the Educational Cultural Complex Associated Student Body
June 2010	Standards Addressed
June 2, 2010	Self-Study Presentation to the West City Campus Associated Student Body
June 7, 2010	Self-Study Presentation to the SDCE Classified Senate
June 2010	Self-Study Presentation to the Board Subcommittee on Accreditation and Student Learning Outcomes
June 2010	Self-Study Presentation to the SDCE Foundation
July 8, 2010	Self-Study Presentation to the Governing Board for Approval of Self-Study Reports
July 2010	Self-Study Presentations to Selected Community Partners
October 2010	Visit by WASC Accreditation Team for the purpose of reaffirmation of accreditation of Continuing Education

Board of Trustees
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92123
619-388-1800

West City
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92110
619-388-1873

Mid-City
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92105
619-388-4500

North City
Miramar Campus

West City
Clairemont Campus

West City
Mission Bay Campus

Mid-City
Navajo Campus

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North City

I-8

West City

Mid-City

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Centre City

César Chávez

Educational Cultural Complex

I-805

Centre City
1400 Park Boulevard
92101
619-388-4600

César Chávez
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92113
619-230-2895

Educational Cultural Complex
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92113
619-388-4956

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Gretchen Bitterlin, *Professor, English as a Second Language*
Laura Burgess, *Instructional Support Analyst*
Robin Carvajal, *Dean, Community Education, Allied Health*
Marie Doerner, *Professor, Disability Support Services and Programs*
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Jane Signaigo-Cox, *Dean, Career Technical Education*
Leslie Shimazaki, *Dean Emeritus Program, Parent Education*
Jim Vincent, *Dean, Business Information Technology*
Roma Weaver, *Professor, Parent Education, Self-Study Co-Chair*
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Barbara Borjas, *Student Member*
Miriam Quinones, *Student Member*

ACCREDITATION FOCUS GROUPS

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Reginald Phoenix, *Community Member*
Richie Mitchell, *Senior Office Manager*
Anne Heller, *Dean, Disability Support Programs and Services*
Holly Leahy, *Photographer/Graphic Artist*
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Kathleen Johnson, *Student Member*
Jim Vincent, *Dean, Business Information Technology*

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Pat Mosteller, *Past President, Academic Senate*
Monique Wood, *Associate Professor, ABE/HSDP*

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Gretchen Bitterlin, *Professor, English as a Second Language*
Laura Burgess, *Instructional Support Analyst*
Alma McGee, *Dean, English as a Second Language, Citizenship*
Donna Namdar, *Professor, Foods & Fashion*
Jane Signaigo-Cox, *Dean, Career Technical Education*
Marc Gottuso, *Community Member*
Wanda Katepa, *Student Member*
Miriam Quinones, *Student Member*

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Ranessa Ashton, *Public Information Officer*
Doug Elliot, *Career Development and Placement Services*
Sherra Heitman, *Professor, Counselor*
Bill Borinski, *Professor, Career Technical Education*
Lorie Howell, *Dean, CalWORKS Professional Development, Special Populations*
Joe McGerald, *Professor Business Information Technology*

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Sheyla Castillo, *Professor, Counselor*
Kathy Hornik, *Professor, DSPS*
Sy Lyon, J.D., *Dean Hospitality Services, Consumer Sciences*
Kimberly McIntyre, *Professor, Emeritus Program*
Tim Saylar, *Information Technology Supervisor*
Tom Smerk, *Professor, Business Information Technology*
Cindy Wislofsky, *Professor, English as a Second Language*

STANDARDS

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Gary Gleckman, Co-chair, *Professor, High School Diploma Program*
Bob Parker, Co-chair, *Vice President of Administrative Services*
Ray Ramirez, *Self-Study Co-chair*
Roma Weaver, *Self-Study Co-chair*
Kimberly McIntyre, *Professor, Emeritus Program*
Corinne Layton, *Professor, English as a Second Language*

Institutional and Community Characteristics

Continuing Education

INSTITUTIONAL CHARACTERISTICS

*S*an Diego Continuing Education (SDCE) is headquartered at the **Educational and Cultural Complex**. The address of this facility is 4343 Ocean View Boulevard, San Diego, California, 92113. The primary telephone number for this campus is (619) 388-4956. This campus was opened in 1976 and is staffed by 43 classified staff and 97 full-time and adjunct faculty. The instructional program is primarily career and technical education although non-vocational classes and credit classes via San Diego City College are also offered. This is the Campus of Excellence for Career and Technical Education. Communities served include Southeast San Diego, Southcrest, Skyline, Paradise Hills, Memorial Park, South Park and Encanto.

There are five additional SDCE campuses throughout the greater San Diego metro area which include:

- **West City Campus**
  3249 Fordham Street, San Diego, California, 92110
  (619) 221-6973
  While this campus has had a long-standing presence in the west-city metro area, the current campus was recently opened in 2009 and is staffed by 10 classified staff and 106 full-time and adjunct faculty. The instructional program includes vocational as well as non vocational classes and is identified as the Campus of Excellence for Culinary Arts and Hospitality Studies. Communities served include Clairemont, University City, La Jolla, Pacific Beach, Mission Beach, Sorrento Valley, Point Loma, Ocean Beach and Old Town.

- **North City Campus**
  8401 Aero Drive, San Diego, California, 92123
  (858) 388-1800
  This campus has also had a long presence in San Diego with the current campus opening in 1994. The campus is staffed by 15 classified staff and 104 full-time and adjunct faculty. The instructional program includes primarily vocational classes although non vocational classes are also offered at this campus. This is the Campus of Excellence for Business Information Technology. Communities served include Linda Vista, Kearney Mesa, Mission Valley, Mission Village, Serra Mesa, Tierrasanta, Mira Mesa, and Scripps Ranch.

- **Mid-City Campus**
  3792 Fairmont Avenue, San Diego, California, 92105
  (619) 388-4500
  This campus has been part of the mid-city metro area for many years. The current campus was opened in 2000 and is staffed by 17 classified staff and 123 full-time and adjunct faculty. The instructional program is comprised primarily of ESL classes although there are also BIT and High School Diploma/GED classes offered at this campus. Communities served include City Heights, Chollas View, Rolando, Normal Heights, North Park, College, University Heights, Kensington, Talamadge, East San Diego, Allied Gardens, and San Carlos.

- **Centre City Campus**
  1400 Park Boulevard, San Diego, California, 92101
  (619) 388-4600
  This is the oldest campus at SDCE and has been operating in the same location since 1914. The campus is staffed by 10 classified staff and 48 full-time and adjunct faculty. The instructional program includes a mixture of vocational and non vocational classes and is the Campus of Excellence for Allied Health. Communities served include Downtown San Diego, Mission Hills, Hillcrest, and Golden Hills.

- **Cesar Chavez Campus**
  1960 National Avenue, San Diego, California, 92113
  (619) 230-2895
  The current campus was opened in 1970 and is staffed by 7 classified staff and 18 full-time and adjunct faculty. The instructional program includes a mixture of vocational and non vocational classes. Communities served include Barrio Logan and Southeast San Diego.

SDCE emanated from the San Diego Unified School District (SDUSD) and has served the educational needs of San Diegans for approximately 90 years. In 1914 free night classes began for adults in areas such as elementary and secondary basic skills and citizenship instruction. After World War II, adult high school completion courses were offered to returning veterans. The San Diego Evening High School was changed to San Diego Adult School and a charter was recorded in 1960. This time frame also marked the first students in attendance and out first high school graduates.

In 1970 a separate community college district was established. In 1973, a new separate governing board and Chancellor were established and given specific responsibility for the education of adults in San Diego. In 1979 a formal "Delineation of Function" agreement signed by the San Diego Community College District (SDCCD) and SDUSD reaffirmed San Diego Continuing Education's responsibility for delivering 95% of all non credit adult education, but reserving to SDUSD the right to offer high school completion classes to its former students until they reach the age of 20. It also reserves to SDUSD the right to determine the requirements of the diploma. In 1981, the name of the Adult Education division was officially changed to San Diego Continuing Education.

SDCCD and SDCE are controlled by an elected Board of Trustees. The SDCCD Chancellor oversees four institutions: San Diego City College, San

Diego Continuing Education, San Diego Mesa College, and San Diego Miramar College.

The instructional program for SDCE consists of the following certificate programs inclusive of both career and technical as well as basic skills programs:

- Account Clerk
- Administrative Assistant
- Auto Body and Paint Technician
- Automotive Technician
- Child Development 1
- Child Development 2
- CISCO Certified Network Associate
- Clothing Construction
- Combined Upholstery Trades
- Computer Repair and Service Technician
- Culinary Arts
- Data Entry Specialist
- Basic Electronics
- Electronic Test Technician
- Elementary Basic Skills
- English as a Second Language
- Food Preparation for Health Care Professionals
- Front Desk/Office Assistant
- General Education Development
- Commercial Printing
- Electronic Prepress
- Interactive Media
- Machine Shop
- Medical Office Assistant
- Multimedia Specialist
- Network Systems Specialist
- Certified Nursing Assistant
- Pipe Welding/Pipe Fitting
- Pre-Vocational English as a Second Language
- Professional Bakeshop Skills
- Secondary Education Completion
- Steel Fabrication
- Structural Welding
- Web Server Maintenance and Security
- Web Server
- Web Specialist

Regarding the Title IV Career and Technical Education programs, there are presently 20 certificates offered. During the 2009-10 academic year SDCE provided 163 CTE students financial aid. These students attended one of the following programs:

Program	Campus	Program Hours
Auto Body Repair and Paint	ECC	750
Automotive Technician	ECC	900
Automotive Upholstery	ECC	600
CISCO Networking Academy	ECC/North City	600
Electronic Test Technician	Centre City/Mid-City	900
Metal Trades – Steel Fabrication	ECC	600
Pipefitting & Welding	ECC	600

Metal Arc Oxy Flux Welding	ECC	600
Gas Metal Arc Welding	ECC	600
Gas Tungsten Arc Welding	ECC	600
Graphics-Commercial Printing	ECC	720
Graphics-Electronic Prepress	ECC	720
Office Systems-Accounting Clerk	ECC/Chavez/CC/WC	736
Office Systems-Admin. Assist.	ECC/Chavez/MC/CC/WC	708
Office Systems-Data Entry	ECC/Chavez/MC	600
Office Systems-Med. Receptionist	ECC/CC/MC	638
Interactive Media Certificate	North City	875
Web Design Certificate Program	ECC/North City	600
Web Server Maint. & Security	North City	800
Culinary Arts Program	West City	600

San Diego Continuing Education currently offers two types of certificates for postsecondary students. They are a "Program Certificate of Completion" and a "Course Certificate of Completion." A Program Certificate of Completion is awarded to students who have completed all competencies of an entire program of study. A Course Certificate of Completion is awarded to students who have completed a designated module or course within a program. This certificate is also given to students who have taken short term classes that require competencies. The specific competencies are listed on the reverse side of each certificate. Issuance of both program and course level certificates is reported to state and federal agencies. .

In addition to the aforementioned certificates of completion, San Diego Continuing Education also issues the following recognition certificates. These certificates do not bear an official seal and are not reported to federal or state agencies:

- Certificates of Participation - given for short-term workshops or specialty courses and to recognize attendance for English as a Second Language classes.
- Certificates of Appreciation – given to recognize special achievement and to recognize outstanding performance.

San Diego Continuing Education is authorized to offer non credit classes in 10 instructional categories under Education Code 84757.

Unduplicated headcount totals over 70,000 students in a typical calendar year. Duplicated headcount can exceed 100,000 students. These students are served by 728 full and part-time administrative and instructional staff. Most classes are open entry/open exit unless specified in the class schedule and are offered over three semesters during the year (fall semester, spring semester, and summer semester). A full-time student load is 20 hours per week for non-vocational programs (high school completion, English as a Second Language, and General Education Development). The full-time student load for vocational programs is 25 hours per week.

Faculty use a variety of delivery systems determined by the subject matter offered. For example, the typical Business Information Technology (BIT) class uses a combination of lecture, lab, work-based activities, and the internet. The high school and GED programs use primarily direct instruction either in the form of lecture or lab instruction and are working to reengage a distance education delivery mode.

Vocational programs use a combination of lecture, lab, work-based activities, and field trips. The English as a Second Language (ESL) classes frequently combine lecture, lab, internet, and work-based activities.

To assess the impact of our vocational programs we continually attempt to contact all students who have either completed or dropped our classes. Our student tracking database (Student Manager) has been used for many years used to collect enrollment and completion information for evaluation. SDCE is now exploring the possibility of transitioning to the ISIS mainframe to house student completion data. Tracking placement remains a challenge as SDCE is not able to use student social security numbers to track past students through the Employment Development Department. To address this issue and provide additional services to our students, we recently employed a placement coordinator to assist in tracking student progress, completion rates, and placement information.

COMMUNITY CHARACTERISTICS

This profile of SDCE and the community served is intended to highlight the students within the geographic service area, the identity and purpose of SDCE in the San Diego community, and describe to the extent possible, student needs and resources. The six campuses comprising SDCE are responsible for serving the adult basic education and training needs for residents of the City of San Diego. Therefore, using San Diego and communities within the city as the unit of analysis, this student and community profile is a summary of service area demographics and characteristics that focuses on the following questions:

- Who are the people of the San Diego community and how do they compare with the students enrolled in Continuing Education?
- What are the current and projected needs of the residents of San Diego in relation to education and employment?
- What resources are available to San Diego adults through our school and from other sources?
- What programs do we offer, and are they responsive to the needs of the learners we serve?
- What is the demographic and educational profile of the learners we serve?
- What is the demographic profile of the faculty, staff, and administration?

SDCE is the largest institution of its kind in the nation. It is the only non credit institution that is separately accredited by the Western Association of Schools and Colleges, WASC. It offers noncredit career technical education, college preparation, and life enrichment programs; community education general interest fee classes; and customized contract training classes designed for the business sector. SDCE serves approximately 100,000 students each year through 6 campuses of excellence and over 300 community and neighborhood sites. San Diego Continuing Education currently offers 35 certificate programs in several vocational areas and in basic skills, designed to enhance student income and employment potential. Continuing Education students are among

◀ Facts on File 2008-09

the most diverse in California with more than 150 different countries represented. The Continuing Education faculty are highly qualified with the majority holding master's degrees and several holding doctoral degrees.

SDCE has been serving the needs of the community since 1914. Originally part of the San Diego Unified School District and since 1970 a part of the San Diego Community College District, SDCE plays a strong role in educating adult continuing education students in the City of San Diego.

The specific mission of San Diego Continuing Education was approved by the SDCCD Board of Trustees in the summer of 2008 and is as follows:

VISION STATEMENT

San Diego Continuing Education will be the state's leading noncredit educational provider, based on *quality* of services offered and *variety* of courses available, assisting students to transform their lives.

PHILOSOPHY STATEMENT

San Diego Continuing Education is a multicultural institution dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors, without regard to their academic skill or life's challenges, offering innovative, high quality instruction and student support services. We believe that people have the capacity to change and that education can positively transform individuals, enriching their lives and contributing to our community.

CORE VALUES

We, the Continuing Education faculty, staff, and administration of San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared decision-making; and we honor creativity and innovation.

MISSION STATEMENT *(abstracted)*

To provide ongoing learning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment.

MISSION STATEMENT (comprehensive)

San Diego Continuing Education has roots dating to 1914. It is one of the largest separately accredited noncredit programs in the nation, offering no and low cost classes throughout San Diego. Continuing Education seeks to integrate lifelong learning into all San Diegan's lives, as evidenced by **growing enrollments.** Continuing Education students come with varied educational goals, including career advancement, college preparation, and life enrichment. To serve these student goals, we

recruit diverse faculty with extensive experience and education, including professional certifications, Master's, and Doctorate degrees. Faculty *professional development* to maintain subject area expertise and sustain institutional communication is critical to our success. Continuing Education strives to *diversify its course offerings*, creating a vast array of lifelong learning opportunities. Continuing Education's programs and courses relate to the following:

- Basic skills courses for those needing basic reading, writing, and math skills
- English as a Second Language (ESL) courses for limited English speakers
- High school completion and GED preparation courses for those not completing high school
- Older adult courses supporting and promoting positive aging
- Disability Support Programs and Services courses for persons with disabilities
- Parent Education courses to increase parenting skills
- Community Education courses providing fee-based professional and personal enrichment classes
- Contract Education courses customized to the specific needs of business and industry
- Career Development and College Preparation (CDCP) courses.

Continuing Education functions as an integral part of the San Diego Community College District, providing transitional pathways to the three credit institutions: City College, Mesa College, and Miramar College. Continuing Education's six campuses and more than 300 community locations are important to our community presence and image/identity. Campuses are staffed by professional and competent classified and administrative personnel, who strive to serve the best interests of students. Continuing Education's vision, philosophy, values, and mission is founded on hiring qualified persons without regard to age, gender, disability, ethnicity, religion, or national origin.

HISTORICAL OVERVIEW OF
SAN DIEGO CONTINUING EDUCATION

Over the nine decades that Continuing Education has been serving the educational needs of San Diegans, the population, demographics, and economic characteristics of San Diego and the SDCCD have changed tremendously. In 1914, free night classes began for adults in areas such as elementary and secondary basic skills and citizenship instruction. After World War II, adult high school completion courses were offered to returning veterans. In the 1960s, San Diego Evening High School was changed to San Diego Adult School. Many of the courses offered at the Adult School included art, drama, music, and foreign languages. This was due in large part to locally based funding and support from the community.

In 1970, a separate community college district was established operating under a local governing board; approximately 50,000 San Diego adults were enrolled. In 1973, a new separate governing board and Chancellor were established and given specific responsibility for the

education of adults within the San Diego Community College District. In 1981, the name of the Adult Education division was officially changed to Continuing Education.

In the mid-1970s, more than 100,000 adults were enrolled due to the arrival of Indo-Chinese, (Vietnamese, Cambodian, and Lao) refugees. This led to the rapid growth of the English as a Second Language program. In 1978, California voters passed Proposition 13. This legislation severely limited local-based funding, tax assessment options, and overall control by local educational governing boards. A cap on enrollment was created by the state and as a result, art, music, drama, and physical fitness were eliminated as state supported classes. The decade of the 1980s brought diminishing resources for adult education at a time when the demand for educational services was increasing. During this period, refugees and persons seeking amnesty and citizenship, and fulfilling welfare obligations under the Greater Avenues for Independence (GAIN) program, were a primary source of student growth. To respond to the needs of women entering the workforce, special projects funded through grants and contracts were developed to serve single parents, displaced homemakers, and women in the trades. At this time, Continuing Education also invested in computers and software for use in the GAIN (Greater Avenues for Independence) labs and Office Systems programs.

The 1990s also saw diminished funding for adult education, even though there was continued growth in the number of adults most in need of Continuing Education services.

Figure 1.1 San Diego Continuing Education Organization Chart
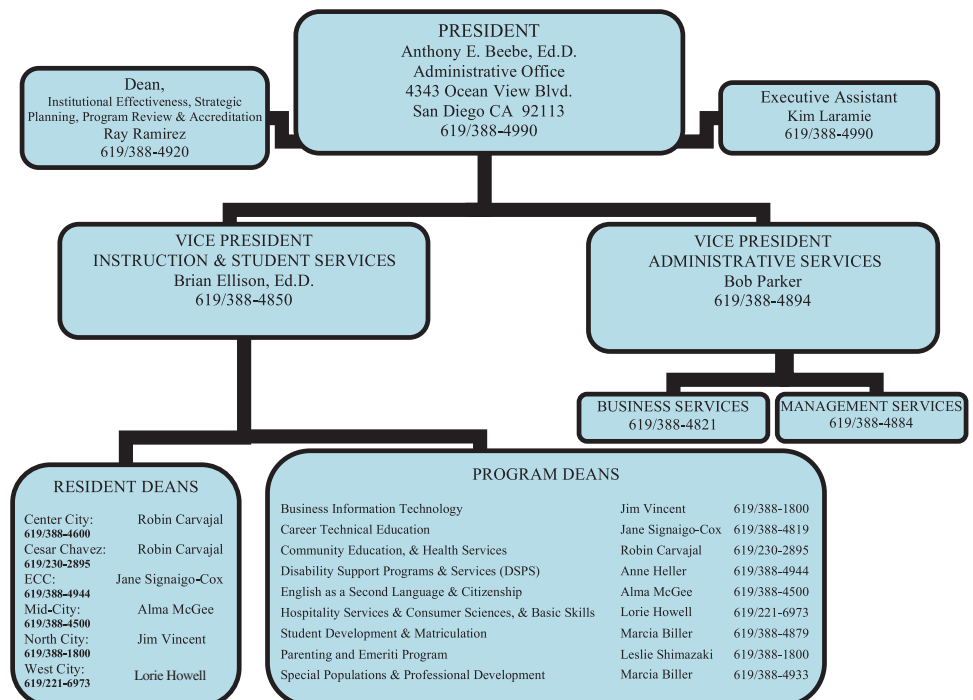
Governing Board minutes from 2003 in evidence box ▶

In 2003, the former District Chancellor instituted a plan to integrate Continuing Education into the Colleges, thus eliminating SDCE as a separate administrative unit. To this end the Chancellor not only eliminated most of SDCE's central administration, but also reduced SDCE's course offerings and instructional staff by approximately 15%. In 2004, the new chancellor, Dr. Constance M. Carroll, reversed this

decision, and during the past 5 years, SDCE has been rebuilding its administrative structure and its instructional program. As an example, under the leadership of its new president, Dr. Anthony Beebe, SDCE has undergone a complete reorganization from a site based concentration to a program based, cohesive unit and counts over thirty (30) innovations to San Diego Continuing Education to date, as a result.

COMMUNITY PROFILE
CONTINUING EDUCATION POPULATION AND SERVICE AREA CHARACTERISTICS

According to the 2000 census data from SANDAG, San Diego has become a "minority majority" city with no group constituting over 50% of the population (San Diego Regional Environmental Scan Report, 2006). This means that City of San Diego is becoming diversified due to an ever changing demographic population. As of 2000, non-Hispanic whites constituted 49% of the total San Diego City population, followed by Latinos (25%) and Asians (14%) and African Americans (8%). The socio-economic structure of San Diego tends to be dichotomized. That is, there are many well-educated professionals and many less well-educated service sector workers relative to very few middle-income level jobs in the City of San Diego (San Diego Regional Environmental Scan Report, 2006). This socio-economic trend seems to be driven by both the income and educational attainment levels of the San Diego general population according to 2000 census data. In all, these trends reflect a socio-economic structure that is typical of many post-industrial cities.

San Diego is one of the fastest growing cities in the United States and is one of the nation's largest cities. San Diego is projected to grow over the next two decades, however the growth will be different and significant changes to the city's population are expected to transpire (San Diego Regional Environmental Scan Report, 2006). For instance, the majority of the city's population growth is expected to occur in the Latino community. By today's demographic standards, Latinos comprise one-quarter of the San Diego City population. However, by the year 2030, Latinos are expected to account for approximately one-third of the total population (SANDAG forecast, 2000). At that time, both the White and Latino populations in San Diego are expected to be numerically comparable to each other.

POPULATION GROWTH

During the 1980s, the city of San Diego experienced a large and intensive growth in population – a 27% increase in population between 1980 and 1990. This growth rate was nearly double that of California's and four times that of the rest of the United States. During the 1990s this rate of increase slowed significantly and between 2000 and 2005 San Diego's population grew at 8.4%, slightly less than the statewide rate of 8.7%. During the last five years this growth has been almost evenly split between natural increase (births minus deaths) and net migration. Between 2005 and 2008, the population increased by 3% to 1,336,865 residents. By 2020, that number is projected to grow to 1,514,336 San Diegans.

◀ SANDAG Report in evidence box and at Accreditation webpage http://accreditation.sdce.edu

AGE

The age characteristics of the region are also continuing to change. As the generation of 'baby-boomers' becomes older, the median age in San Diego will continue to rise. In 2000 the median age in city of San Diego was 32.2 years. In 2008 the median age had risen to 35.1. The San Diego Association of Governments (SANDAG) projects that by the year 2015 the median age of the San Diego region will rise to approximately 37. This projection is expected for all ethnic groupings with each projected to have a higher median age in 2015 than in 2008. SANDAG projects the following increases between 2000 and 2030:

- The population of adults 55 to 59 years of age will increase 89%.
- The population of adults 65 to 69 years of age will increase 156%.
- The population of adults 85+ years of age will increase by 175%.

This general aging trend of the San Diego population and the significant growth in the proportion of older adults suggests that our Emeritus Program will need to expand to meet the lifelong learning needs of this segment of the population.

ECONOMIC TRENDS

San Diego generally enjoyed a relatively strong economy until the mid - 1980s. Manufacturing, the military, and tourism generally kept income and employment levels relatively high in comparison to state and national averages. However, with the end of the Cold War and reductions in defense related spending and military contracts, the economy began to worsen. Between 1990 and 1993, San Diego saw a decline in wage and salaried jobs by about 40,000. Approximately 33% of these jobs were in the higher paying manufacturing sector. At the same time, the number of service industry jobs increased dramatically. This made the service sector the largest and fastest growing sector of the economy. Looking ahead to the future, labor economists expect that between 2000 and 2015, about three out of every five new jobs will be in either the service or trade industries while growth in manufacturing and government sectors will continue to abate. The service sectors that are projected to experience the strongest growth include finance, insurance, and real estate services. But in 2007-2009 the most severe recession since the great depression in 1929, proved this projection wrong.

According to the SANDAG report, *Building a Foundation to Achieve Global Competitiveness,* research shows that San Diego's reliance on low wage job growth in the past led to a low rate of growth in the region's standard of living. The report makes quite clear that the strategy of investing public resources in trade clusters that require a low or minimal level of education or training set a low pace of economic growth in the region. According to the report, these low wage job clusters will remain in San Diego, thus perpetuating this cycle of low wage jobs. San diego continuing Education, through its Career Technical (vocational), Basic Skills, adult Secondary Education (ASE) and English as a Second Language (ESL) programs is poised to increase the education level and job skills, thus the earning potential, of the region's adult age population. A National study, *Median Annual Earnings by Educational Attainment,* 2006, shows that earning a high school diploma can increase an individual's wages significantly over a lifetime.

Figure 1.2 Median Annual Earnings by Educational Attainment, United States, 2006
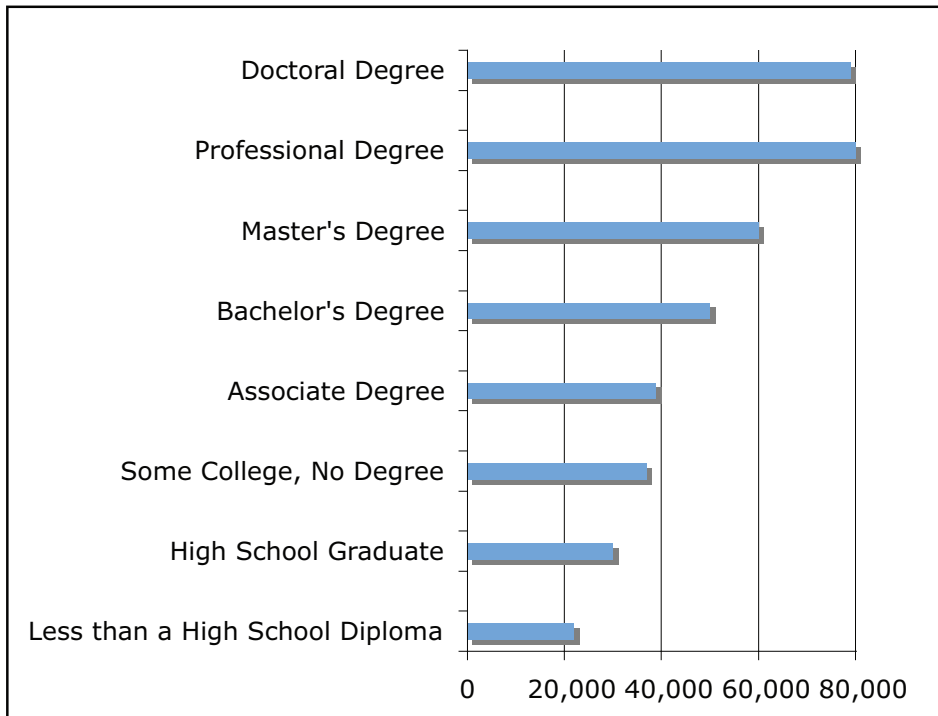
The San Diego region also faces significant challenges in terms of its ability to remain economically competitive. What determines competitiveness is the potential for a region to achieve sustained success in three broad areas: the Economy, the Environment, and Equity. According to a report released in June, 2002 by SANDAG, the Regional Economic Development Corporation and the Competitiveness Index Advisory Committee, San Diego's weak element is equity and the indicators in equity that are ranked lowest are housing affordability and the percent of children aged 3-4 enrolled in early education programs. Problems with housing affordability are borne out by the following data:

Figure 1.3

	2000	2008	Increase
Median Rent	$875	$1,254	46%
Median Price of Housing	$242,100	$482,000	99%
Median Household Income *(1999 dollars)*	$43,219	$49,410	7.7%

This rapid increase in housing costs means that only 21% of the adult population in the City of San Diego can afford to buy any type of housing (including converted apartments) and the City has become the 6th least affordable housing market in the United States. This escalating cost of housing presents Continuing Education with two distinct challenges: one, a potentially declining student population as individuals in the lower economic strata are forced to relocate to other areas in the county, state or country where housing is more affordable; and two, restructuring its delivery methodologies and scheduling to serve students who may be working two jobs in order to remain in San Diego and thus have less time to devote to further educational pursuits.

HOUSEHOLD INCOME

During the 1970s and early 1980s San Diego's household income was approximately 36% above the national levels. However, with the end of the Cold War and the advent of military downsizing, many defense-related firms reduced their payrolls or moved out of the region. As a result, San Diego's household income languished.

Since 2000 the median household income in the City of San Diego has increased approximately 7.7% when adjusted for inflation but the median income and its growth has not been constant across Continuing Education's service area. Data that focuses on sub regions within the city show increasing median household incomes as one moves north and west within the city. The median household income in 2008 varied from a low of $28,292 in the Mid-City area to a high of $50,860 in North City Area. The percent of income increase from 2000 to 2008 also varied from a low of -5.3% in the Miramar area to a high of 7.4% in the central area of the city.

These income disparities have significant implications for our Continuing Education programs. The central and southeastern parts of the city will continue to include more lower income populations than our campuses in the northern and coastal areas of San Diego. Programs in the areas serving lower income residents, must be tailored to help meet the educational and training needs of the local community as do those in the high income areas. Implied in this statement is improved income mobility through education and training.

LITERACY LEVELS

The 2003 National Assessment of Adult Literacy Survey (NAAL) assessed prose documents and quantitative literacy skills of adults in the United States and identified five levels of literacy, from Non Literate to Proficient. Analysis of the NAAL survey in 2003, published in December 2005, identified 11 million adults as Non Literate, 23 million adults as Below Basic, 63 million adults as Basic, 95 million adults as Intermediate, and 28 million as Proficient.

In San Diego County, there are 440,206 adults who are performing at the Below Basic Literacy level. This number represents 20.2% of the population. Hispanics make up 56.8% of this population, Whites make up 24.5%, Blacks make up 9% and Asian/Pacific Islanders make up 6.5%. This suggests an important need for the continued and expanded provision of adult literacy training and education in the San Diego region. Given these regional trends, Continuing Education will need to play a major role in providing literacy education and training.

CONTINUING EDUCATION STUDENT PROFILE

The range of educational backgrounds of our students is one of distinguishing characteristics of Continuing Education. Among reported awards conferred at CE between 2004/05 and 2008/09, almost half (49%) were GEDs or high school diplomas. There continued to be a need for basic skills programs at all of the Continuing Education campuses. Between Summer 2005 and Fall 2008, 30% of course enrollments in noncredit were English as a Second Language courses. This indicates a

relatively large percentage of non-native English speakers, resulting in the large ESL program in Continuing Education. Because many ESL students are not literate in their first language, Continuing Education offers an ESL program that includes all levels outlined by the state Model Standards for ESL and a wide variety of instructional methodologies. Programs such as Vocational English as a Second Language (VESL), and Community-Based English Tutoring (CBET) courses are increasingly useful to students who need English in a focused vocational or family literacy context.

It is apparent that San Diego Continuing Education students matriculate to the district colleges according to the report Student Migration from Noncredit to Credit. Over the past 5 years on average, 68,787 students enrolled in SDCE classes. In the same 5 years, an average of 2,169 SDCE students enrolled in District Colleges annually for the first time, for a yield rate of approximately 3%. In 2007-2008 a total of 6,896 SDCE students enrolled in district colleges, generating 2,890.27 credit FTES.

HEADCOUNT AND STUDENT CHARACTERISTICS

Unduplicated student headcount for Continuing Education showed a 2% increase between Fall 04 and Fall 08. An ethnic breakdown comparison of Continuing Education and its service area showed that the Latino student population at Continuing Education (32%) was overrepresented proportional to the Latino general population within the Continuing Education service area (27%). Conversely, both White and Asian, Pacific Islander student populations at Continuing Education (34% and 13%, respectively) were underrepresented relative to the White and Asian general populations within the Continuing Education service area (45% and 15%, respectively). The African American student population at Continuing Education (8%) was representative of the African American general population within the Continuing Education service area (8%).

Figure 1.4 Continuing Education Overall Headcount
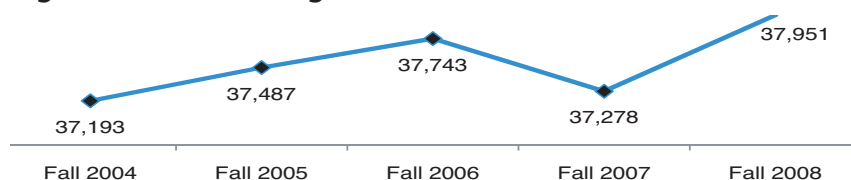
Table 1.4 Continuing Education Overall Headcount

Table 1.1.1. Continuing Education Overall Headcount (Fall)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change Fall 04-08
Total	37,193	37,487	37,743	37,278	37,951	2%

Source: SDCCD Information System

Table 1.1.2. Continuing Education Overall Headcount (Summer)

	Summer 2004	Summer 2005	Summer 2006	Summer 2007	Summer 2008	% Change Summer 04-08
Total	22,352	22,939	24,339	26,245	26,325	18%

Source: SDCCD Information System

Table 1.1.3. Continuing Education Overall Headcount (Spring)

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	% Change Spring 05-09
Total	37,637	38,221	38,239	38,081	37,103	-1%

Source: SDCCD Information System

On average, the female student headcount (58%) was higher than their male counterpart (36%), which has remained consistent from Fall 2008 data. Headcount for female students increased 6%, while headcount for male students decreased 4% from Fall 2008 data.

From Fall 2008 data, the age cohorts with the largest headcounts within Continuing Education, on average, were students age 50 and older (37%), students ages 30-39 (18%) and students between ages 18 to 24 years old (14%). Students age 50 and older increased 22%, while students between ages 18 and 24 years old decreased 17% from Fall 2008 data. Student headcount for those students between ages 18 to 24 years old displayed the greatest disparity within Continuing Education when compared to the district-wide student population (14% and 36%, respectively). However, student headcount for those students age 50 and older (37%) were overrepresented when compared to the district-wide student population (18%).

Figure 1.5 Continuing Education Headcount by Age
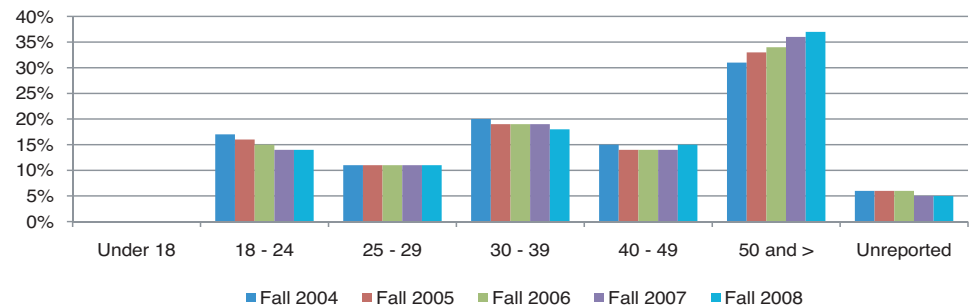
Table 1.5 Continuing Education Headcount by Age

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		% Change Fall 04-08	Continuing Education Average Fall 04-08	Districtwide Average Fall 04-08
Under 18	145	0%	184	0%	147	0%	148	0%	140	0%	-3%	0%	2%
18 - 24	6,450	17%	6,181	16%	5,813	15%	5,319	14%	5,366	14%	-17%	16%	36%
25 - 29	4,276	11%	4,132	11%	4,230	11%	4,069	11%	4,081	11%	-5%	11%	14%
30 - 39	7,351	20%	7,106	19%	7,183	19%	6,942	19%	6,964	18%	-5%	19%	17%
40 - 49	5,418	15%	5,148	14%	5,392	14%	5,398	14%	5,524	15%	2%	14%	11%
50 and >	11,388	31%	12,513	33%	12,870	34%	13,358	36%	13,934	37%	22%	34%	18%
Unreported	2,165	6%	2,223	6%	2,108	6%	2,044	5%	1,942	5%	-10%	6%	3%
Total	37,193	100%	37,487	100%	37,743	100%	37,278	100%	37,951	100%	2%	100%	100%

Office of Institutional Research and Planning

Continuing Education provides instruction to students who reside within and outside its service areas. Between Fall 2004 and Fall 2008, on average, 76% of students who resided within the Continuing Education service area attended Continuing Education programs and stand alone classes; 24%, on average, resided in surrounding zip code areas.

Figure 1.6 Continuing Education Headcount by Service Area
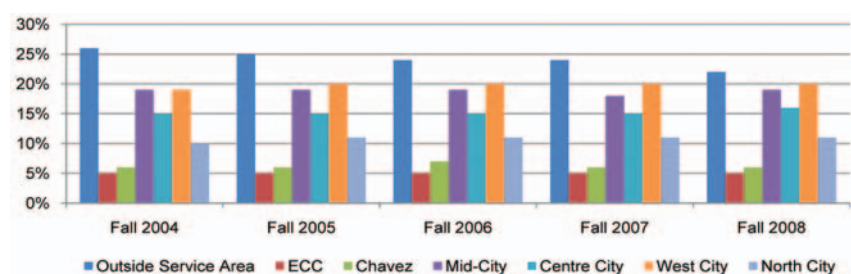
TERM PERSISTENCE RATES

The average term persistence rate for Continuing Education students was 46% between Fall 2004 and Fall 2008 cohorts. Overall, persistence rates decreased by 1%. Persistence rates remained steady at 46% and 47%, respectively between Fall 2004 and Fall 2008.

Figure 1.7 Continuing Education Student Term Persistence
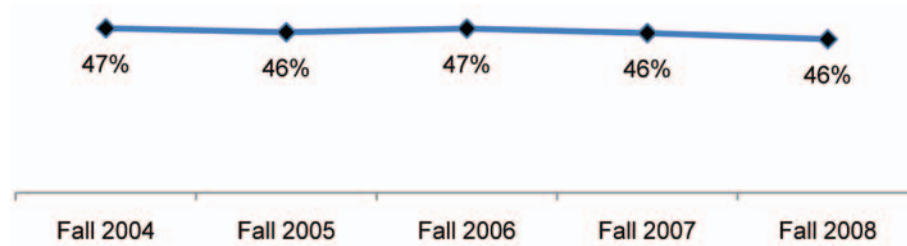
Table 1.7 Continuing Education Student Term Persistence

Cohort	Fall	Spring	Persistence
Fall 2004	37,193	17,349	47%
Fall 2005	37,487	17,336	46%
Fall 2006	37,743	17,596	47%
Fall 2007	37,278	17,208	46%
Fall 2008	37,951	17,282	46%
Average			46%

ANNUAL AWARDS CONFERRED

Annual Awards Conferred: On average, half of the total awards conferred at Continuing Education were certificates of completion (51%), one-third of the awards conferred were high school diplomas (33%), and approximately one-fifth of the awards conferred were GEDs (16%) between 2004/05 and 2008/09. The number of certificates of completion, GED, and high school diplomas conferred increased between 2004/05 and 2008/09 (131%, 10%, and 89%, respectively). In particular, the number of high school diplomas conferred at Continuing Education steadily increased, from 273 in 2004/05 to 517 in 2008/09, while the other two award types fluctuated during the same time period.

◀ Continuing Education Fact Book, 2009 in evidence box and at sdce website http://accreditation.sdce.edu

Figure 1.8 Continuing Education Annual Conferred Awards
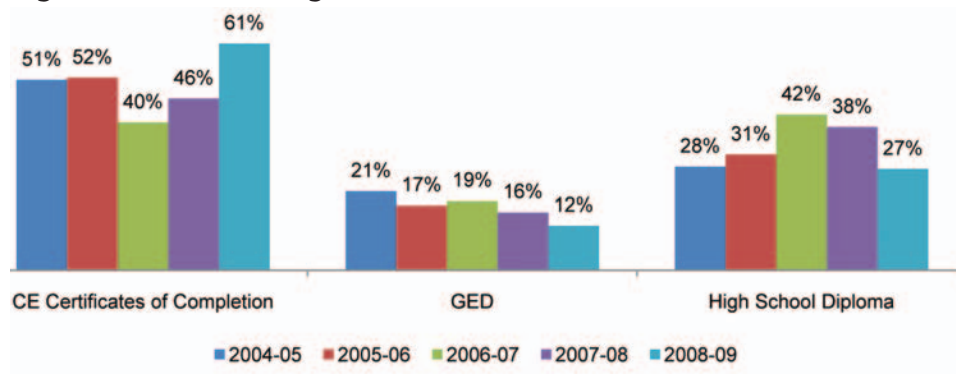
Table 1.8 Continuing Education Annual Awards Conferred

	2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	Continuing Education Average 04/05-08/09
CE Certificates of Completion	503	51%	594	52%	448	40%	582	46%	1,161	61%	131%	51%
GED	208	21%	199	17%	210	19%	196	16%	228	12%	10%	16%
High School Diploma	273	28%	356	31%	472	42%	485	38%	517	27%	89%	33%
Total	984	100%	1,149	100%	1,130	100%	1,263	100%	1,906	100%	94%	100%

PRODUCTIVITY AND EFFICIENCY

Annual FTES: Continuing Education showed declining FTES between 2004/05 and 2005/06 and then a steady increase between 2005/06 and 2008/09. Continuing Education non-credit FTES displayed an 8% increase, from 9,798 in 2004/05 to 10,576 in 2008/09. There was no credit FTES for Continuing Education.

Figure 1.9 Continuing Education Annual FTES
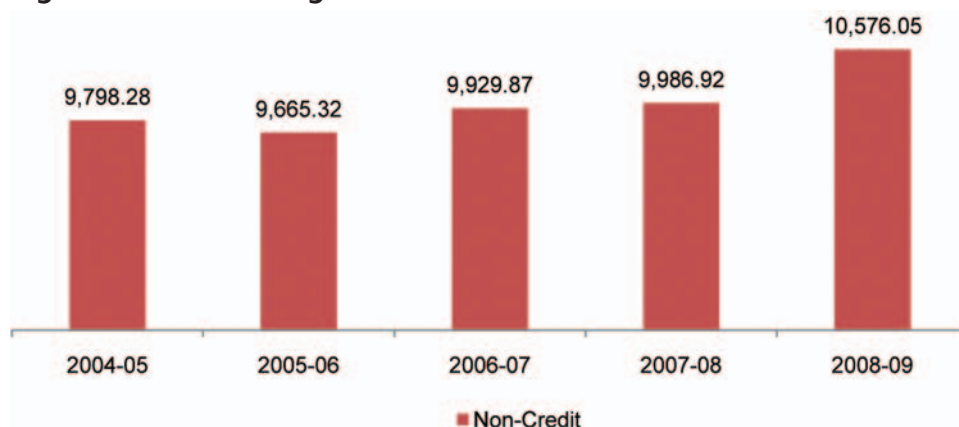
Table 1.9 Continuing Education Annual FTES

	2004-05	2005-06	2006-07	2007-08	2008-09
Non-Credit	9,798.28	9,665.32	9,929.87	9,986.92	10,576.05

Continuing Education Fact ▶
Book, 2009 in evidence box
and at sdce website
http://accreditation.sdce.edu

In Summary, the enrollment trend for the on campus mode of instruction increased for the summer (2%), fall (7%), and spring (8%) terms between 2004/05 and 2008/09. Data for the online mode of instruction enrollment are premature to comment on at this time.

Figure 1.10 Continuing Education Enrollments (Summer)
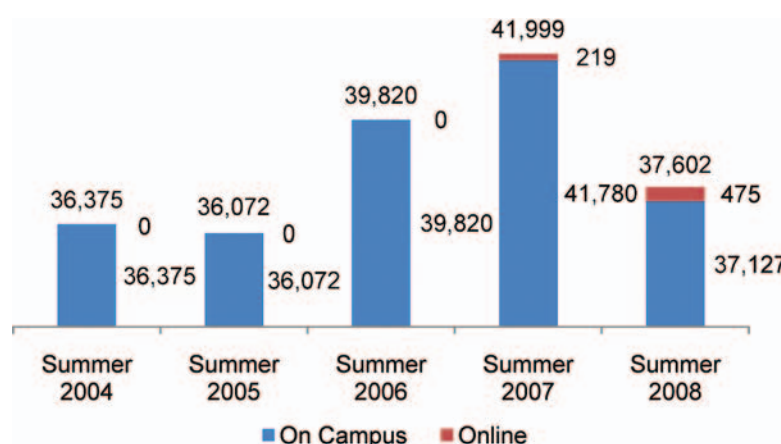
Figure 1.10 Continuing Education Enrollments (Fall)
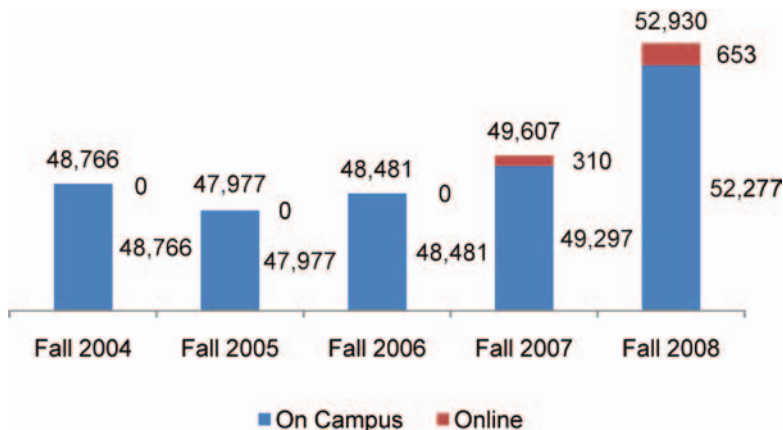
Figure 1.10 Continuing Education Enrollments (Spring)
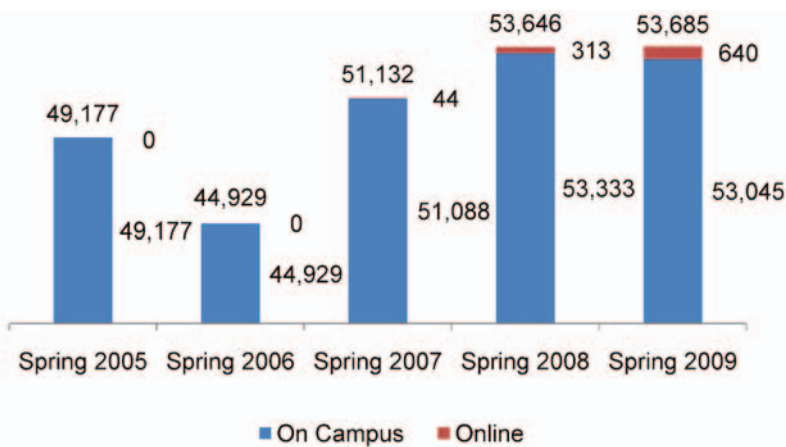
Table 1.10 Continuing Education Enrollments

Term On	On Campus	Online	Total
Summer 2004	36,375	0	36,375
Summer 2005	36,072	0	36,072
Summer 2006	39,820	0	39,820
Summer 2007	41,780	219	41,999
Summer 2008	37,127	475	37,602
Total	**191,174**	**694**	**191,868**
Fall 2004	48,766	0	48,766
Fall 2005	47,977	0	47,977
Fall 2006	48,481	0	48,481
Fall 2007	49,297	310	49,607
Fall 2008	52,277	653	52,930
Total	**246,798**	**963**	**247,761**
Spring 2005	49,177	0	49,177
Spring 2006	44,929	0	44,929
Spring 2007	51,088	44	51,132
Spring 2008	53,333	313	53,646
Spring 2009	53,045	640	53,685
Total	**251,572**	**997**	**252,569**

Source: SDCCD Information System
Note: Apprenticeship classes were excluded

◀ SDCE Fact Book: 2009 in evidence box and at Accreditation webpage http://accreditation.sdce.edu

SAN DIEGO CONTINUING EDUCATION EMPLOYEES

There were a total of 813 employees working at Continuing Education during Fall 2008. The ethnic breakdown showed that White employees comprised 58% of the total employee population, followed by Latino employees (17%), and African American employees comprised 10% of the Continuing Education workforce (see Figure 1.1.1). Among classified staff, Latino employees comprised 27% of the employee demographic breakdown. White employees comprised 29% of the classified staff positions and made up more than two-thirds of the teaching faculty positions (70%) compared to other ethnic groups (see Table 1.12). White employees comprised more than one-third (38%) of management positions and 73% of the supervisory positions. Latino employees constituted 15% of the management positions and 9% of the supervisory positions. African American employees comprised 15% of the management positions and almost one-tenth (9%) of the supervisory positions. Asian/Pacific Islander, Filipino, and Latino employee populations (7%, 0%, and 17%, respectively) at Continuing Education were underrepresented relative to the Asian/Pacific Islander, Filipino, and Latino general student populations (13%, 3%, and 32%, respectively) at Continuing Education (see Figure 1.1.2.). However, the White employee population (58%) at Continuing Education was overrepresented relative to the White general student population (34%) at Continuing Education. The employee populations of all other ethnic groups at Continuing Education were comparable to the general student populations of all other ethnic groups at Continuing Education.

Figure 1.11 Continuing Education Fall 2008 Employees by Ethnicity

Figure 1.12 Continuing Education Fall 2008 Employees Compared to Students by Ethnicity
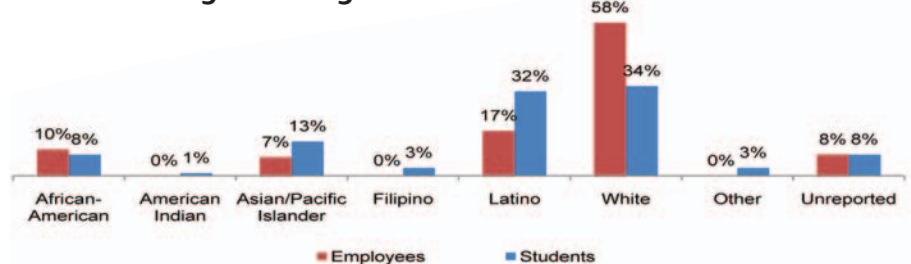
Table 1.12 Continuing Education Fall 2008 Employees by Ethnicity

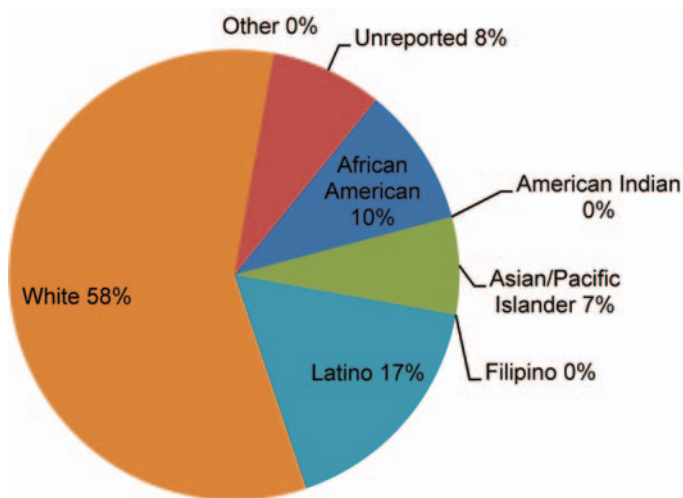|	African American		American Indian		Asian		Filipino		Latino		White		Other		Unreported		Total
Total Employees	78	10%	2	<1%	58	7%	3	<1%	137	17%	471	58%	2	<1%	62	8%	813
Male	22	9%	-	-	18	7%	2	1%	43	18%	133	55%	1	<1%	22	9%	241
Female	56	10%	2	<1%	40	7%	1	<1%	94	16%	338	59%	1	<1%	40	7%	572
Classified Staff	21	19%	1	1%	14	13%	1	1%	30	27%	32	29%	-	-	13	12%	112
Non-Academic Hourly	10	15%	-	-	9	14%	-	-	28	42%	17	26%	-	-	2	3%	66
Teaching Faculty	37	7%	-	-	30	6%	1	<1%	59	11%	374	70%	1	<1%	36	7%	538
Contract	5	5%	-	-	2	2%	1	1	12	13%	63	67%	-	-	11	12%	94
Adjunct	32	7%	-	-	28	6%	-	-	47	11%	311	70%	1	<1%	25	6%	444
Counseling Faculty	2	6%	1	3%	1	3%	-	-	12	36%	13	39%	-	-	4	12%	33
Contract	1	5%	1	5%	1	5%	-	-	8	36%	10	45%	-	-	1	5%	22
Adjunct	1	9%	-	-	-	-	-	-	4	36%	3	27%	-	-	3	27%	11
Library Faculty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contract	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Adjunct	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Police Officers	-	-	-	-	1	33%	1	33%	-	-	-	-	1	33%	-	-	3
Community Service Officers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management	2	15%	-	-	1	8%	-	-	2	15%	5	38%	-	-	3	23%	13
Supervisory Staff	1	9%	-	-	-	-	-	-	1	9%	8	73%	-	-	1	9%	11

Source: SDCCD Information System

Table 5.2. Continuing Education Employee by Gender and Job Status

Gender		Job Status	
Male	30%	Full-Time/Contract	32%
Female	70%	Hourly/Adjunct	68%

Source: SDCCD Information System

SUMMARY

According to the community and student demographic information compiled from various sources and included in this profile, there is strong evidence that Continuing Education is serving the learners most in need and is consonant with the economic and demographic trends in San Diego. The City of San Diego has a population of approximately 1,250,000 residents representing a growth of 8 percent from 2000 to 2009. If current immigration, birthrate, and demographic trends continue, it is expected that Continuing Education will need to continue to serve the substantial literacy, communication, and workforce needs of the San Diego Community. As our population continues to age, demands for services for older adults can be expected to increase. Accommodating persons with disabilities will continue to be a priority for San Diego Continuing Education.

Economic research data suggest that between 2000 and 2015, approximately 14,000 new jobs will be created annually, not withstanding a recession or other negative economic factors. However, these same data suggest that about 10% will be in higher paying sectors of the economy, and about 60% will be in lower paying occupations such as services, tourism, and retail and trade sectors of the economy. These data suggest the continued importance of providing high quality, relevant occupationally related courses through our Career Technical Education Certificate programs.

San Diego Continuing Education anticipates a growing need to provide ABE and High School Completion programs. High school completion data for San Diego Unified School District students show a significant percentage are dropping out of high school or are not completing the requirements for a diploma. Data obtained from the 2000 Census indicates that approximately 17% of San Diego residents have less than 12 years of education. This suggests a growing need to serve students who leave high school before finishing their requirements for a diploma. Continuing Education currently meets these current and emerging vital educational needs of our community and will continue to do so for the foreseeable future.

◀ SANDAG 2000 Census at Demographics and other data
http://www.sandag.org

Student Learning Outcomes

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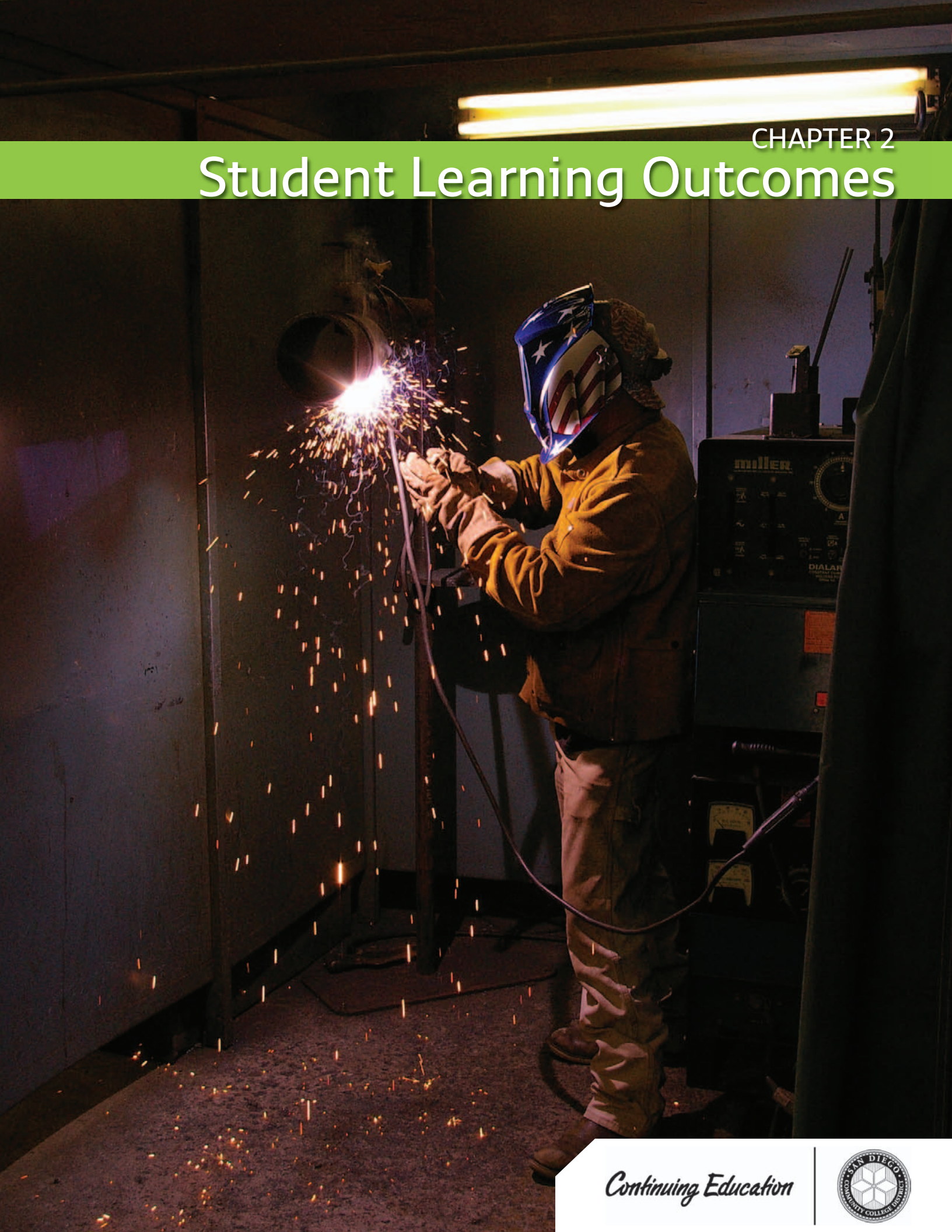
Student Learning Outcomes

INSTITUTIONAL STUDENT LEARNING OUTCOMES (SLOs)

On October 27, 2008, permission was obtained from the WASC Schools Division to supplant Expected Student Learning Results (ESLR) with Student Learning Outcomes (SLOs). In its request, San Diego Continuing Education gave as reasons for the transition from ESLRs to SLOs the need for consistency and efficiency within the District and its three colleges who were also requesting reaffirmation of accreditation in 2010. Following are the current institutional SLOs:

1. **Social Responsibility**
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2. **Effective Communication**
   SDCE students demonstrate effective communication skills.

3. **Critical Thinking**
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. **Personal and Professional Development**
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

The program SLOs have a relationship to the institutional SLOs and are customized to fit the distinctive curriculum of the various programs in SDCE. Following are the current program SLOs.

Program: ADULT SECONDARY EDUCATION

MISSION STATEMENT: Adult Secondary Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED, competency in the English language, citizenship, vocational skills or enrichment.

Program: ADULT BASIC EDUCATION

MISSION STATEMENT: Adult Basic Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED, competency in the English language, citizenship, vocational skills or enrichment; and, to integrate these purposes into the department and course student learning outcomes.

ASE/ABE Department SLOs

1. ASE/ABE students will demonstrate the ability to apply knowledge of a course objective by applying it to a current event/issue.
   (Relates to Institutional SLO #3)

2. ASE/ABE students will demonstrate the ability to work cooperatively in a group to resolve/reconcile an issue relating to the topic of study within the specific course.
   (Relates to Institutional SLO #1)

3. ASE/ABE students will formulate a goal, set-up a plan of action, and evaluate success.
   (Relates to Institutional SLO #4)

4. ASE/ABE students will describe how they would integrate a course principle into a real life situation.
   (Relates to Institutional SLO #3)

Program: ALLIED HEALTH

MISSION STATEMENT: Allied Health offers a 260-hour Nursing Assistant Training course to prepare students for the State Certified Nurse Assistant (CNA) examination and to receive certification as Home Health Aides.

Allied Health Department SLOs

1. Allied Health students will be able to perform relevant competent skills in an entry level healthcare career.
   (Relates to Institutional SLO #4)

2. Allied Health students will be able to critically evaluate information and apply it to their personal and professional lives.
   (Relates to Institutional SLO #3)

3. Allied Health students will be able to apply the knowledge and skills extracted from courses to pass required California state certification examinations.
   (Relates to Institutional SLO #4)

4. Allied Health students will be able to work cooperatively in a diverse environment.
   (Relates to Institutional SLO #1)

Program: BUSINESS INFORMATION TECHNOLOGY

MISSION STATEMENT: Business Information Technology trains students with the information technology skills needed to succeed in today's workforce. We provide top equipment, the latest computer software and talented instructors, so students get to experience the best in the classroom. We offer free computer software classes for beginners who need the basics to get started; business owners and managers who need to learn the most widely-used business software; Multimedia professionals who need new or sharpened skills to create new products for the new economy; and Information Technology professionals who need experience with Internet technology.

BIT Department SLOs

1. Students completing a BIT software course will be able to demonstrate the use of the software tools to effectively communicate with others in person, with paper documents or online. *(Relates to Institutional SLO #2)*

2. BIT students will demonstrate the capability to work in teams of other diverse individuals to apply Information Technology solutions to a problem. *(Relates to Institutional SLO #1)*

3. BIT students will demonstrate the ability to use Information Technology and software tools to support decision processes and critical thinking. *(Relates to Institutional SLO #3)*

4. BIT students will pursue continued Information Technology education to complete short term goals such as website development, and also continue with long term programs that will keep them current in this rapidly changing field. *(Relates to Institutional SLO #4)*

Program: CAREER TECHNICAL EDUCATION

MISSION STATEMENT: Career Technical Education provides vocational education and training programs for the San Diego Community that ensures a skilled, productive workforce.

Career Technical Education Department SLOs

1. CTE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment. *(Relates to Institutional SLO #1)*

2. CTE students demonstrate effective communication skills necessary for safety standards and work requirements. *(Relates to Institutional SLO #2)*

3. CTE students critically process information, make decisions, and solve problems independently or cooperatively. *(Relates to Institutional SLO #3)*

4. CTE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives and in the workplace. *(Relates to Institutional SLO #4)*

Program: **COUNSELING**

MISSION STATEMENT: Counseling ensures student success by helping students achieve their goals and fulfill their dreams by providing excellent counseling services in the following areas: program orientation; assessment for placement into classes; counseling regarding academics, career planning and personal issues; college transfer information; developing an educational plan; information about and referral to additional support services.

Counseling Program SLOs

1. Students will know about the steps, resources and/or choices they have to define, clarify or achieve their goals.
   (Relates to Institutional SLO #2 and SLO #3)

2. Students will know and be able to utilize basic information regarding registration procedures and educational options offered through SDCE and SDCCD.
   (Relates to Institutional SLO #2 and SLO #3)

3. Students will know basic information on student rights and responsibilities.
   (Relates to Institutional SLO #2 and SLO #3)

4. Students will know about available career resources and services.
   (Relates to Institutional SLO #2, SLO #3 and SLO #4)

Program: **DISABILITY SUPPORT PROGRAMS AND SERVICES**

MISSION STATEMENT: Disability Support Programs and Services (DSPS) offers a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal and vocational goals.

DSP&S Department SLOs

1. Students will manage the positive and negative forces in their lives to persist in class as they pursue lifelong learning.
   (Relates to Institutional SLO #3)

2. Students will establish a goal and make progress toward that goal.
   (Relates to Institutional SLO #4)

3. Student will make progress toward mastering skills addressed in class.
   (Relates to Institutional SLO #4)

4. Student will use self advocacy skills to cope with changing situations in their lives.
   (Relates to Institutional SLO #4)

Program: EMERITUS

MISSION STATEMENT: The Emeritus Program provides adults 55+ the opportunity to acquire a quality education, specifically designed to offer lifelong learning opportunities in the areas which will promote positive aging: personal growth for self improvement, critical thinking, independence, community advocacy, mental and physical well-being, creativity, and economic self-sufficiency.

Emeritus Department SLOs

1. SDCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment.
(Relates to Institutional SLO #1)

2. SDCE older adult students practice collaborative endeavors.
(Relates to Institutional SLO #2)

3. SDCE older adult students work toward the accomplishment of lifelong learning goals through education designed to promote critical thinking.
(Relates to Institutional SLO #3)

4. SDCE older adults engage in learning activities to successfully prepare for, and participate in, positive aging in the 21st century.
(Relates to Institutional SLO #4)

Program: ENGLISH AS A SECOND LANGUAGE

MISSION STATEMENT: English as a Second Language offers up to date English language instruction to learners seeking to communicate with English speakers, acquire basic literacy skills, learn about the culture and customs of the United States, and fulfill their goals as family members, workers, community participants, and lifelong learners.

English as a Second Language Department SLOs

1. ESL students effectively listen to and speak with people of diverse backgrounds to fulfill communication tasks as workers, family members, community members, and/or lifelong learners.
(Relates to Institutional SLO #2)

2. ESL students demonstrate appropriate reading and critical thinking skills to process information related to their roles as workers, family members, community members, and/or lifelong learners.
(Relates to Institutional SLO #2)

3. ESL students demonstrate effective writing skills to fulfill writing tasks as workers, family members, community members, and/or lifelong learner.
(Relates to Institutional SLO #2)
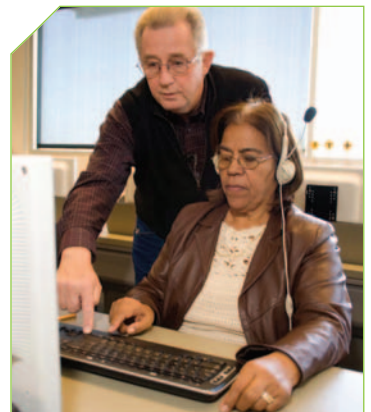
Program: HOSPITALITY AND CONSUMER SCIENCES

MISSION STATEMENT: Hospitality and Consumer sciences provides students with the knowledge and skills in any of the possible subject matter offerings (foods/nutrition/ culinary arts/hospitality/fashion production/fashion merchandising/ textiles/interior design/life management/consumer issues and personal development) in order to prepare for vocational careers in the above and to positively affect one's quality of life.

Hospitality and Consumer Sciences Department SLOs
Foods/Nutrition/Culinary Arts

1. Students completing a food or nutrition course or program will demonstrate knowledge of concepts, techniques and related skills through hands-on food preparation, demonstration and group learning tasks.
   (Relates to Institutional SLO #4)

2. Students completing a fashion or fashion production course or program will demonstrate understanding of concepts, technologies, related skills and techniques by successfully completing class projects.
   (Relates to Institutional SLO #4)

Program: PARENT EDUCATION

MISSION STATEMENT: Parent Education students gain an understanding of their role as the primary and most important teacher their children have. This comes through their exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs.

Parent Education Department SLOs

1. Students will demonstrate ethical parenting behaviors to calmly navigate the emotional, physical, and financial stressors of raising a child in the 21st century.
   (Relates to Institutional SLO #1 and SLO #3)

2. Students will communicate effectively with individuals from different socioeconomic, cultural, racial, ethnic or other backgrounds.
   (Relates to Institutional SLO #1 and SLO #2)

3. Students will demonstrate knowledge of the stages of child growth and development through a variety of parenting strategies, which support inclusion and respect.
   (Relates to Institutional SLO #4)

4. Students will demonstrate the importance of parenting skills at all levels of a child's growth and development, and examine practices that directly support those skills.
   (Relates to Institutional SLO #4)

Continuing Education | SAN DIEGO COMMUNITY COLLEGE DISTRICT

Progress Report

*T*his chapter summarizes the progress made on the previous self-study action plan and the additional school-wide areas of follow up cited by the WASC visiting team. The chapter further addresses identified impediments to school wide improvements including informing all stakeholders, and utilizing various communication methods to ensure the dissemination of information.

School-wide Critical Areas for Follow-Up

- Integrate ESLRs (Now SLOs) into overall school purpose and curriculum
- Create an action plan that addresses key issues revealed from the self-study process
- Implement a systematic method for involving all stakeholders in the decision making process
- Institutionalize professional development for all SDCE employees
- Explore educational options that support student persistence
- Create a uniform and consistent orientation process for all students at all sites

Progress Made in the Critical Areas for Follow-Up

In the three years since 2007, SDCE has integrated the visiting committee recommendations into the operational plans in the areas listed above including the inclusion of SLOs in all new course outlines and the submission of a report of these into the CurricUNET™ software program.

SDCE has created a new action plan through the participatory governance structure, which includes the faculty and classified senates, and the administrative Governance Council, involving all stakeholders in decision making for the institution. Staff development efforts include a staff development program for faculty called FLEX. A survey of the classified staff was conducted in Spring 2010 and results are currently being examined to determine their professional development needs.

◀ http://accreditation.sdce.edu

The Mid-City campus is currently in the third year of a persistence study research effort which looks at the effect on student persistence through the application of the "Mid-City Model of Managed Enrollment." Preliminary results show an increase in student retention and persistence in the system. Finally, as a result of concerted effort in the student services community of SDCE, there is now in place at all campuses, a uniform orientation program.

Initiatives such as the SDCE managerial reorganization of 2007, over 27 SDCE program innovations and accomplishments, and the new successor strategic and education master plans all attest to the progress made in the areas listed above. A new marketing and communications plan has reworked and improved the image of SDCE and improved

communications among and between the institution and the community. The consistent hallmark of these changes is the full involvement, review of inputs and collaborations of the diverse SDCE stakeholders whose members include the community, faculty, staff, students and the varied home groups that make up San Diego Continuing Education.

In keeping with the broad goal of institutional effectiveness for SDCE: The integration of the institutional effectiveness cycle with strategic planning, program review, research, and budgeting, these changes enhance the mission and ensure continuous program quality based on positive change. At the heart of the cycle is the mission statement from which the institution derives its purpose, values, and intended service base.

As part of the institutional effectiveness cycle, action plan items are reviewed on an annual basis by the constituent committees as well as those organized for the purpose of the 2010 self-study.

The summary of progress on the 2007 revised action plan and the additional follow-up items described below show progress made, evidence that follow-up occurred, and how that progress has contributed to the accomplishment of the SDCE Student Learning Outcomes and ultimately, how San Diego Continuing Education is accomplishing its mission.

AREAS FOR IMPROVEMENT

ASSESSMENT OF STUDENT LEARNING OUTCOMES

1. **Review Current Assessment Practices:**
   All course outlines in all disciplines were reviewed for specific links to student learning outcomes. The result was that all new course outlines were revised to include SLOs.

2. **Identify and Comply with Legal Assessment Requirements per State Chancellor's Office:**
   The Dean of Matriculation, in conjunction with SDCE's ESL Department, participated in a year long ESL CASAS assessment validation study. Approval was finalized on July 15, 2009. SDCE is in compliance with requirements for ESL assessment instruments as defined by the California Community College State Chancellor's Office. The Dean of Matriculation and the ABE/ASE (Adult Secondary Education) department are currently participating in the beginning stages of working with publisher CTB/McGraw-Hill to validate the Test of Adult Basic Education (TABE) for placement into ABE/ASE classes. The Dean of Student Development/ Matriculation in the summer of 2009 provided three training sessions on test administration procedures for use of the new TABE 9/10 as part of the above-referenced process

3. **Develop, Prioritize and Implement SDCE Assessment Plan:**
   - Use classroom assessments including evaluation rubrics pre/post testing, performance objectives and criterion referenced

testing: This is currently in progress with ESL employing the CASAS test and all programs using SLO assessment plans.

- Provide staff development in SLO assessment, learning theory and improved support services through assessment of students: This was provided through the SDCE FLEX staff development program in the fall of 2009.
- Ensure consistency within disciplines: The staff development in this area is consistent for all faculty.
- Include program review as an improvement process: Program review was conducted in spring and fall 2009 for all programs which resulted in changes that enhanced the relationship between goals and objectives and student learning outcomes.
- Develop ESL level exit assessments: Since 2007 the ESL Program has made progress in level exit assessments. After convening an ESL SLO committee which identified students learning outcomes in writing at each level, the committee drafted rubrics for level exit writing assessments. The plan is to field test these rubrics and assessments at the end of Fall, 2009. In the Spring of 2010, we will analyze the data from this field testing and revise the assessment instruments as needed.

4. **Evaluate, Review and Revise Assessment Plan:**
   Completed annually through a review of the SLO assessment results which answers the question "Are students learning what they are supposed to be learning?"

5. **Present resource needs to SDCE budget development committee:**
   Each budget cycle begins in March and assessment resource needs are presented to the budget development committee for their consideration.
   .

6. **Annual follow-up to determine if assessment of SLOs is informing instructional decision making:**
   This process was established in 2009 and is subject to review once the initial report is received by the Vice-President of Instruction and Student Services.

7. **Annual Review to monitor implementation and accomplishment:**
   Please see item #6 above.

RESEARCH

1. **Establish SDCE Research Committee:**
   The Continuing Education Research Committee (CERC) was established in 2008. Please see the SDCE Research Committee Chartering document located on the SDCE web page.

2. **Assess current data collection:**
   The CERC contacted the district Office of Research and Planning for a review of SDCE research efforts. The result was that SDCE had no research agenda and received ad hoc reports. SDCE created a research agenda in 2008 with revisions occurring in 2009.

3. **Identify SDCE research needs:**
   The CERC conducted a needs assessment through its membership which consists of members of all the representative constituencies in Continuing Education including the classified staff and students. The results became the pool from which the 2008 research agenda was established.

4. **Communicate research needs to the CERC Committee:**
   The District Office of Research and Planning provided support of the CERC agenda and ad hoc research efforts and greatly assisted it in its communication of research needs to the larger SDCE community.

5. **Hire a SDCE Campus-Based Researcher (CBR):**
   District budget considerations have delayed hiring a campus-based researcher; however, the District Office of Research and Planning makes a concerted effort to provide research that would otherwise have been conducted by a CBR.

6. **Prioritize Research Needs:**
   This was accomplished via the SDCE Research Committee and resulted in the 2008 and 2009 Continuing Education Research Agendas.

7. **Conduct Research:**
   This was accomplished by The District Office of Research and Planning, according to the CERC research agenda priorities.

8. **Use data to inform institutional needs:**
   Data is used to inform institutional needs in the following ways:
   - Basic Skills Initiative (BSI) data, which includes student assessments, are sent to the state as part of an annual accountability report.
   - Identify Best Practices for ESL Online Instruction which asked the question whether ESL students made greater gains with online instruction compared to classroom instruction.
   - A Study of Managed Enrollment Procedures at Mid-City Campus looked at the possible connection between learner persistence and managed enrollment.
   - Demographic Profile of all SDCE campuses and service areas on an annual basis.
   - Institution-Wide Research to identify the critical areas for professional staff development for SDCE; the SDCCD Research and Planning Office assisted in designing surveys for this purpose in the spring of 2010.
   - SDCE Classified Employees and upward mobility in job categories will become part of the 2009 Research Agenda.

9. **Annual Review of Research Agenda:**
   This review occurred in May 2009 with findings posted in both hard copy and electronic report form.

INSTITUTIONALIZED STAFF DEVELOPMENT FOR ALL SDCE EMPLOYEES

1. **Create an institutionalized Staff Development Process:**
This was accomplished by filling a staff development manager position (Dean, Professional Development and Special Populations), assigning a faculty FLEX coordinator, creating a staff development committee and establishing a state approved fully funded annual FLEX (Flexible Calendar) program of professional development for faculty. A survey was administered to classified staff to determine their professional development.

◄ Evidence box and FLEX website
https://cefaculty.sdccd.edu/ceflex/ceflexreview.cfm

2. **Conduct staff development Needs Assessment of SDCE employees:**
This was met for all employees in the fall of 2008, spring of 2009 and fall 2009 in cooperation with the SDCCD Research and Planning department. In 2008, an initial survey was conducted to establish the program plan of staff development for faculty.

◄ Copies of electronic surveys conducted for each term in the Outlook Public folder, staff development web site and in the bi-annual staff development electronic communication

The Professional Development Committee conducts a survey at the end of each academic year to determine the next year's needs. They developed a professional growth plan for 2009-2011 that focused on three areas based primarily on recommendations from both the academic and the classified senate. The focus areas are 1) Technology, 2) Safety and 3) Leadership development. Future plans include the further development of the SDCE technology academy that will continue to provide workshops. Specific titles can be forwarded on request. The Professional Development committee is currently working on developing a SDCE website that will act as a resource and repository of information for all SDCE employees. This site, which is similar to those developed for City, Miramar and Mesa, will launch March 2010. Beginning in fall 2010, they will begin to work on developing a leadership/mentoring academy for faculty and staff.

3. **Create an Institutional Staff Development Annual Plan:**
This item was met by development of an annual staff development plan. Please see evidence box and Self-Study web page.

◄ FLEX website:
http://cefaculty.sdccd.edu
(click on FLEX tab)

4. **Implement Staff Development Plan for 2008:**
Created by FLEX program for staff in 2008 and 2009, to present. Implemented as Flex days in 2008, 2009 and 2010.

◄ Staff Development website
http://employee.sdce.edu

◄ SDCE Board-approved Calendar which includes FLEX days

5. **Review 2008 and Revise 2009 Staff Development Plans:**
The staff development coordinator is in process on this task. (Please review plans at the Staff Development website)

6. **Conduct Research to Track Changes as a Result of FLEX Program:**
The FLEX committee is looking at student achievement data, increased participation rates of faculty, student learning objectives (SLOs) attainment, increased student satisfaction, and persistence.

◄ Staff Development Research Report in evidence box

7. **Annual Review of Accomplishments:**
Objectives of first year program of staff development have been reviewed and revised as needed.

◄ Annual Review document in evidence box

CREATE A UNIFORM AND CONSISTENT ORIENTATION PROCESS FOR ALL STUDENTS AT ALL SITES

The counseling department has agreed certain core elements be included in orientations at all SDCE campuses. Updated orientation materials are shared across campuses for program areas such as ABE/H.S./GED, Business Information Technology (BIT), CTE, CNA and ESL. Orientations are modified to include specifics about the campus a student is attending. If a program exists only at one campus, the core element mentioned in #2 below is included.

ORIENTATION

1. What modes of orientation are available to students?

Students in all matriculated program areas receive orientation. The majority are provided in person by a counselor in a group setting and sometimes an instructor, prior to students entering classes. This can also occur one-to-one with a counselor. In this setting oral presentation is used, printed handouts and/or PowerPoint presentations. Some disciplines such as ESL, Parenting, Culinary Arts and DSPS have created DVD versions of their orientations. In 2008, SDCE developed a new web site (www.sdce.edu) which also can link to orientation materials for the matriculated programs.

▶ Orientation materials in evidence box and at
http://accreditation.sdce.edu

2. What topics are covered in orientation?

Core areas covered in *all* SDCE orientations include: a description of SDCE, its programs and facilities, support services, DSPS, enrollment and registration information, an explanation of non-credit and credit including the relationship between the SDCE and the colleges and ways to transition from non-credit to credit. Student release of information forms, rights and responsibilities are reviewed, as are academic and attendance policies. Specifics about the program the prospective student is interested in are covered. If they have come to a High School Diploma/GED orientation, that specific program is then described in detail. Assessment results and how they affect placement into programs is also discussed. If appropriate, articulation with specific credit programs is covered (e.g. automotive technician).

3. Is there a script, PowerPoint presentation or outline available?

Yes (copies of DVDs and PowerPoint orientations included in materials).

4. Are modified modes of orientation available for ethnic or language minority groups?

ESL has an orientation on DVD. It can be utilized by individuals and has subtitles in Vietnamese, Somali, and Spanish. All DVDs are closed-captioned

EXPLORE EDUCATIONAL OPTIONS
THAT SUPPORT STUDENT PERSISTENCE

The ESL Learner Persistence Committee has been involved in a research study that compares the relationship of managed and open entry enrollment to learner persistence. As part of the study, the ESL department at the Mid-City Campus offers managed enrollment and open entry options for students. The original pilot study compared the newly established managed enrollment classes in the spring of 2006 with their paired open entry enrollment classes (same classroom instructor and level) in the spring of 2005. The initial findings were very encouraging. Although overall there were fewer students enrolled in managed enrollment classes (due to limited enrollment periods), *all managed enrollment classes had greater average student attendance hours and a higher average percentage of days attended by students with 7+ hours than their paired open entry classes*. Mid-City is currently working with a research analyst from the District Office of Research and Planning to continue a three-year comparative study that will analyze student profiles and attendance trends in open entry and managed enrollment classes and the relationship of type of enrollment to learner persistence. They are exploring whether there is a correlation between type of enrollment and learning gains using data from CASAS testing. The results of the study should be very interesting and could impact the implementation of managed enrollment across Continuing Education, at other campuses and/or in other departments.

IMPLEMENT A SYSTEMATIC METHOD FOR
INVOLVING ALL STAKEHOLDERS IN THE DECISION
MAKING PROCESS

Continuing Education has made significant strides in the development of a process to involve all stakeholders in the decision making process since the last reaffirmation of accreditation and the resulting recommendation. In 2007, the first SDCE Strategic Plan was created with input from all quarters of the SDCE family. In 2009 and 2010, a successor strategic plan *The Cornerstones for the Future* was planned and accomplished via a "town hall" type President's Forums concept. While strategic planning is a systematic process to promote the future direction of an organization, and planning is accomplished in relation to available resources, operating environment, and stakeholder needs, traditionally, strategic planning begins with administrative decisions that result in actions filtering down to stakeholders.

The Continuing Education strategic planning process flips the traditional model up side down. Our process begins with our stakeholders and their input on our organization's operations, strengths, and aspirations, then builds the plan to a unified whole. This grass roots approach is more respectful of the organization's expertise, has a greater basis for success, and focuses on the needs most important to the students.

Beginning January 11, 2010, the President of Continuing Education hosted town hall-type forums at each of six Continuing Education campuses. Hundreds of faculty, staff, and administrators participated in

◀ Learner persistence in
http://accreditation.sdce.edu

◀ 2010-2012 Strategic Plan:
Cornerstones For The Future
in evidence box and at
http://accreditation.sdce.edu

the forums. The goal was to have a conversation with the entire institution about our future. Discussions centered on determining core strengths and future opportunities. Many aspirations, concerns, goals, and ambitions were shared. In all cases, participants were honest, open, and thoughtful. Our goal was accomplished and the result was each campus produced core strengths and future opportunities.

CENTRE CITY – 1-11-2010	ECC – 1-12-2010	WEST CITY – 1-13-2010
Strengths	**Strengths**	**Strengths**
1. Commitment to student success	1. Student success—past, present and future*	1. Diverse and motivated students
2. Celebration of student success	2. Dedicated professional faculty and staff	2. Varied and current curriculum
3. Professionalism, respect, and camaraderie	3. Community relationships	3. Experienced and respected faculty and staff
4. Self perpetuating success for staff and students	4. Today's skills and technology	4. Affordable education
5. Academic freedom	5. Flexibility/diversity	5. Location and facility
	Combined with "Commitment to student success" in survey.	
Future Opportunities	**Future Opportunities**	**Future Opportunities**
1. Alumni involvement	1. Job security	1. Employment security*
2. Technology center of the future	2. Support and expand our strengths	2. Expand and articulate curriculum on green campuses
		Combined with "Job security" in survey.

MID-CITY – 1-14-2010	NORTH CITY – 1-14-2010	CESAR CHAVEZ – 1-20-2010
Strengths	**Strengths**	**Strengths**
1. Sense of community and family	1. Bridge to student success	1. Roots of student success
2. Diversity	2. Adaptable	2. Teamwork
3. Student success from any starting point	3. Creative, cutting edge technology	3. Neighborhood educational support
4. Experienced and professional faculty and staff	4. Dedicated, professional classified staff	4. Patience, determination, and hope
5. Good facilities	5. Dedication, longevity, and experience	5. Focused training and achievement
Future Opportunities	**Future Opportunities**	**Future Opportunities**
1. Improve technology	1. Raise standards throughout Continuing Education	1. New facility and parking
2. Collaboration with community and district	2. Recognition across the board	2. Merge two campus strengths into one

Campus results were placed in a SDCE-wide survey for all members to have an opportunity to rank. The survey resulted in 120 employees from across SDCE who participated. The highest ranked survey items on the survey were as follows:

Top Continuing Education Strengths (in order – greatest strength first):

1. Commitment to student success
2. Affordable education
3. Dedicated, professional faculty and staff
4. Diverse and motivated students
5. Student success from any starting point

Top Continuing Education Future Opportunity (in order – greatest opportunity first):

1. Support and expand our strengths
2. Improve technology
3. Collaboration with community and district
4. Raise standards throughout Continuing Education

These four themes represent system-wide planning Cornerstones as determined by the institution. They express broad strategic priorities. The

Cornerstones form a coordinated planning base for Continuing Education faculty, staff, managers, and their campuses. Although Cornerstones are system-wide, the Continuing Education planning process enables the strengths and individuality of each campus to shine through, meeting the needs of surrounding neighborhoods and communities. Below is a brief discussion of the four areas:

REVISED STRATEGIC CORNERSTONES

❖ **Cornerstone 1: Support Strengths.** Members of the institution ranked this item significantly above all other future opportunities. Clearly, this institution is an extraordinary organization. It is unique in so many dimensions, including its mission, culture, accreditation, size, structure, facilities, faculty and staff dedication, and so on. This cornerstone is about recognizing this institution as a miracle to be embraced rather than a significant problem to be solved. Our idea is to build the organization around the things we do well, and that we know work, rather than being mired down focusing all effort, time, and resources trying to fix what does not work. Growing what works squeezes out what does not. We know that organizations create more exceptional performance opportunities when efforts and resources are aligned with major strengths, than when resources are expended chasing problems and weaknesses. This positive approach opens the door to a universe of possibilities, enabling us to be the best we can be as individuals and collectively as an organization.

Members of the institution identified the following as our greatest strengths:

1. **Commitment to student success**
2. **Affordable education**
3. **Dedicated, professional faculty and staff**
4. **Diverse and motivated students**
5. **Student success from any starting point**

❖ **Cornerstone 2: Improve technology.** Members of the institution recognized that a broad use of advanced technology across the organization is an imperative to staying relevant. While Continuing Education has a few exceptional areas of technology use, there is a great need to increase access to more sophisticated applications of advanced technology across the institution. Improved technology includes classroom technology (e.g., smart boards, computers, smart phones, videos, online class support pages, and clickers), student services technology (e.g., registration, assessment, enrollment management, counseling, and wait list rosters), and office technology (e.g., enrollment management and record keeping).

❖ **Cornerstone 3: Build Collaborations.** Members understand that we cannot operate as a silo in the District or in the community. This Cornerstone is about building partnerships, relationships, and collaborations with the colleges, District offices, and community organizations. These collaborations leverage scarce resources and expand access of resources that we do not have in Continuing Education. Certainly careful pursuit of mission-centered grants and other collaborations with the colleges and community-based organizations are important for us to maintain services, especially given shrinking state resources.

❖ **Cornerstone 4: Raise Expectations.** This Cornerstone relates to embracing continuous improvement and supporting higher student expectations. The general spirit of this Cornerstone is that students will rise to whatever expectations faculty, staff, and administrators have for them. While it is true that our students currently achieve high performance levels, members of the institution believe that with additional support and confidence, students could achieve even higher performance levels. There is a significant body of research indicating educational and behavior expectations have an indelible effect on student performance. As a self-fulfilling prophesy, a student's performance will either rise to the level of expectation or fall to one that is lower than their potential. Our institutional goal is for faculty, staff, and administrators to raise our expectations, and coach students to achieve levels they may never have thought possible.

Figure 1 shows the interrelatedness of the Cornerstones. For example, it makes sense that our many Continuing Education strengths can be drawn upon to build collaborations. Likewise, technology can enhance strengths or even create collaborations via an online environment. Similarly, all Cornerstones can be related to raising expectations for students, and ultimately achieving greater performance.

Figure 3.1
Interrelationship of Cornerstones
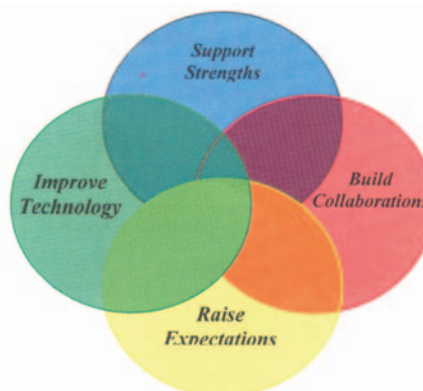
SAN DIEGO CONTINUING EDUCATION PARTICIPATORY GOVERNANCE

"An institution's governance is personal. It is personal to the individuals within it. As such, "governance" is a woven fabric of social, historical, cultural, contractual, academic, legal, economic, and organizational elements. It is unique and not easily portable to or from other institutions. Informal governance structures will develop and evolve on their own out of pragmatic necessity. The best governance structures are those specifically and meaningfully designed by an institution."

– Anthony Beebe, Ed.D, President, Continuing Education

With these words, the Participatory Governance website opens to reveal the philosophy, values and inner workings of the collegial system of open governance that exists in Continuing Education today. The governance structure of Continuing Education is designed to "put the interests and successes of Continuing Education students first, above all else, create a

process to promote open communications between and among constituencies and develop and promote an atmosphere of transparency and accountability".

Participatory governance is the philosophical underpinning to the Institutional Effectiveness cycle depicted below, which follows an annual calendar with planning nodes that unify the efforts of all constituent planning groups into a unified cycle that includes strategic goals, strategic priorities, building plans, monitoring results and evaluating the results and using results to continuously seek quality improvement of the institution.

SDCE INSTITUTIONAL EFFECTIVENESS CYCLE

Activity	Timeframe	Additional Considerations for Planning
Determine Strategic Market Cornerstones and Establish Strategic Priorities	April-June	Environmental Scan of Community, Labor Studies. Involve all Stakeholders in Determining Cornerstones.
Build Operational Plans	Sept.-Oct.	District Budget Cycle January through June. Plans Determine Budget Needs and Targets in Enrollment, Staffing, Equipment, Facilities, Professional Development Plans. Develop Class Schedule.
Implement Plans	Fall Semester	Enrollment, Staffing, Equipment, Facilities, and Professional Development Plans.
Monitor Results. Conduct Program Review and Assess Performance Indicators	Dec.-Jan.	Program Review is a six year cycle and coterminous with Strategic Planning Cycle.
Adjust Plans. Use Results for Continuous Quality Improvement of the Institution	Jan-March	Institutional Effectiveness Cycles towards the Continuous Quality Improvement Level of Implementation
Evaluate Adjusted Plans. Review previous Cycle and Implement Changes in New Cycle	April-June	Review/ Update Vision, Philosophy, Values and Mission. Involve all Stakeholders
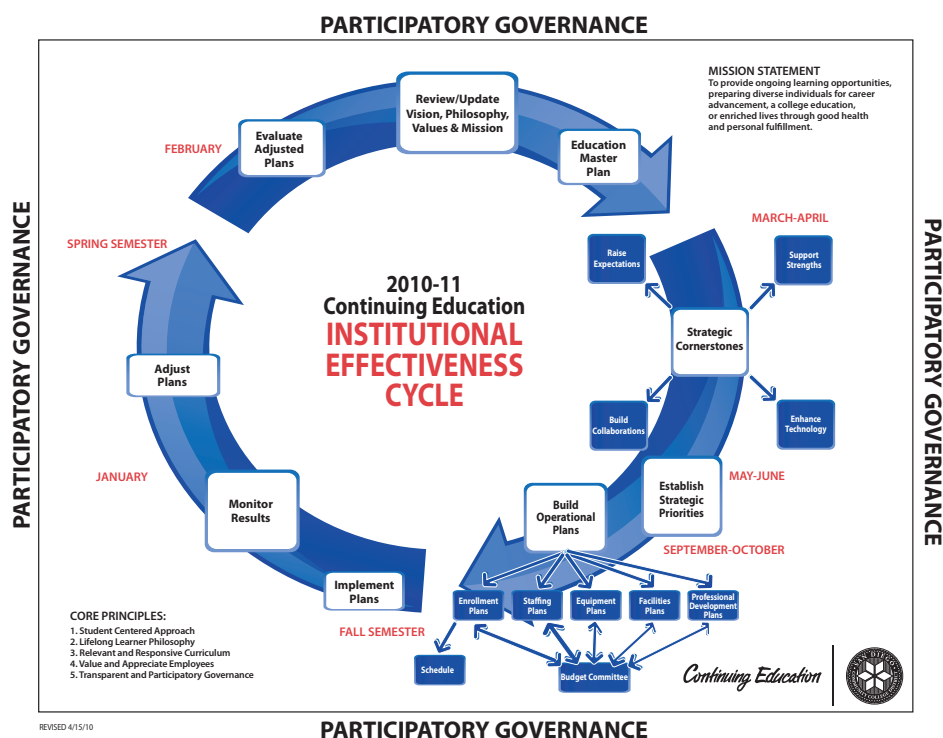
SAN DIEGO CONTINUING EDUCATION ACCOMPLISHMENTS

In addition to the completion of the three action items identified in the self-study of 2007, and the additional areas for improvement, there have been significant changes and innovations in the organization. The following items were accomplished over the last four years:

CURRICULUM AND INSTRUCTION

From ESLRs to SLOs

SDCE transitioned from ESLRs to SLOs to better align with curriculum terminology and development throughout the district. This transition was approved by the WASC Schools Division in 2008.

Institutional SLOs include:

1. **Social Responsibility**
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2. **Effective Communication**
   SDCE students demonstrate effective communication skills.

3. **Critical Thinking**
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. **Personal and Professional Development**
   SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

I-BEST Instructional Model

The Basic Education and Skills Training (IBEST) instructional model is intended to provide faculty with an opportunity to develop vocational training classes with an embedded basic skills curriculum. This model has applicability with all vocational programs and represents an evolution of the learning community where coursework is paired to generate a curriculum that supports and integrates select course content, theory and methodology.

Both the BSI Initiative and IBEST have been adopted by Continuing Education as strategies to improve basic skills instruction and provide students with the opportunity to acquire the foundation skills needed to successfully complete a vocational program or transfer to credit instruction.

CurricUNET™

CurricUNET™ was adopted by SDCE and is an internet-based software application designed to automate and enhance the development and approval of curriculum in a multi-college district.

The system permits tracking of curriculum proposals and provides status reports on demand. It serves as a repository for archival course outlines, as well as current ones; status reports reveal when programs and courses were last revised, permitting improved curriculum management by the District.

Program Review

One of the recommendations of the 2007 WASC visiting team concerned program review: "Implementation of a more manageable system for program review". In 2008, SDCE adopted its revised program review protocol based on a review of the literature to capture best practices in California and throughout the nation. The current program features an annual review of data which consists of datasets for each program on a single page format. This annual review results in a three to five page narrative of program effectiveness and culminates, in six years, as a full program review. Program review impacts annual program goals and objectives, criteria for success, and action planning. This entire process is captured in WEAVEonline™ and is used to facilitate program review.

Basic Skills Initiative (BSI)

SDCE received funding for instruction in basic skills under the California Community College's Basic Skills Initiative. This Initiative provides statewide training and support to address the professional development needs of community college faculty and staff in the areas of basic skills and ESL instruction and will jointly address both credit and noncredit instruction, including English, mathematics, reading, writing and ESL instruction.

Online Class Attendance Verification (CAV) Summaries and Attendance/Grade Roster

Since the inception of SDCE enrollment data, "student accounting" has been collected in hard copy with its myriad forms and other paperwork. The use of online CAV Summaries and Attendance/Grade Rosters was initiated in 2008 and is used by all faculty. Revisions and updates occur as needed.

Online Classes

One of the WASC visiting committee's recommendations was to "Increase integration of technology in delivery of instruction." SDCE has created and delivered new online classes in the Business Information Technology (BIT) Program and in the Emeritus Program offerings. Data indicates these classes have experienced increasing enrollments from Summer, 2008, through Spring 2009.

SDCE Catalog

SDCE's Catalog was revised and brought up to date in 2008 and is effective for 2008-2009 and 2009-2010.

Community Education

SDCE significantly expanded the Community Education Program. The mission of the Community Education program is to provide diverse, affordable personal and professional enrichment workshops to the San Diego community including courses in arts and crafts, business and career development, dance firearm safety, fitness and exercise, foreign languages, jewelry making, music, on-line instruction, personal development, personal finance, test certification preparation and more.

Faculty Leadership Model

Faculty leadership transitioned from an Instructional Leader model to a Program Chair and Assistant Program Chair model.

Three faculty Coordinator Positions were added to SDCE

These coordinators have responsibility for professional development

(FLEX Program), the Basic Skills Initiative student learning outcomes (SLOs), program review, and WEAVEonline™ planning software.

Contract Education
San Diego's Continuing Education's Employee Training Institute (ETi) is the resource for contract education. Businesses throughout San Diego's greater metropolitan area contract with ETi for workforce training, organizational development and project administration. ETi strives to offer programs and services that complement those of the San Diego Community College District.

In partnership with Boston Reed College, ETi also offers nine healthcare career training programs that get individuals' job ready. Lecture and hands-on learning, including an arranged externship, lead to certificates of completion, field experience employers want, and preparation for state and national certification exams.

INSTITUTIONAL AND STRATEGIC PLANNING

Establishment of Strategic Plan
A strategic plan was developed during the 2006-07 academic year and its successor in 2010-2013. The goals of this new plan are to support our strengths, improve technology, build collaborations and, broadly speaking, raise expectations.

Education Master Plan
The SDCE Education Master Plan was revised in 2008-2009. Highlights of the plan include: a revised mission statement, up-to-date demographics, individual program goals and objectives and updated District diversity information.

WEAVEonline™ Planning Software
WEAVEonline™ is a web-based assessment management system that helps manage accreditation, assessment, planning, and quality improvement processes for colleges and universities. San Diego Continuing Education was the first west coast community college to adopt this software for planning purposes.

Reorganization of Continuing Education
Effective July 1, 2007 the President of San Diego Continuing Education presented to the shared governance committees a plan for reorganization of the management team. This reorganization was planned to meet new environmental challenges.
> "All are unanimous on the importance of making this change, given the mega shifts taking place in the environment. These shifts include demographic, economic, legislative, and fiscal. Our new structure will align and position Continuing Education to be responsive to these environmental transformations," Anthony Beebe, Monday Message, March 5, 2007

A primary element of the reorganization is that deans were assigned program responsibility rather than individual campus oversight.

Enhance SDCE Image
This is one of SDCE's strategic goals found in the Cornerstones for our Future strategic plan (2007-2010). It has resulted in a revamping of SDCE's image including a new logo design and color palette. As a result,

SDCE publications now have a similar look and feel.

Renovated Website
The new SDCE website http://www.sdce.edu was a result of the initiative to enhance our image.

SDCE Foundation
Authority to establish a 501(c)(3) corporation was obtained in 2009 and the Continuing Education Foundation is operating at this time.

Disaster Plan
California is prone to wildfires, earthquakes and other disasters. The Disaster Plan outlines procedures to protect life and property in the San Diego Community College District and SDCE.

Diversity in the Workplace
Continuing Education has formed its Diversity Committee with representation from across Continuing Education. The Committee has developed a committee description and mission statement as follows: The Continuing Education Diversity Committee (CEDC) is an Administrative Governance Council participatory governance committee comprised of representation from Continuing Education faculty, administration, and staff. The role of the Diversity Committee is to fulfill the mandates contained in Board Policy 7100 Commitment to Diversity: *The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates.*
Education Code Section 87100 et seq.; Title 5, Section 53000, et seq.
Adopted: 4/16/2009 Supersedes: 9/11/2007
CEDC goals include: (1) to assist in carrying out board policy 7100 to make reasonable efforts to hire employees who demonstrate Cultural Competence, (2) to raise skills, knowledge and attitudes in terms of the cultural competence and cross cultural skills of current employees via training and professional development, and (3) to ensure awareness, knowledge, and understanding of different cultures. Continuing Education has developed a diversity website which is located at www.diversity.sdce.edu.

SDCE FACILITIES

Campus Renovation and New Construction
Campuses recently completed include the West City Campus (42,906 ASF), and the ECC Skills Center (67,000+ ASF). Planned facilities include a new North City Campus and annex, a new Cesar Chavez Campus and a new addition for the Educational and Cultural Complex.

Centralized Phone Number
Unlike in the past, SDCE now has a centralized telephone number for ease in communicating with the public and internal stakeholders: (619) 388-1234.

◀ http://www.sdce.edu

◀ SDCE Foundation chartering documents in evidence box

◀ Copy of the SDCE Disaster Plan in the evidence box

◀ http://www.diversity.sdce.edu

◀ http://www.sdccdprops-n.com/continuingeducation/default.aspx

◀ SDCE Facilities Plan Facilities: North City Campus plans

◀ ECC New wing and secondary effects

◀ César Chávez campus plans

PROFESSIONAL DEVELOPMENT

FLEX Professional Development Program for Faculty

An institution-wide professional development program was established at Continuing Education with the approval of the California Community Colleges Chancellor's Office. A Flexible Calendar Option, also known as FLEX, includes several days within the instructional calendar set aside for professional development activities.

GOVERNANCE

Participatory Governance

AB 1725 was a major reform of the California Master Plan for Higher Education. One of the major effects of this bill was that "shared governance" was codified in the day to day operations of California Community Colleges. The SDCE Participatory Governance model assures full involvement of the faculty and other stakeholder groups in the San Diego Continuing Education planning cycle and the resulting decision making.

INSTITUTIONAL RESEARCH

SDCE Research Committee

SDCE established its research committee in 2008, producing its 2008 Research Agenda at that time. Please refer to the strategic action plan item "research" above for more detailed information and to the evidence box for a copy of SDCE Research Committee Chartering Document for more information.

District Office of Institutional Research and Planning

In the absence of a campus-based researcher, the District Office of Institutional Research and Planning has fulfilled the role of research support and continues to work with the SDCE Research Committee to ensure that research for Continuing Education progresses according to the most current Research Agenda.

COLLECTIVE BARGAINING

Ancillary Activities

An agreement between the District and San Diego Adult Educators (SDAE), was reached in 2007-2008 that provides adjunct faculty release time to accomplish agreed upon tasks that do not impact the load assigned adjunct faculty.

COMMUNITY OUTREACH

Dr. Martin Luther King Jr. Parade

SDCE participates in San Diego community events such as this parade honoring Dr. Martin Luther King Jr. In 2009, SDCE captured the first place award for its contributions to the event. (Please refer to the SDCE webpage for images of the parade)

New Initiatives on the Horizon

While the list above refers to current and past accomplishments, under the leadership of the current president, and with the shared vision of SDCE, and SEMPRA Energy, the *Sustainability Training And Resource Center* (STAR) is in progress. The STAR Center is an energy conservation training academy to promote awareness of alternative energy applications and train SDCE students for careers in the field. The project is progressing with the hiring in Fall 2009 of a consultant, creation of a 1,500 ASF training complex, and plans to build a sustainability laboratory.

DISTRICT-WIDE RECOMMENDATIONS AND RESPONSES FOR CONTINUING EDUCATION

As part of the 2004 WASC reaffirmation of accreditation visit to the district colleges, the committees also made district-wide recommendations, which included Continuing Education. There were four recommendations:

1. The district continue to work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialog among faculty, staff, students, college and district leaders, board members and the community.
2. The District, in cooperation with the colleges, explore new efforts and initiatives to identify barriers that limit the diversity of their workforce and ensure that faculty and staff reflect the rich diversity of their student body.
3. In order to build upon their efforts to strengthen institutional effectiveness and to foster a "culture of evidence" throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3, I.B.6, IV.B2.b)
4. The district should build upon its efforts to clearly delineate the functions of the district and colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges.

For a detailed response to the four recommendations made, please view in the Continuing Education accreditation website http://accreditation.sdce.edu at Evidence, under "District-wide Recommendations Responses, Continuing Education." This document will also be provided as hard copy evidence to the accreditation visiting team for their convenience.

Standards and Study Findings

OVERVIEW OF THE CHAPTER

*T*his chapter represents the culmination of over two years of effort on behalf of SDCE. As stated in the Preface, SDCE began work in this self-study report in March of 2008 as the colleges in the district began development of their self-study reports at that time. SDCE asked and received permission from the Commission to accelerate the timeline for reaffirmation of accreditation thereby reducing the cycle from six years to three years. Work on the self-study report began under the *Focus on Learning* model and with the introduction of the new accreditation process in October of 2009, it became apparent that this chapter would need to be configured to incorporate the 10 new standards as well as the four categories from the *Focus on Learning* model. This decision was made based on the need to accurately reflect the efforts of many SDCE faculty, classified staff and administrators and ensure compliance with the new accreditation process. A review and response to each criterion for each of the ten standards begins this chapter followed by a response to the four *Focus on Learning* categories.

In many instances, the *Focus on Learning* commentary supports one or more of the standards providing more context and a fuller response than would otherwise be the case. The crosswalk for aligning the four categories found in the Focus on Learning manual with the 10 standards is presented in the Accreditation Procedure and Policy Handbook (Section XIV) and includes the following:

- Standard 1 – Institutional Mission, Objectives, and Purpose (FOL A1)
- Standard 2 – Organizational Structure (FOL A2, A3)
- Standard 3 – Evaluation and Planning (FOL A7)
- Standard 4 – Educational Programs (FOL A6, B)
- Standard 5 – Program, Student, and Institutional Outcomes (FOL B)
- Standard 6 – Student Support Services (FOL C)
- Standard 7 – Human Resources (FOL A3, A4)
- Standard 8 – Learning Resources (FOL A5, D)
- Standard 9 – Financial Resources (FOL D)
- Standard 10 – Physical Resources (FOL D)

POSTSECONDARY EDUCATION STANDARDS

STANDARD I: INSTITUTIONAL MISSION, PURPOSE, AND OBJECTIVES

The Standard: The institution that is designed for adult students, to demonstrate strong commitment to a mission that emphasizes achievement of student learning in vocational and avocational endeavors, and to communicating the mission internally and externally.

The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Criterion 1: The institution has a statement of mission that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning.

The mission statement is a fundamental and guiding statement that focuses the collective efforts of the institution. A review of the mission statement follows:

San Diego Continuing Education has roots dating to 1914. It is one of the largest separately accredited noncredit programs in the nation, offering no and low cost classes throughout San Diego. Continuing Education seeks to integrate lifelong learning into all San Diegans' lives, as evidenced by growing enrollments. Continuing Education students come with varied educational goals, including career advancement, college preparation, and life enrichment. To serve these student goals, we recruit diverse faculty with extensive experience and education, including professional certifications, Master's, and Doctorate degrees. Faculty professional development to maintain subject area expertise and sustain institutional communication is critical to our success. Continuing Education strives to diversify its course offerings, creating a vast array of lifelong learning opportunities. Continuing Education's programs and courses relate to the following:

- Basic skills courses for those needing basic reading, writing, and math skills
- English as a Second Language (ESL) courses for limited English speakers
- High school completion and GED preparation courses for those not completing high school
- Older adult courses supporting and promoting positive aging
- Disability Support Programs and Services courses for persons with disabilities
- Parent Education courses to increase parenting skills
- Community Education courses providing fee-based professional and personal enrichment classes
- Contract Education courses customized to the specific needs of business and industry
- Career Development and College Preparation (CDCP) courses.

Continuing Education functions as an integral part of the San Diego Community College District, providing transitional pathways to the three credit institutions: City College, Mesa College, and Miramar College. Continuing Education's six campuses and more than 300 community locations are important to our community presence and image/identity. Campuses are staffed by professional and competent classified and administrative personnel, who strive to serve the best interests of students. Continuing Education's vision, philosophy, values, and mission are founded on hiring qualified persons without regard to age, gender, disability, ethnicity, religion, or national origin.

As can be seen, SDCE's goal is to serve all students and provide classes within the purview of law applicable to non credit, community education and contract education programs. This goal is challenging when considering the diversity of the student population served and the scale and comprehensiveness of the instructional program. To quote from the mission statement, "Continuing Education students come with varied educational goals, including career advancement, college preparation, and life enrichment." The first and second goals are primarily captured through the non credit and contract education programs. Enrichment classes are provided through the community education program. The statement also emphasizes the quality of the instructional faculty and classified staff and aligns with the institution's other statements of belief and principle.

Criterion 2: The institution establishes student learning programs and services aligned with its purposes, its mission, and its student population.

During revision of the mission statement and supporting statements in spring 2010, discussion occurred regarding the relevance of mission statement to student learning. The discussion was specific to the wording of the mission statement and how that statement characterized the educational mission of SDCE. Discussion occurred within the Executive Governance Council and the senates. From these discussions, the mission statement which originally included reference to college transfer, basic skills and lifelong learning was revised. These three student learning outcomes remain in the statement but were modified to read as follows: *"Preparing diverse individuals for a prosperous career, a successful college experience, and a life of great achievement."* In short, these remain the core student learning outcomes for the institution.

Criterion 3: The mission statement is approved by the governing board and published.

The mission statement as well as the vision statement, philosophy statement and core values statement were all developed through input and feedback from the SDCE community. These statements went through several iterations and involved key participatory governance committees. Once reviewed and approved, these statements were submitted to the Board for final review and approval. The current statements were presented and approved by the Board on August 8, 2008 (docket number 591).

These statements appear in the catalog and other publications for internal and external consumption. The SDCE website also includes these statements.

Criterion 4: Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Work began to review and revise all belief and principle statements this spring. Below are the revised statements which are tentative at this time and awaiting Board review and approval:

Vision Statement: San Diego Continuing Education strives to be the Nation's leading career development, college preparation, and life-long learning provider.

Mission Statement: To provide the highest quality learning opportunities. Preparing diverse individuals for a prosperous career, a successful college experience, and a life of great achievement.

Philosophy Statement: San Diego Continuing Education is a multicultural institution dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors, without regard to their academic skill or life's challenges, offering innovative, high quality instruction and student support services. We believe that people have the capacity to change and that education can positively transform individuals, enriching their lives and contributing to our community.

Core Values: We, the Continuing Education faculty, staff, and administration of the San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared-decision making; and we honor creativity and innovation.

Core Strengths:
- A commitment to student success
- A dedication to educational access through an affordable education
- A professional faculty, staff, and administration
- A diverse and motivated student body
- A promise to facilitate student success from any starting point

These revisions were undertaken in an effort to simplify and clarify these statements so that SDCE personnel, students, and the community could develop a sense of the guiding principles and beliefs characterizing SDCE. The stimulus behind these revisions was based on part of feedback from faculty, staff and students and from concerns within the Executive Governance Council that the existing statements were difficult to navigate and understand.

Criterion 5: The institution's mission is central to institutional planning and decision making.

The mission statement and supporting statements influence the decisions made by the institution with regard to planning and budgeting. While this influence is difficult to quantify, discussion regarding budget and planning, in particular during the last two years and a very difficult budget situation, will touch on these statements as reflecting institutional goals and priorities. For example, the decision to reduce the summer session in 2009 was based in part on the desire to not interrupt the instructional program during the fall and springs semesters as the vast majority of students are served at those times.

Major Strengths
During the last three years, SDCE has developed and implemented several belief and principle statements that guide and focus decision-making regarding all facets of the institution. Recently, revision of these statements occurred based on organizational feedback and resulted in the creation of simplified statements which are intended to facilitate greater use and understanding.

Key Issues
There are no key issues regarding this standard.

STANDARD II: ORGANIZATIONAL STRUCTURE

The Standard: The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. The organizational structure and roles of governance are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Criterion 1: The institution recognizes that ethical and effective leadership throughout the organization enables it to identify institutional values, set and achieve goals, learn, and improve.

The institutional goals for SDCE are clearly articulated in the form of the Vision, Philosophy, Core Values, and Mission Statements. A review of these statements reveals an institution that has a deep level of respect for all students that come to SDCE as well as for those who work for the institution. The core values of the institution are stated as follows:

We, the Continuing Education faculty, staff, and administration of the San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared decision-making; and we honor creativity and innovation.

These values, as well as all supporting statements provide direction for SDCE. These statements are published in the SDCE catalog and are posted on the SDCE website. Coupled with the participatory governance process and the established committees, these guiding principles are understood and implemented in the course of institutional decision-making. Indeed, the Employee Perception Survey (Spring 2009) indicated that 80% of respondents agreed/strongly agreed that programs, services and planning are consistent with the institution's mission statement and 90% indicated they strongly agreed /agreed that they were familiar with the mission statement. These data suggest that classified staff and faculty perceive a role in helping the institution achieve its goals and can see how these values and goals result in institutional action.

Institutional performance indicators are distributed on an annual basis by the Office of Research and Planning in the form of reports. The Facts on File Report is perhaps the best source of data reflecting student performance. Budget information is produced by the Chancellor's office on a monthly and annual basis. Internal reports are produced by the Office of Instruction and Student Services. Additional reports are produced internally in response to VTEA, CASAS, and several student services funding sources. Dissemination of this information occurs through the participatory governance committees as well as management committees and can also be accessed in many cases online through the district website. There is a strong effort to ensure this information is well disseminated to faculty and staff with two primary committees involved including the Executive Governance Council, the Administrative Governance Council and the Budget Committee. Beyond these sources of information are reports from the California State Chancellor's Office including such reports as the Accountability Report for Community Colleges (ARCC). This information is used at several levels of the institution to frame discussions and guide decision-making.

Review and assessment of this information occurs at the institution and district level. Internal processes again rely primarily on the participatory governance committees. Data specific to the instructional program is generated primarily through the program review process and disseminated at the program level. On a larger scale the annual convocation event which begins the fall semester has been used the last several years as a venue for broader dissemination. As a part of the generation of this report, the student and employee perception surveys were disseminated as part of two flex workshops during the fall 2009 convocation event which were attended by faculty and classified staff.

Faculty, classified staff and the administration all participate in the participatory governance process. By so doing, there is broad participation in decision-making that has institutional impact. To date students have played a lesser role however, with the development of an Associated Student Body (ASB) the opportunity for students to become more engaged with the institution will increase. In the generic, the participatory governance process has created a sea change in the institution with regard to engagement in the decision-making process and perceptions of empowerment. The president is committed to consensus and uses the participatory governance structure to encourage all to play an active role in decision-making. Perhaps one of the best examples of this inclusionary effort is the open forums that have been developed by the president and which have occurred on an annual basis. Classified staff and faculty are also empowered through the recognition of professionalism which is an annual event. SDCE has adopted inclusive policies for committee participation and formation, in addition to providing resources, assistance, materials, and professional training. In short, the doctrine of participatory governance is central to classified staff and faculty empowerment.

Evidence to indicate individuals and groups use the participatory governance process to enhance student learning would include the many committees and regularly scheduled meetings listed in the evidence margin. Direct communication in many forms and the open door policy of the administrative leadership encourage shared responsibility for

student learning. A concrete example would be the recent effort to transition from ESLRs to SLOs. This effort was initiated by the faculty and supported by the administration and classified staff. The administration and faculty leadership encouraged active participation from all in developing the institutional SLOs and integrating these into the curriculum. Specific committees involved in this effort included the Academic Senate and the Program Chair Committee.

The governing board is cognizant of the role played by SDCE in the district and is strongly committed to our mission as evidenced in monitoring enrollment trends, rates of course completion, and certificates and diplomas awarded.

Criterion 2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in the decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

The San Diego Continuing Education Governance Handbook delineates the roles and charge of each committee. Each committee is described in detail and an organization chart provides direction with regard to the review and recommendation process. District level polices and procedures regarding participatory governance and procedural elements found in SDCE's handbook clarify and support transparent decision-making at SDCE. The Budget Committee is perhaps one of the most transparent decision-making committees as the topics of concern are fiscal in nature and involve many aspects of the institution.

Criterion 3: The institution relies on faculty, a curriculum committee, and administrators for recommendations about student learning programs and services.

Authority for faculty to address curricular matters is defined in the Education Code, Section 70901 (D)(E) which provides academic senates with the right "to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." At the district level, Board Policy 5020 reaffirms the education code and provides:

> *"The Colleges and Continuing Education faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards."*

> *"The Colleges and Continuing Education curriculum committees are recognized as the primary decision-making bodies that offer recommendations regarding courses, degrees and certificates to the Curriculum and Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor's Office, as appropriate."*

Internal to SDCE, the CE Curriculum Committee is charged with curriculum review and approval. This committee is part of the participatory governance architecture and the specific duties and responsibilities of this committee are delineated in the Governance Handbook. Once approved, new courses and programs proceed to the District Curriculum and Instructional Council for further review prior to submission to the Board. The CE Curriculum committee is comprised of faculty. The Vice-President of Instruction and Student Services serves as a member, however, the committee is chaired by a faculty person. While this committee serves as a reviewing body, curriculum development primarily occurs at the program level. Faculty associated with each instructional program are charged with the responsibility to ensure the curriculum offered is relevant and serves the needs of students.

Student services are provided by faculty and overseen by a dean. The review process regarding these services occurs primarily within the student services program via counselor meetings and the Student Services Council. The Dean of Matriculation and Student Development is closely involved in the monitoring of this program and reports to the Vice-President of Instruction and Student Services. Recommendations regarding the deployment of counselors at the six campuses, the provision of services to students, hours of operation, among other concerns, are developed by the counseling faculty and classified staff.

Criterion 4: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

With the implementation of AB 1725 (1991), the notion of participatory governance became a reality of California community colleges. The district has adopted many board polices that relate to governance and the roles played by all staff. Student participation is also codified by board policy and has enabled student participation at the board level through the student trustee. At the institutional level, the Governance Handbook specifies the role of all staff through the Preamble, Mission, and Guiding Principal statements.

The specific role of the faculty in the areas of student educational programs and services is delineated through the participation on the CE Curriculum Council, Academic Senate, and Student Services Council and more informally through participation in instructional program activities. As mentioned previously, there is a concerted effort at the institutional level to encourage all to participate in decision-making by serving on one of the participatory governance committees. Collaboration does occur and includes several institutional efforts over the last three years such as the development of institutional SLOs, the participatory governance structure and process, and the Basic Skills Initiative. These efforts have resulted in improvement in the areas of instruction and governance and represent change for the institution.

Institutional communication of accomplishments that support institutional improvement are evident in the weekly communications from the President, reports provided during committee meetings, and

through website publications in the "Good News" postings which present student success stories. Again, convocation is used as an opportunity to disseminate accomplishments of this kind.

Criterion 5: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with ACS WASC standards, policies and guidelines, and Commission requirements for public disclosure, self-study, as well as other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

The institution was reaccredited in 2000 receiving full accreditation status and again in 2006. The Action Plan for the 2006 Self-Study was revised according to recommendations from the Commission and were implemented once approved. The Progress Report in this document includes the revised Action Plan and the efforts to achieve the stated goals. In all instances above, the institution has responded expeditiously and honestly to recommendations from the Commission.

The district communications regarding SDCE and those from the institution are an accurate portrayal of SDCE and its institutional qualities and effectiveness. As an example, the Making History document produced by the SDCE Public Information Officer is a comprehensive and accurate representation of SDCE and its accomplishments.

Criterion 6: The role of leadership and the institution's governance and decision-making organization, structures, and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Given that participatory governance is a recent element of SDCE, the evaluation process has been informal. However, review of the participatory governance is ongoing at the committee level and improvements are made when needed. For example, both the Program Chair/Dean Committee and the Matriculation Committee were suspended based on institutional concerns and, for the Matriculation Committee, dramatic changes in funding levels. Again, given that participatory governance is new, communication of any evaluative activity is informal and primarily at the individual committee level.

Major Strengths
The organizational structure of SDCE is predicated on a participatory governance architecture and process. Leadership is sought from all levels of the organization and roles are delineated through the many committees and the San Diego Continuing Education Governance Handbook. Decisions reflect the goals and values of the institution as exemplified in the Vision, Philosophy, Core Values and Mission Statements. Oversight is provided by leadership within SDCE and from district leadership and the governing board.

Key Issues
Evaluation of the decision-making processes employed under the participatory governance model should be developed and implemented beginning in spring 2011.

STANDARD III: EVALUATION AND PLANNING

The Standard: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, evaluates how well learning is occurring, and plans for changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Criterion 1: The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

San Diego Continuing Education adopted participatory governance committee architecture and decision-making process beginning in the fall of 2008. All stakeholders engage in consensus decision-making processes on matters that affect them. The governance structure of SDCE is designed to place student interests at the center of all activity; create a process to promote open communications between and among constituencies; develop and promote transparency and accountability; implement the mission of SDCE through compliance with AB 1725; provide for input from all constituencies and base decision-making on open communication and shared information.

School leadership works closely with faculty and staff to ensure the courses and programs offered meet community needs. Through continuous contact with business and industry, instructional programs keep pace with current training and education demands. An annual advisory meeting is held by faculty and administrators responsible for career technical educational programs. Additionally, program leadership meets with community and business partners to develop joint programs such as the Nursing Assistant Program which partners with long-term care facilities to provide clinical practice to nursing assistant and home health aide students.

Data from a variety of sources is generated and shared among stakeholders. Much of these discussions occur at the program level as well as within some of the participatory governance committees. Program review has been instrumental in ensuring that data and research addressing student learning is captured and utilized by faculty, staff and the administration.

Criterion 2: The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms to the degree that they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The Vision, Philosophy, Core Values, and Mission Statements all reflect core institutional beliefs and principals and are used to determine

institutional goals. These statements influenced the development of the Education Master Plan, the Strategic Plan (Four Cornerstones), the Annual Matriculation Plan, and Action Plan devised as part of the 2008 Categorical Program Review Report. These planning documents and other publications referencing these belief and principal statements are available to faculty and staff. All statements are posted on the SDCE website and available to the public.

In the spring of 2009 the Office of Research and Planning conducted a survey to assess employee perceptions of SDCE. Statistics from this survey provide evidence of success regarding the effort to establish and communicate these belief and principal statements:

- 90% of the classified staff and 92% of the certificated staff agreed or strongly agreed with the statement, "I am familiar with the mission statement of Continuing Education."
- 75% of the classified staff and an equal percent of certificated staff agreed or strongly agreed with the statement, "The mission statement defines SDCE's purpose, its intended student population, and commitment to achieve student learning.

From the same survey:
- 80% of the classified staff and 84% of the certificated staff agreed or strongly agreed with the statement "Continuing Education programs, services and planning are consistent with its mission statements."

The Education Master Plan reflects the goals and objectives for each instructional program and student support services and is a multi-year planning document. Revision of the Education Master Plan occurred during 2008 - 09 and reflects contributions from all stakeholders. Goals identified in the Education Master Plan are written in the affirmative and are measurable. An evaluation process for the Education Master Plan is to be developed during the 2010-11 academic year and will ensure the document retains a dynamic nature. Implementation of the goals found in the Education Master Plan occurs primarily at the program level and includes classified staff support and administrative oversight.

Criterion 3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

SDCE is committed to ongoing planning which is manifested in documents such as the Education Master Plan and the Strategic Plan (Four Cornerstones) and, from a process perspective, in the form of Program Review and the Institutional Effectiveness Cycle which occurs within the participatory governance framework. The Institutional Effectiveness Cycle is the planning process for SDCE and is grounded in the guiding principle statements (e.g. the mission statement) and the Education Master Plan and the Four Cornerstones strategic plan. The process is cyclical and reflects the standardized procedure of inquiry, assessment, and revision.

The Institutional Effectiveness Cycle is a new planning process and will

be implemented fall 2010. It is anticipated that review of quantitative and qualitative data would occur at the time strategic priorities are established. These data may come from a variety of sources including internal as well as external sources. Analysis of the data and assessing the impact of these data on planning will occur within the participatory governance framework.

Criterion 4: The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate stakeholders, allocates necessary resources, and leads to improvement of institutional effectiveness.

The Institutional Effectiveness Cycle is integrated into the participatory governance framework and, consequently, participation in the planning process by institutional stakeholders is ensured as representatives from the primary stakeholder groups serve on the many governance committees. The allocation of resources occurs during the building of operational plans which precedes plan implementation. The Budget Committee is the focal point of this activity and is charged with examining the various funds comprising the budget and allocating those funds in a manner that addresses the specifics of each strategic priority. This process of examining all funding sources is the result of the current fiscal crisis and the need to monitor and allocate fiscal resources comprehensively.

Recently, the institution has sought and secured alternative funding in the form of grants. For example, grant funding has allowed the institution to expand the CNA program and is being used to create the STAR Center which is a sustainability program directed toward residential construction. In both instances, without grant funds these expansionary efforts would not have occurred.

Criterion 5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate stakeholders.

Assessment of institutional activity occurs on an annual basis and includes reports from both SDCE and the district Office of Research and Planning. The Facts on File Report, the Continuing Education Fact Book, the Awards Conferred Supplement, and the San Diego Community College District Fact Book, and the Non Credit to Credit Transition Report are all samples of district efforts to produce assessment data for SDCE. Internal reports include weekly and monthly reports regarding enrollment management and semester reports regarding demographic characteristics of the student population. SDCE data is primarily for internal distribution although the Public Information Officer does use internal statistical data in various publications for public consumption. The SDCE website presents student successes in a testimonial format for public review. These testimonials provide the public with evidence of student success with regard to completing a class or program and securing employment.

During the last two years there has been an ongoing effort by the Public Information Officer to gather data regarding public perceptions of SDCE. A marketing firm was retained to assess public perceptions of SDCE and

revise the institution's image. This effort occurred in 2008 and resulted in a new color palate for the institution, the standardization of all publications, and the reformatting of the class schedule. The class schedule is the most significant publication for the institution, and most effort to revise the image of SDCE has been directed toward this publication. The introduction of student success stories and salary information for the CTE programs offered is a noticeable effort to link programs and the quality of these programs to employment opportunities. Additional publications showcasing each CTE program are designed to convey the high quality of these programs.

Criterion 6: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

As previously mentioned, the Institutional Effectiveness Cycle is a new phenomenon for SDCE. Assessment of the effectiveness of this planning process will begin to be known by the end of the fall 2010 semester. Prior to this planning cycle, the Strategic Plan (Four Cornerstones) was the point of origin for most institutional planning. Additional institutional planning was occurring, but this planning was specific to funding sources (e.g. VTEA funds and 231 funds). The advantage of the Institutional Effectiveness Cycle is the ability to plan institutionally and in a coordinated manner. Through a coordinated effort it is anticipated that the overall planning process will be more effective and represent more broad-based input and support.

Criterion 7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and other learning support services.

Program review is used to gather evidence regarding the effectiveness of all instructional programs and student support services. Program review is entering its second year of operation and the impact of this evaluation process is still being assessed. Prior to program review, evaluation of instructional programs was internal to the program and specific to the curriculum and student population served. Faculty associated with each program used assessment information to make improvements to the program and classes comprising the program. Program review is intended to standardize the evaluation of all instructional programs and establish trend data for each program which will further support planning efforts. Program review will impact the classroom in terms of where and when a class is offered. Retention rates are also a part of program review and will allow program faculty to consider retention rates for classes comprising the program.

Major Strengths
The planning process incorporates the participatory governance structure and process to provide for broad-based dialogue and decision-making regarding institutional goals and objectives. The Institutional Effectiveness Cycle is used for institutional planning and reinforces the connection between planning and resource allocation, goal setting and participatory governance. This planning model will be subject to review

and modification once fully implemented in fall 2010. Planning documents such as the Education Master Plan are incorporated into the model as well as relevant institutional research.

Key Issues
There are no key issues for this standard.

STANDARD IV: EDUCATIONAL PROGRAMS

The Standard: The institution offers high-quality educational programs in recognized and emerging fields of study that culminate in identified student outcomes leading to certificates, licensure, or other indicators of program completion. Educational programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered by the institution.

Criterion 1: The institution demonstrates that all educational programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The genesis of the instructional program is found in the Philosophy and Mission Statements. As part of the Philosophy Statement, *"Our task is not to select students who will be successful, but to make successful those who come."* In addition, the Mission Statement reads in part, *"To provide ongoing earning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment."* Collectively, these statements summarize the belief system which is part of the culture of SDCE and provides evidence at the planning level of the ongoing effort to link curriculum and curriculum development to the organizational mission and student success.

SDCE is authorized under Education Code 84757 to offer coursework in 10 state mandated areas of instruction including:
- Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships
- Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading mathematics, and language arts
- English as a Second Language
- Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving, and other classes required for preparation to participate in job-specific technical training
- Education programs for persons with substantial disabilities
- Short-term vocational programs with high employment potential
- Educational programs for older adults
- Educational programs in home economics
- Health and safety education
- Workforce preparation

Assurance of an appropriate instructional program is based on the legal authority above which guides curriculum development for a non credit instructional program. Additional legal authority includes both California Education Code and Title 5 citations for both the contract and community education programs. Of course, the appropriateness of the instructional program is also assessed through student demand levels, community interest and faculty recommendations.

The selection of fields of study is primarily driven by applicable law. There is very little latitude in the selection of fields of study when the mode of delivery is non credit. In contrast, there is more latitude when the mode of delivery is contract education or community education. Generating a new field of study is also affected by the colleges in the district and the programs they offer.

Student achievement within a non credit instructional program is difficult to assess as the individual goals of students vary dramatically from one student to the next. For the CTE programs one way to measure student achievement is through certificate completion rates, but again not all students attending these classes are seeking a certificate of completion. For the non vocational areas it is even more difficult to measure student achievement.

From the student interviews conducted during fall 2009, approximately 45% of those interviewed were attending SDCE for "personal growth" or to "improve skills." Approximately 14% were attending to improve their communication skills and approximately 12% were attending to "get a better job." These data are indicative of the variety of student goals and reasons for attending SACE making the measurement of student achievement a moving target. For the 2009-10 academic year, SDCE awarded 427 CTE certificates, 227 GED diplomas and 600 high school diplomas through the joint High School Diploma Program.

Instructional programs are assessed for currency, teaching and learning strategies and student learning outcomes primarily at the program level and by the instructional faculty. Currency is very much an issue for the Career and Technical Education program and there, advisory committees serve a valuable function with regard to ensuring currency. Teaching and learning strategies are also assessed primarily by the instructional faculty. Recently, the administrative effort has been to develop flex workshops that provide faculty with additional strategies directed toward teaching and learning. Student learning outcomes have been assessed in detail with the transition from ESLRs to SLOs and will continue to be assessed with further development of SLOs at the course level and the creation of associated rubrics to measure student achievement.

Criterion 2: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy if its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

From the district level, the Office of Research and Planning provides data to SDCE and the colleges regarding student readiness to succeed. These data primarily relate to basic skills preparation and are useful in

attempting to characterize the students that attend SDCE. The SDCE Office of Instruction and Student Services produces data collected at the time of enrollment which also provides some insight into the SDCE student body.

At the institutional level, when a student enrolls in a class, the instructor will identify the student's short and long-term goals. This occurs in a variety of ways including (e.g. pre-tests, goal setting activities, educational contracts, and counseling referral). Students are also asked to provide information regarding their reason for taking the class and what they plan to do upon completion of the class.

Assessment of the student achievement of the learning outcomes for a class or program is primarily the responsibility of the instructor of record. During the fall 2009 semester, faculty and students were queried and observed as part of the self-study process. For faculty, question number 5, which delved into how faculty determine whether students have demonstrated learning gains or competencies, indicated that at least five different strategies were employed including: documented outcomes, student questionnaires, follow-up surveys, tests, applied performance, and projects or products completed. Students also self-assess through a variety of ways (see appendix for full report).

Criterion 3: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Determination that the delivery of instruction fits the objectives and content of a course is based on the assessment of the faculty, program chair, and program dean. The overwhelming majority of classes offered by SDCE are delivered in real-time and through a lecture/lab strategy. Collaborative learning does occur and in many classes students engage in performance activities depending on the course content, learning objectives, faculty pedagogy and student characteristics. From a pedagogical perspective faculty reported, as part of the classroom observation and interview process, that at least 25 different learning activities are employed in the classroom setting. While these learning activities are evaluated by faculty through at least six different methods, students also evaluate these activities in relation to their perceptions that learning has occurred. From the same survey, students indicated that at least 14 qualitative and quantitative indicators are used by students to determine whether learning has occurred. This is valuable feedback for faculty.

The delivery of instruction is discussed within the individual programs through flex day professional development workshops and program meetings. There are other venues where this discussion occurs including the CE Curriculum Committee, Academic Senate, Student Services Council, the Basic Skills Steering Committee, and VTEA Committee.

Criterion 4: The institution identifies student learning outcomes for courses, programs, certificates, licensure exams, and other completion indicators; assesses student achievement of those outcomes; and uses assessment results to make improvements.

On October 27, 2008, permission was obtained from the WASC Schools Division to replace Expected Student Learning Results (ESLRs) with Student Learning Outcomes (SLOs). The rationale for transitioning from ESLRs to SLOs was based on the need for curricular consistency within the District and SDCE's desire to develop SLOs at the program and course levels.

Discussion regarding SLOs began once permission was received and in spring 2009 an institutional event took place which allowed all instructional faculty and counselors to meet, as a part of flex activities for SDCE, and develop both institutional and program SLOs. The program SLOs have a relationship to the institutional SLOs and are customized to fit the distinctive curriculum of the various instructional programs.

SDCE does not have any programs at this time that provide students with the opportunity to sit for a licensure examination. However, SDCE does have a Certified Nursing Assistant program and a welding program that result in state level certification. The program level SLOs for the CNA program are under the Allied Health program below. SLOs for the welding program are found under the Career and Technical Education (CTE) program. The CTE program SLOs cover the majority of vocational certificate programs offered by SDCE. The remaining vocational certificate programs are covered under the Business Information Technology (BIT) program SLOs.

The transition to SLOs at the course, program and institutional levels have allowed faculty to better align course objectives to program competencies which are specific to each certificate program.

The assessment of SLOs at all levels is an ongoing task for SDCE and will continue to be addressed. At this time dialogue regarding assessment of SLOs has occurred informally although development of a more formal process will need to be developed. Alternatively, student attainment of course SLOs has been addressed by some programs through the development of associated rubrics that are tied to specific course SLOs.

Institutional SLOs developed in spring 2009 appear below:

Social Responsibility: SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

Effective Communication: SDCE students demonstrate effective communication skills.

Critical Thinking: SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

Personal and Professional Development: SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

Program SLOs appear below:

1. Adult Secondary Education & Adult Basic Education

Mission Statement: Adult Secondary Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED, competency in the English

language, citizenship, vocational skills or enrichment.

Mission Statement: Adult Basic Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED, competency in the English language, citizenship, vocational skills or enrichment; and, to integrate these purposes into the department and course student learning outcomes.

ASE/ABE Department SLOs:

ASE/ABE students will demonstrate the ability to apply knowledge of a course objective by applying it to a current event/issue.
(Relates to Institutional SLO #3)

ASE/ABE students will demonstrate the ability to work cooperatively in a group to resolve/reconcile an issue relating to the topic of study within the specific course.
(Relates to Institutional SLO #1)

ASE/ABE students will formulate a goal, set-up a plan of action, and evaluate success.
(Relates to Institutional SLO #4)

ASE/ABE students will describe how they would integrate a course principle into a real life situation.
(Relates to Institutional SLO #3)

2. Allied Health

Mission Statement: Allied Health offers a 260-hour Nursing Assistant Training course to prepare students for the State Certified Nurse Assistant (CNA) examination and to receive certification as Home Health Aides.

Allied Health Department SLOs:

Allied Health students will be able to perform relevant competent skills in an entry level healthcare career.
(Relates to Institutional SLO #4)

Allied Health students will be able to critically evaluate information and apply it to their personal and professional lives.
(Relates to Institutional SLO #3)

Allied Health students will be able to apply the knowledge and skills extracted from courses to pass required California state certification examinations.
(Relates to Institutional SLO #4)

Allied Health students will be able to work cooperatively in a diverse environment.
(Relates to Institutional SLO #1)

3. Business Information Technology

Mission Statement: Business Information Technology trains students with the information technology skills needed to succeed in today's workforce. We provide top equipment, the latest computer software and talented instructors, so students get to experience the best in the classroom. We offer free computer software classes for beginners who

need the basics to get started; business owners and managers who need to learn the most widely-used business software; Multimedia professionals who need new or sharpened skills to create new products for the new economy; and Information Technology professionals who need experience with Internet technology.

BIT Department SLOs:

Students completing a BIT software course will be able to demonstrate the use of the software tools to effectively communicate with others in person, with paper documents or online.
(Relates to Institutional SLO #2)

BIT students will demonstrate the capability to work in teams of other diverse individuals to apply Information Technology solutions to a problem.
(Relates to Institutional SLO #1)

BIT students will demonstrate the ability to use Information Technology and software tools to support decision processes and critical thinking.
(Relates to Institutional SLO #3)

BIT students will pursue continued Information Technology education to complete short term goals such as website development, and also continue with long term programs that will keep them current in this rapidly changing field.
(Relates to Institutional SLO #4)

4. Career Technical Education

Mission Statement: Career Technical Education provides vocational education and training programs for the San Diego Community that ensures a skilled, productive workforce.

Career Technical Education Department SLOs:

CTE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
(Relates to Institutional SLO #1)

CTE students demonstrate effective communication skills necessary for safety standards and work requirements.
(Relates to Institutional SLO #2)

CTE students critically process information, make decisions, and solve problems independently or cooperatively.
(Relates to Institutional SLO #3)

CTE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives and in the workplace.
(Relates to Institutional SLO #4)

5. Counseling

Mission Statement: Counseling ensures student success by helping students achieve their goals and fulfill their dreams by providing excellent counseling services in the following areas: program orientation;

assessment for placement into classes; counseling regarding academics, career planning and personal issues; college transfer information; developing an educational plan; information about and referral to additional support services.

Counseling Program SLOs:

> Students will know about the steps, resources and/or choices they have to define clarify or achieve their goals.
> *(Relates to Institutional SLO #2 and SLO #3)*

> Students will know and be able to utilize basic information regarding registration procedures and educational options offered through SDCE and SDCCD.
> *(Relates to Institutional SLO #2 and SLO #3)*

> Students will know basic information on student rights and responsibilities.
> *(Relates to Institutional SLO #2 and SLO #3)*

> Students will know about available career resources and services.
> *(Relates to Institutional SLO #2, SLO #3 and SLO #4)*

6. Disability Support Programs and Services

Mission Statement: Disability Support Programs and Services (DSPS) offers a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal and vocational goals.

DSP&S Department SLOs:

> Students will manage the positive and negative forces in their lives to persist in class as they pursue lifelong learning.
> *(Relates to Institutional SLO #3)*

> Students will establish a goal and make progress toward that goal.
> *(Relates to Institutional SLO #4)*

> Students will make progress toward mastering skills addressed in class.
> *(Relates to Institutional SLO #4)*

> Students will use self advocacy skills to cope with changing situations in their lives.
> *(Relates to Institutional SLO #4)*

7. Emeritus

Mission Statement: The Emeritus Program provides adults 55+ the opportunity to acquire a quality education, specifically designed to offer lifelong learning opportunities in the areas which will promote positive aging: personal growth for self improvement, critical thinking, independence, community advocacy, mental and physical well-being, creativity, and economic self-sufficiency.

Emeritus Department SLOs:

> SDCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment.
> *(Relates to Institutional SLO #1)*

SDCE older adult students practice collaborative endeavors.
(Relates to Institutional SLO #2)

SDCE older adult students work toward the accomplishment of lifelong learning goals through education designed to promote critical thinking.
(Relates to Institutional SLO #3)

SDCE older adults engage in learning activities to successfully prepare for and participate in positive aging in the 21st century.
(Relates to Institutional SLO #4)

8. English as a Second Language

Mission Statement: English as a Second Language offers up to date English language instruction to learners seeking to communicate with English speakers, acquire basic literacy skills, learn about the culture and customs of the United States, and fulfill their goals as family members, workers, community participants, and lifelong learners.

English as a Second Language SLOs:

ESL students effectively listen to and speak with people of diverse backgrounds to fulfill communication tasks as workers, family members, community members, and/or lifelong learners.
(Relates to Institutional SLO #2)

ESL students demonstrate appropriate reading and critical thinking skills to process information related to their roles as workers, family members, community members, and/or lifelong learners.
(Relates to Institutional SLO #2)

ESL students demonstrate effective writing skills to fulfill writing tasks as workers, family members, community members, and/or lifelong learners.
(Relates to Institutional SLO #2)

9. Hospitality and Consumer Sciences

Mission Statement: Hospitality and Consumer Sciences provides students with the knowledge and skills in any of the possible subject matter offerings (foods/nutrition/ culinary arts/hospitality/fashion production/fashion merchandising/ textiles/interior design/life management/consumer issues and personal development) in order to prepare for vocational careers in the above and to positively affect one's quality of life.

Hospitality and Consumer Sciences SLOs:

Students completing a food or nutrition course or program will demonstrate knowledge of concepts, techniques and related skills through hands-on food preparation, demonstration and group learning tasks.
(Relates to Institutional SLO #4)

Students completing a fashion or fashion production course or program will demonstrate understanding of concepts, technologies, related skills and techniques by successfully completing class projects.
(Relates to Institutional SLO #4)

10. Parent Education

Mission Statement: Parent Education students gain an understanding of their role as the primary and most important teacher their children have. This comes through their exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs.

Parent Education SLOs:

Students will demonstrate ethical parenting behaviors to calmly navigate the emotional, physical, and financial stressors of raising a child in the 21st century.
(Relates to Institutional SLO #1 and SLO #3)

Students will communicate effectively with individuals from different socioeconomic, cultural, racial, ethnic or other backgrounds.
(Relates to Institutional SLO #1 and SLO #2)

Students will demonstrate knowledge of the stages of child growth and development through a variety of parenting strategies, which support inclusion and respect.
(Relates to Institutional SLO #4)

Students will demonstrate the importance of parenting skills at all levels of a child's growth and development, and examine practices that directly support those skills.
(Relates to Institutional SLO #4)

Criterion 5: The institution assures the quality and improvement of all instructional courses and programs offered including continuing and community education, short-term training courses and programs, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The criteria and processes employed when offering contract education and community education classes is dependent upon expressed and anticipated community need. Regarding contract education, it is the business community that will initiate contact and work with the Employee Training Institute (ETi) to develop customized training classes. Community education classes are frequently the result of an expression of desire for a class from the community or faculty solicitation. SDCE has attempted to grow this instructional program recently by offering a number of new classes based on anticipated community need. There has also been an effort to offer community education classes at campuses which historically have not done so. The results have been mixed and suggest the geographic locale for community education students is primarily west of the I-5 freeway. Courses that may be offered under Community Education include:

- Avocational Classes
- Recreational Classes
- Seminars, lecture series, forum series, workshops, and conferences
- Professional and occupational in-service classes
- Civic Center Act activities
- Cultural activities

- Community development activities
- Recreational activities (Title 5, Regulation 55001(b))

SDCE offers a variety of classes including jewelry making, yoga, foreign languages, small business development, personal development, and guitar among other subjects. These classes are intended to address specific community educational interests that cannot be addressed within the non credit program. Fees are set based on a sliding scale that is associated with enrollment and instructor compensation.

Contract education classes are offered "in fulfillment of a contract with a public or private agency, corporation, association, or other body or person" (Title 5, Regulation 55170). The Employee Training Institute (ETi,) while separate from Continuing Education was merged during the fall of 2007. Since that time, ETi has refocused its efforts to address the core activity of providing employee training coursework. The role of providing regional services has been deemphasized as has serving as a fiscal agent for district grant activities. To that end, a relationship was developed with Boston Reed College in the spring of 2008. This relationship enables ETi to provide several allied health training programs to students in a fee-based format. Programs offered include Clinical Medical Assistant, Medical Biller, Optometric Technician, and Pharmacy Technician. These courses run between 19 to 27 weeks and provide intensive training in these occupations.

Collectively, Community Education and Contract Education serve a vital role for Continuing Education. These programs offer the most versatile and responsive instructional delivery strategies available within the California Community College system bringing instructors and students together in innovative learning environments. As a part of SDCE, the intent is to expand these operations in order to better serve community needs. (B-1)

English as a Second Language classes represent approximately 42% of the instructional program. These classes are offered at five of the six campuses and reflect the demographic student profile of the service area. The decision to offer these classes is based primarily on student demand and the need to ensure course sequences are available to students. While faculty involvement in this decision does occur, the final decision is made by the program dean with input from the program chair.

Maintaining the quality of the instructional program is a primary responsibility of the instructional faculty, program deans and the Vice-President of Instruction and Student Services. These three entities work collaboratively to ensure courses and programs remain relevant and reflect the appropriate instructional pedagogy. Contract instructional faculty are evaluated with regard to teaching performance on a tri-annual basis, classroom equipment and supplies are updated and renewed as needed and programs are annually reviewed as a part of the program review process.

Curriculum development is normally seen to begin when a new course outline developed by faculty and brought to the CE Curriculum Committee. The rationale behind new curriculum can vary, but frequently new curriculum is developed in response to student interest, the expressed needs of business and industry or as part of a larger effort

within the program to restructure the curriculum to enhance instruction and student learning. Revisions to an existing course outline may also occur based on the above rationales or reflect changes to applicable regulatory language or local administrative need.

Regardless whether a new course outline or a revised outline is developed, the review process begins with the faculty submitting, via CurricUNET, the course outline to the appropriate Program Chair for consideration. The outline is then sent to the Curriculum Committee Chair and then to the Office of Instruction and Student Services. Once reviewed, the course outline is placed on the Curriculum Committee agenda and reviewed by the committee. The committee may approve with or without modification. Approval with modification is tentative with final approval granted once the prescribed modification is made. If the proposal is for new curriculum, the proposal is submitted to the District Curriculum Committee for additional review. Once approval is granted, the course outline is submitted to the Board of Trustees for approval and then to the California State Chancellor's Office for review and approval. The entire process can take several months to complete and until approval is given by the Chancellor's Office, the new course cannot be offered. In contrast, revisions to a course outline are not reviewed beyond the Continuing Education Curriculum Committee. Once approved, the revised course outline is archived in CurricUNET and in most cases, the revisions become effective immediately. It should be noted that full implementation of CurricUNET is still occurring. Consequently, until full implementation occurs, hardcopy course outlines will continue to be maintained by the Office of Instruction and Student Services.

As a result of SB 361, all courses that are to receive enhanced funding must be submitted as sequenced coursework to the State Chancellor's Office. This sequenced coursework may be comprised of entirely new curriculum or new and existing curriculum. Consequently, a new course outline that can be sequenced will be submitted as such. At this time, all short-term vocational coursework must be submitted as sequenced coursework.

The architecture of the course outline of record and the review and approval process of curriculum is governed by Title 5 and the California Education Code. Title 5, Regulation 55002(c) articulates the basic elements that are to be present in all noncredit course outlines as well as the standards for approval.

Evaluation of all courses and programs occur on an ongoing basis and will reflect informal faculty assessment with regard to student learning outcomes and course objectives. CTE courses are reviewed based on the needs of industry as defined by the program's advisory committee. Student demand, retention, average class size and other similar factors may also be considered. At the program level the program review process is the most effective way currently to evaluate program performance.

In response to the need to increase the frequency and rigor of course and program evaluation, during the last two years there have been efforts within all programs to review and revise where needed the course outlines constituting that program. While some of these efforts have been directed toward specific elements of the course outline (e.g. course

titles) there have been concerted efforts within specific programs to revise and update all course outlines. For example, the ABE/ASE Program has reviewed and revised all coursework and the respective outlines are now being revised to reflect these changes. This effort to revise all course outlines is significant for SDCE and represents a departure from the past where efforts of this kind were rarely pursued.

Classification of all courses is based on applicable law. For non credit courses, Education Code, Section 84757 applies. Contract education and community education are governed by Title 5, Regulation 55170 and 55001(b) respectively. Collectively, this language will guide the development and placement of all proposed courses and programs. As for the delivery mode and location for offering the course, several factors are considered. Delivery mode requires a review of the course content and the target student population. Where a class is offered is more a result of the existing distribution of classes at the campuses and off-site locations, room availability, and for contract and community education classes, employer needs and demographics of the service area.

Program review is entering its second year of operation and now there are efforts within the programs to use program review data as part of their ongoing evaluation process. With the systematic evaluation of programs afforded by program review, the evaluation process has changed significantly and should provide instructional faculty and program deans more insight into their programs and the ability to adjust the program when needed to better meet student needs.

Major Strengths
SDCE's instructional program reflects high quality in terms of the curriculum, instructional delivery, quality of the facilities and most importantly, the expertise and dedication of the instructional and support faculty and classified staff. Curriculum development is rigorous and supported by the district office. The program provides classes within the purview of non credit, contract education and community education as defined in law. Classes are developed, offered and assessed to ensure student needs are addressed.

The transition for ESLRs to SLOs is significant and reflects professionalism and dedication on behalf of the faculty. It should be remembered that this transition occurred prior to any knowledge of the criteria of the new accreditation process and the emphasis placed on student learning outcomes.

Key Issues
There are no key issues for this standard.

STANDARD V: PROGRAM, STUDENT, AND INSTITUTIONAL OUTCOMES

The Standard: The institution uses established procedures to design, identify student learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving courses, programs, and student learning outcomes.

Criterion 1: The institution has established policies and

institutional processes to guide the development and evaluation of courses and programs. These procedures lead to the assessment of quality and improvement.

Student learning outcomes are identified by the instructional faculty involved with teaching the target class and for CTE the program. Faculty at the program level discuss student learning outcomes for classes specific to the program and develop SLOs based on these discussions. SLOs have been developed for all programs and for some classes. Work continues to introduce at least one SLO for each course offered and some programs (e.g. Emeritus) have made significant progress in this area. Course approval occurs through the SDCE Curriculum Committee with district and State Chancellor Office oversight. The curriculum development, review and approval process is effective but time consuming. Additionally, the process is complex and faculty new to the process require support from the Curriculum Committee Chair and experienced faculty and classified staff. Courses and programs are evaluated continually by program faculty and by the SDCE Curriculum Committee when proposals are brought forth. The Office of Instruction and Student Services as well as program deans evaluate courses and programs as well. This evaluation process results in modification of courses and programs based on a variety of criteria. Programs and courses that struggle to retain students are reviewed by faculty and the administration and may be discontinued, revitalized or suspended.

Criterion 2: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, programs, and certificates. The institution regularly assesses student progress toward achieving those outcomes.

Competency levels are established by the instructional faculty as are SLOs. Advisory committees play a key role in providing current and relevant information regarding industry practices which is incorporated into the instructional program. Faculty serve as liaisons between the advisory committee and the SDCE instructional program.

At this time, the relationship between SLOs and competency levels is evolving. From the institutional and program work done to develop SLOs beginning in 2009, program level SLOS overlap with program competencies. Given that work continues to develop course level SLOs, it will be important that faculty continue to strive to develop SLOs and reflect and support existing competencies. Students are provided much information from instructional faculty, counselors and instructional support personnel regarding the curricular pathway of each certificate program. In addition, the Office of Public Information has developed brochures which depict each CTE program in detail and which are made available to students on an ongoing basis. The SDCE catalog is also a source of information regarding curricular pathways as is the SDCE website.

Faculty are vested with assessing student competencies at the course and program levels. For CTE students this assessment process is very clear and tied to each program. Non vocational programs vary in terms of method and frequency of assessment but also engage in this process. For

example the ESL program through CASAS testing engages in a rigorous assessment process to measure student competency.

Criterion 3: High-level instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Perhaps the most basic element of assessing the quality of an instructional program is found in the quality of the course outlines of record. SDCE course outlines are quality documents and reflect an ongoing effort to ensure high quality. Other forms of evidence include student demand which has remained high for many years in almost all CTE programs and non vocational programs as well. Currently, all CTE programs have waitlists. Waitlists are also found for the BIT programs and is most acute for the CNA program. Lastly, the caliber of the faculty, classroom instructional activities, facilities, and student feedback all attest to the high quality of classes and programs offered.

Dialogue occurs at the program level on an ongoing basis. The flex day workshops which reviewed the SDCE Student Satisfaction and Employee Satisfaction survey data is an example of institutional dialogue as is the spring 2009 institutional activities that formally began the transition from ESLRs to SLOs. The classroom observations which occurred in fall 2009 and included interviews with students and faculty also represent broad-based discussions regarding the quality of the instructional program.

Criteria regarding the duration, depth, breadth, rigor, sequencing of coursework, timeframe for completion, and mastery of program competencies is the primary responsibility of faculty as they possess the discipline expertise to establish these criteria and make these determinations. Program deans assist and general oversight is provided by the Office of Instruction and Student Services.

Criterion 4: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

The student population served by SDCE is diverse as exemplified in the demographic presentation found in Chapter 1, Institutional and Community Characteristics. Faculty have historically used classroom-based evidence to develop effective teaching methodologies. Student learning needs and pedagogical approaches are discussed at the program level. Instructional methodology varies depending on the curriculum and includes both teacher-centered and learner-centered approaches. From the SDCE faculty and student survey conducted fall 2009, faculty surveyed reported employing at least 25 distinct learning activities in the classroom designed to address student learning needs (See appendix, question 9 of faculty interview). From the same interview, faculty indicated that they used at least six indicators to assess whether students have demonstrated learning competencies and at least eight assessment strategies (questions 5 and 6 of faculty interview).

Discussion regarding the relationship between teaching methodologies and student performance occurs at the program level and is ongoing.

Two examples would include the Adult Basic Education program and efforts to strengthen the tie between instruction and assessment of performance. Most of this work has occurred in relation to the Basic Skills Initiative (BSI) and reflects a fundamental shift in teaching and learning for this program. The second example is the long-standing efforts of the ESL program to align teaching, learning and student performance as a part of the CASAS program.

Criterion 5: The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Institutional planning data comes from a variety of sources including the district Office of Research and Planning, SDCE Office of Instruction and Student Services, the SDCE Office of Administrative Services, and the State Chancellor's Office. Requests for data primarily come through the Continuing Education Research Committee (CERC) although other SDCE administrative offices will also make requests. Again, with the implementation of program review at SDCE, both requests for data and the use and analysis of data by faculty and program deans have increased dramatically. Program review is relatively new to SDCE and the impact of the process on the instructional program is still being felt. Prior to program review the review and assessment of program data was specific to the administration and faculty leadership. Decisions were made based on data and discussions within this group. It is anticipated that program review will broaden the discussion by including more faculty. In addition to program review, the proposed language currently under review (Program Discontinuation, Revitalization, and Suspension) by the SDCE Academic Senate is designed to facilitate the discussion regarding program relevancy and will be used in conjunction with program review to assess all programs.

Criterion 6: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, and programs. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Historically, the evaluation and planning efforts related to student learning outcomes occurred at the program and campus level. The transition from a campus-based organization model to a program-based model shifted the evaluation and planning efforts away from campus faculty and to faculty comprising each program. Program review supports this transition and is anticipated to stimulate evaluation and planning efforts on a more on-going basis. The transition to SLOs has generated a review of all programs which is also anticipated to be an on-going effort. The Budget Committee, BSI Steering Committee, VTEA Committee and 231 Committee all concern themselves with student learning outcomes and programs from a planning perspective and work to align budgeting with planning.

Major Strengths

The review and modification of the instructional program for SDCE is undertaken by the institution. While faculty have primacy over the curriculum, administrators and instructional support personnel are involved in this process. Curriculum development is rigorous and on-going as a result of program review and a heightened need for integrating budget and planning. Advisory committees assist CTE programs in the review of curriculum in order to meet student learning needs.

Key Issues

There are no key issues related to this standard.

STANDARD VI: STUDENT SUPPORT SERVICES

The Standard: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Criterion 1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

The ability of a student to benefit from instruction is determined at the time of enrollment. All CTE programs require the student to meet with a counselor and attend an orientation session prior to entry into the program. CTE students are counseled based on a number of factors regarding entrance into the program and decisions are based on mutual agreement. However, it should be noted that no student is denied access to a CTE program if the student strongly believes he/she will benefit from instruction. Once enrolled in a CTE program, continued assessment of the student's ability to benefit is handled by instructional faculty and CTE counselors.

Student support services is represented by a number of entities including general counseling, Disabled Students Programs and Services (DSPS) counseling and instructional support, New Horizons, Cal WORKS and career development and placement. General counseling and Cal WORKS are overseen by the Dean of Matriculation and Student Services. DSPS is overseen by the Dean of Disabled Students Program and Services. New Horizons is overseen by a director.

Quality assurance of student support services involves the administrators and director mentioned above. Additionally, counselors, non instructional faculty, and classified staff review and monitor the services provided.

Criterion 2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

The SDCE catalog was revised in 2008-09 and includes all of the following elements:
- The institution's official name, address(es), telephone number(s), website
- Educational mission
- Course, certificate, and program offerings
- Academic calendar and program length
- Available student financial aid
- Available learning resources
- Names of administrators and faculty
- Names of governing board members
- Admissions requirements
- Student fees and other financial obligations
- Academic regulations, including academic honesty
- Nondiscrimination statement
- Grievance and complaint procedures
- Sexual harassment statement
- Access to academic and personal records policy

Publication of the 2009-10 catalog was delayed in order to include revised attendance language which is found in the 2010-11 catalog. Given that this was the only planned change to the catalog; the decision was made to continue use of the 2008-09 catalog through the 2009-10 academic year.

Criterion 3: The institution provides information on the locations or publications where other policies may be found.

As previously stated, the catalog is currently one year out of date; however, the 2010-11 catalog is in production at this time and will be available beginning in the fall of 2010. The catalog has been formatted to be user-friendly. As a departure from most catalogs, the SDCE catalog includes many images in an effort to not generate a "text heavy" document. Review of the catalog occurs through a vetting process that includes faculty leadership and the program deans. The student services section of the catalog is reviewed by the deans overseeing this operation as well as counselors. Hardcopy versions of the catalog are produced for internal distribution. While the catalog has not been made available to students, the policies, institutional resources and instructional program are posted on the SDCE website.

Criterion 4: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The institution is comprised of six campuses. Student support services are provided at each campus and are tailored to the instructional program at the campus and the student population served. Internal data is generated through the Office of Instruction and Student Services which provides a demographic breakdown of the student population each semester. Program level analysis regarding the students served and

student support services needed also occurs at the campuses and is part of an ongoing dialogue between instructional faculty and counselors. Counselor meetings occur frequently during the semester and are settings for discussion regarding specific student support needs at each campus. This issue is also addressed by the Student Services Council. Student support services are not provided at most of the off-site locations as many of these locations are not owned by the district and are not configured for student support activities. Moreover, the vast majority of classes offered at off-site locations are older adult classes which, historically, have served a student population that has not needed these services. However, students at off-site locations are directed to the campus overseeing the off-site location if student support services are needed.

Criterion 5: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

SDCE counseling faculty are covered by AFT Guild, Local 1931. The evaluation of counselors is covered under Article XV, (Evaluation of Faculty). This is in contrast to the instructional faculty who are currently covered under the San Diego Adult Educators Agreement, Local 4289 while they transition to the Guild Agreement. The evaluation process for counselors is delineated in the Guild Agreement and is overseen by both SDAE and college personnel. In sum, the process is peer driven and entails a tri-annual review of tenured counselors. Those under tenure review are evaluated every year during the first four years of employment and tri-annually thereafter. Adjunct counselors are evaluated during their first year of service and every two years thereafter. Documents supporting the evaluation of counselors include a survey instrument that asks students to rate the counselor with regard to several factors including promoting student development and success. Questions assessing student perceptions of this factor include:

- The counselor developed an understandable and legible educational plan that reflected my present career goals.
- The counselor made the objectives and requirements for my program clear.
- The counselor encouraged me in exploring options and achieving my goals.
- The counselor helped me understand my strengths and weaknesses.

There are several opportunities for counselors to receive professional development including external conferences as well as internal events and activities. The SDCE counseling staff holds an annual retreat which is devoted to professional development.

Criterion 6: The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Student information, inclusive of transcripts, is housed in ISIS which is the district mainframe. Student information which is developed by counselors is housed in SARS and hardcopy files in some cases. Additional student information regarding discipline is housed in hardcopy form in the Office of Instruction and Student Services. All student files are secure. Electronic files include protocols and restricted personnel access.

The release of student information is governed by the Family Educational Rights and Privacy Act (FERPA) (Public Law 93-380). Under this act, a student may request an opportunity to inspect all official school records, files and data related to them that are classified as Student Records. The records will be available for review at any mutually convenient time during regular working hours. If information in the file is inaccurate, misleading, or inappropriate, a student may request removal of the information or include a statement disputing the material which they challenge pursuant to District Policy 3001.1. The act further states, with few exceptions, no individual, agency or organization shall have access to student records without their written consent.

Criterion 7: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The assessment of student support services occurs through an ongoing monitoring and review of those services at the campus level by instructional faculty, counselors and administrative personnel. An institutional review of student support services also occurs and is primarily an administrative activity. The evaluation process for counselors is also used to assess student support services and includes commentary from peers, administrators and students.

Student feedback was part of the recent Point-Of-Service (POS) surveys for Cal WORKS and DSPS occurring in the spring of 2009. These POS surveys were intended to assess student perceptions of these programs and the services offered. When asked what they liked best about these services, several students indicated that DSPS counselors had helped them pursue their career goal which is a student outcome for both programs. Cal WORKS student comments were mostly directed toward the Cal WORKS staff and the help they provided.

Collectively, ongoing monitoring at the campus level, the evaluation process for counseling faculty, survey data and administrative oversight combine to provide a detailed assessment of student support services and how these services may be improved.

Major Strengths
Student records are made secure and are handled based on established protocols as defined by law. Publications are designed to provide students with information that will help them enroll in class and present programs in a manner that is appealing and provides evidence of student success. SDCE student support services are provided at all campus locations and are tailored to the specific needs of students attending

each campus. These needs are based on the instructional program of the campus and the specific student population served. Assessment of student support services is ongoing and has become a significant activity during the last two years given the budget crisis. Deployment of counselors and support classified staff, hours of operation, and other factors play a major role in the provision of student support services. Student support services are assessed on an ongoing basis and the results are used to improve the services provided.

Key Issues

The key issue for this standard concerns SDCE publications and the need to provide polices and procedures affecting students. Current publications emphasize the marketing of SDCE and the instructional program. While the SDCE catalog does provide policies and procedures applicable to students as well as additional information the catalog has not been made widely available to students. Ensuring students have access to relevant policies and procedures needs to be addressed and may include the augmentation of the SDCE class schedule which is distributed to over 420,000 households. The SDCE website does provide this information although student access to the website may be problematic for some students serviced.

STANDARD VII: HUMAN RESOURCES

The Standard: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, to ensure institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Criterion 1: The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The District has a centralized Human Resources Department that outlines and supports the hiring process at SDCE. Human resources policies and procedures are created and revised at the district level with input from all campuses (including SDCE).

SDCE assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support its programs and services. The District follows Faculty Minimum Qualifications as established by the Board of Governors and local minimum qualifications established by the Academic Senate and the Board of Trustees. When positions become available, job announcements are distributed throughout SDCCD, placed on the District web site, and advertised nationally. The Human Resources Department screens all applicants for academic, classified, and management staff positions to ensure that all

applicants meet minimum qualifications; faculty applicants who do not meet minimum qualifications and have requested equivalency have their applications forwarded to the Faculty Equivalency Committee for determination. Applicants with foreign degrees must also establish equivalency prior to any offer of employment. The Human Resources Department also oversees every phase of the recruitment and selection process for faculty, classified, and management staff.

Criterion 2: Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

The announcement for an academic position is developed by a campus discipline hiring committee, composed of discipline faculty, the discipline Dean, and classified staff. The announcement describes the position, details the responsibilities of the assignment, lists minimum qualifications and desirable characteristics for the successful candidate, and gives detailed information on how to apply for the position. An on-line application system called PeopleAdmin was recently adopted, and faculty and staff were trained in its use in April 2010.

Campus discipline hiring committees prepare screening and interview criteria as well as interview questions. Screening questions and criteria for all contract positions require the approval of the site compliance officer. All hiring committees for contract positions include an equal employment opportunity officer appointed by the District Human Resources office.

For academic faculty positions, questions focus on knowledge of the discipline, teaching commitment, and teaching effectiveness, including teaching techniques that promote student success. For academic administrators, screening criteria, interview criteria, and interview questions focus on the duties reflected in the respective job description. All hiring committees review applications and evaluate equivalency prior to moving forward with the screening process.

Faculty hiring committee members follow district procedures by rating established criteria using a numerical rating system for initial paper screening and subsequent interviews. As part of the interview process, the candidate is evaluated on demonstrated ability in, command of, expertise in, and potential to become a skilled faculty member in the discipline or subject area in which they will be employed. Following the initial interview process, an unranked list of finalists is sent to the SDCE president, who conducts second interviews. Following second interviews, the president makes a recommendation to the chancellor, who gives final approval. Upon approval by the chancellor, the Human Resources Department offers the position to the candidate. The Board of Trustees, acting upon the recommendation of the chancellor, approves all appointments; the offer is not official until the Board has approved the appointment.

Adjunct faculty are recommended for hire by the program dean in

consultation with the program or assistant program chair and with input from discipline experts. Candidates for adjunct positions are identified from a program applicant pool. Adjunct applications are reviewed for minimum qualifications by members of the SDCE Academic Senate and also by District human resources staff. Potential adjunct faculty members are interviewed and may be required to present a teaching demonstration.

All new classified positions and reclassifications of existing positions are reviewed by the district as well as by an independent consulting firm (The Hay Group) for proper classification and salary placement. Requests to establish new positions and requests for reclassifications are submitted on the District Position Description Questionnaire form. Contract classified positions are filled through a process similar to the process followed to hire academic personnel. Once the SDCE president receives a request-to-fill, hiring committees, which include area administrators, supervisors, and staff, are formed to fill vacancies. These committees develop the position announcement along with selection criteria and interview questions. Candidates are selected for interview, and the committee recommends a finalist to the president.

Criterion 3: The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

SDCE follows established District policy and procedure for systematically evaluating all personnel. The formal processes vary depending upon the specific employee's bargaining or meet and confer unit and the unit's contract or handbook. The evaluation instruments for academic and classified personnel vary in substance and objective, but use observable or measurable criteria to assess workplace effectiveness. Suggestions offered by supervisors, peers, students, and/or committee members, as well as goal setting and assessment, are components of the procedure and are designed to provide feedback and opportunities for improvement.

Administrators are evaluated annually during the first four years of service in the position and then every three years thereafter. SDCCD also utilizes a Manager Feedback Survey procedure in which managers are evaluated by their peers and contract personnel who report to them.

The American Federation of Teachers (AFT) Guild Collective Bargaining Agreement for Continuing Education Classroom Faculty establishes evaluation procedures for contract classroom faculty, and the AFT Collective Bargaining Agreement for college faculty establishes evaluation procedures for counseling faculty working for SDCE. Current bargaining agreements do not include an established evaluation process for adjunct classroom faculty.

Supervisory and professional staff members are evaluated using an evaluation tool and timeline that is similar to that of administrators. The supervisory and professional evaluations are completed and reviewed by

the appropriate managers.

Newly hired classified staff members are considered probationary during their first year, and they are evaluated twice during this period. Thereafter, they are evaluated periodically according to the employee bargaining agreement.

Criterion 4: Faculty and others directly responsible for student progress toward achieving stated student learning outcomes maintain as a component of their evaluation, effectiveness in producing those learning outcomes.

Criteria for contract classroom and counseling faculty evaluations have been established by union bargaining agreements, and these contractual processes currently serve as the basis for evaluating contract faculty performance. As stated previously, the current collective bargaining agreement does not include systematic evaluation of adjunct classroom faculty. Evaluation domains for contract instructional faculty include assessments of subject mastery, preparation for teaching, classroom instruction, coaching/counseling skills, and district involvement. Similarly, counselor evaluations address development/implementation of student services, professional counseling skills, subject mastery, and interpersonal/personal skills. Each of these evaluation domains is divided into specific criteria that are addressed in the evaluation process by the faculty member, peer and manager evaluations, and student responses on evaluation forms.

Criterion 5: The institution upholds a written code of professional ethics for all of its personnel.

Ethical requirements pertaining to any conflict of interest for all district employees are contained in the Conflict of Interest Code (SDCCD Policy 4460) which covers outside employment and the acceptance of gifts and honoraria. In addition, the Board of Trustees maintains a high standard of ethical conduct for its members (Board Policy 2715). In addition, while the SDCE Academic Senate has not adopted its own code of professional ethics, it operates under the code of ethics adopted by the state Academic Senate organization.

Criterion 6: The institution maintains a sufficient number of qualified faculty. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

SDCE employees 496 faculty members (for spring semester 2010), including contract and adjunct classroom counseling faculty, DSPS classroom and counseling faculty, and CalWORKS job developers and intake coordinators. The number of adjunct classroom and non-classroom faculty will vary by semester based on institutional needs. SDCE also employs 12 administrators, and 102 contract classified staff members distributed among such departments as Administrative Services, Management Services, Instructional Services, and Student Services.

Funding to support new academic and classified contract positions is addressed primarily through the district budget development process. Due to current economic conditions, contract faculty and classified staff positions have been defunded (when vacancies existed), and activities have been consolidated in an effort to align staffing with available resources while supporting core mission.

Criterion 7: The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

The District develops and establishes written personnel policies and procedures to which SDCE adheres in all employment procedures. Ultimately, the District's Board of Trustees adopts personnel policies. SDCE's participation in the policy development process is achieved through the SDCE President, who serves on the Chancellor's Cabinet. The SDCCD Human Resources department develops personnel services procedures, available electronically on the District's web site. SDCE provides input relating to personnel policy and/or procedures through the Academic Senate, the collective bargaining leadership for faculty and staff, participation by the vice presidents on district-wide planning and leadership councils, and campus staff participation on district personnel and payroll workgroups.SDCE maintains and follows District policies regarding employment procedures. Administrative Policy 3140 of the District Policies and Procedures states, "The District shall provide equal employment opportunities to all applicants and employees regardless of ethnicity, national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or status as a Vietnam-era veteran." This policy is consistent with federal and state mandates and guidelines on equal employment opportunity. Personnel procedures are outlined in the appropriate employee handbooks for each bargaining/meet and confer group. Each respective administrator, dean, department chair, supervisor, and academic or classified employee is responsible for knowing and adhering to personnel policy as it relates to hiring, evaluation, tenure, promotion, and dismissal.

SDCE ensures that it administers its personnel policies consistently by following District policies and procedures as stated in the SDCCD Human Resource Instruction Manual. SDCE has successfully implemented changes to procedures in the hiring of short-term non-academic employees which have occurred in the 2008-2009 academic year.

Criterion 8: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

SDCE's President listed Professional Development as one of the four "Cornerstones" for program growth and improvement in the current fiscal year, and funds were allocated from Matriculation, VTEA, and General

Fund budgets for professional development activities. Since our last self-study, Flex activities have been developed and a Professional Development committee (representing faculty, classified staff, and management) meets on a regular basis to review training needs and develop training priorities.

Criterion 9: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

SDCE's Education Master Plan identifies goals for institutional development. As opportunities for hiring occur, decisions on where positions will be allocated will be based on the goals identified. As opportunities arise to fill vacant faculty positions, SDCE will use a collaborative process to match the allocation of positions to institutional planning, including input from both faculty and program administration, using data from program review, the priorities listed in the Education Master Plan, and the SDCE Mission Statement.

Major Strengths
Established District human resources policies and procedures.

Key Issues
Lack of adjunct classroom faculty performance review process.

STANDARD VIII: LEARNING RESOURCES

The Standard: Learning resources for students are sufficient to support the institution's educational programs and other activities in whatever format and wherever they are offered. Such services include library services and collections appropriate to the size and scope of the institution, its courses and programs. There are tutoring programs, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that learning resources may be used effectively and efficiently. The institution systematically assesses these resources using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the resources.

Criterion 1: The institution supports the quality of its instructional programs by providing library, technology, and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings.

SDCE provides at all campuses learning resources for students in the ESL program. Additional materials are provided other students at the campus bookstores. While SDCE does not sustain a library, SDCE students have access and use of the libraries at San Diego City College, San Diego Mesa College, and San Diego Miramar College. There is also a public library adjacent to the Educational and Cultural Complex that is available to SDCE students.

Technology provided to SDCE students is specific to the instructional program and based on the curriculum. The use of instructional assistants

in the basic skills and ESL programs as well as the CTE programs is intended to provide students with additional instructional support. Additional learning resources are provided through the student services program. Technology needs are assessed at the program level with involvement from the program deans and the Office of the Vice-President. From this assessment, technology needs are established and monitored. The VTEA Committee and 231 Committee play an important role in this process.

Criterion 2: The institution provides ongoing instruction for users of library, technology, and other learning resources so that students are able to develop skills in information competency.

The development of information competency occurs at the program and class level. Faculty provide the ability to become information competent in relation to the curriculum of the class or program through instruction and class activities which include performance assessment for the CTE classes. Evaluation of learning resource materials at the campuses occurs through the program chairs and program deans.

Major Strengths
SDCE is not required by law to provide library services to students. However, library services are available to SDCE students in a variety of forms including access to the college libraries within the district and the resource libraries at the campuses. Information competency is part of the instructional program and occurs at the class and program level and is specific to the curriculum taught. Materials distributed at the campuses are evaluated at the program level by the program chairs and deans.

Key Issues
There are no key issues related to this standard.

STANDARD IX: FINANCIAL RESOURCES

The Standard: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Criterion 1: The institution relies upon its mission and goals as the foundation for financial planning. Financial planning is integrated with and supports all institutional planning.

The Governing Board delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business Services. Maintaining its fiduciary responsibility for fiscal oversight, the Board delegates to its administrators the responsibility for the establishment and maintenance of the District budget, in consultation with the SDCE and college Vice Presidents of Administrative

Services and campus faculty and classified leadership; thus the budget is developed in a collaborative manner.

For Fiscal Year 2010, SDCE's total adopted budget (including categorical funding) was $35.9 million. A formula for the distribution of funds to SDCE, the colleges and other District operations has been established through a participatory governance process. This formula for the campus budget model has been revised and updated annually with direct input from the district-wide budget development committee, comprised of faculty and classified leaders and administrators from SDCE and the colleges. Once campus funds are distributed, administrative departments within SDCE and the colleges are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

Criterion 2: Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

SDCE budgets are developed as a series of individual budgets prepared by faculty, staff and management serving on program advisory committees (such as VTEA, Matriculation, and 231 committees). These committees also receive input from industry advisory groups (at times resulting in receipt of additional program support). The individual resource plans are combined to create an overall operating budget for the institution to serve as a master plan for allocation of available resources. In 2008 the SDCE Budget Committee was established as an Administrative Governance Council participatory governance committee that includes representation from faculty, administration, and staff. The role of the committee has been to optimize resource allocations from the aforementioned individual budgets in order to achieve the goals and mission of SDCE. The Committee has been instrumental in periodically reviewing resources and providing representative input and oversight as our institution has faced significant budget reductions and the consequent need to reallocate funds and prioritize expenditure. This Committee has also been effective in improving institutional communication of budget information and including both adjunct faculty and staff in the budget planning process, two areas that were cited as growth areas by the previous WASC Visiting Committee.

Feedback from the Hospitality Home Group indicated that budget meetings which allow for programs to attend and share information with faculty are evidence of responsible resource planning. The continuation of the trend to be more transparent and inclusive in budget planning needs to remain a priority.

In the 2008-09 school year two new strategies were implemented to increase involvement of adjunct faculty in resource planning: funding for ancillary activities and the Flex staff development program. Both allow for adjuncts to be reimbursed for non-classroom activities therefore increasing the incentive to participate in and provide feedback to the budget planning process. To date, no adjunct faculty members have requested funding to participate in the Budget Committee meetings, yet the DSPS Home Group indicated that the inclusion of adjunct faculty as

participants in the Resource Management and Development category has risen dramatically. This group also cited the designation of specific staff members to organize Flex activities as an area of strength. The funds for staff development are now held by the SDCE Academic Senate. While 63% of employees surveyed either strongly agreed or agreed that SDCE provides adequate training in the effective application of information technology to faculty and staff, certain Home Groups reported the need for more staff training.

Survey results indicated that 61% of employees agreed or strongly agreed that budget information is accessible, and 60% agreed or strongly agreed that SDCE's budgets reflect priorities and planning goals. 58% agreed or strongly agreed that faculty and staff participate in budget development. While these figures indicate moderate to favorable levels of satisfaction and agreement, all three areas show relatively high levels of neutrality (21% - 30%) which suggests the need for increased communication regarding the budget. Contrary to the data presented above, general feedback from faculty Home Groups implies that SDCE Administration has been successful in relaying information and getting suggestions from faculty and staff. One additional area of weakness identified by Home Groups is the need for increased knowledge and transparency in regards to the ordering process.

Criterion 3: To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

As a part of the District, all SDCE funds are maintained in accounts at the District Office, and all purchases (including resources, supplies and equipment) are processed by SDCE accounting staff and must be approved by the appropriate Dean or Vice President. Following approval, all purchases are reviewed by District Office personnel, including the District Purchasing and Accounts Payable offices as well as the Grants and Contracts Office (for certain categorical and grant funding). All SDCE accounting entries are reviewed by the District Controller's Office and are included in the District's annual audits by a Certified Public Accounting firm.

As SDCE receives its funds from the District, and the District maintains sufficient cash flow reserves and other reserves, sufficient funding is available for needed emergencies and to address cash flow needs. In addition, sufficient reserves are maintained at the District level to address risk management and insurance needs.

Criterion 4: The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

District Business Services and the SDCE Business Services Office maintain financial oversight for all categorical, contractual, and grant programs. Financial Oversight of the San Diego Continuing Education Foundation is

the responsibility of the office of the Vice President of Administrative Services. All SDCE expenditures are monitored to ensure compliance with the State of California Community College Budget and Accounting Manual. Key program personnel are trained in the generation of financial reports as well as in the use of WebAdvisor, which provides user-friendly access to real-time data for revenue, expenses, and financial transactions.

For the fiscal year ended June 30, 2007, the District received a Report to the Board of Trustees and District Management that outlined one significant deficiency and two control deficiencies. These items were addressed and mitigated at the District level. These items did not re-occur in the 2008 audit year. For the fiscal year ended June 30, 2009, the District received a Report to the Board of Trustees and District Management that outlines one significant deficiency. District management concurs with the auditor's recommendation on this issue, and the District will review existing operating procedures to insure that all year-end liabilities are recorded timely and in the correct accounting period. SDCE does not anticipate ongoing financial reporting concerns.

Criterion 5: The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The District has interactive computer systems shared between the individual campuses and the District Office. The new administrative computing system, which integrates Financial and Human Resources/ Payroll management systems, was installed in 2006-2006 and is now operational. SDCE personnel were actively involved in the implementation of the new systems.

Criterion 6: The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Although funding has been limited in recent years, the budget preparation and review process has allowed SDCE to make efficient use of resources to meet student needs. Anticipating expenditures and realigning budgets have enabled SDCE to support programs and services more efficiently. As a part of this evaluation process, the Vice President of Instruction and Student Services and the Program Deans review FTES goals by program and FTES productivity to adjust course offerings to better serve student needs as well as to increase productivity.

Major Strengths
- Continuing Education Budget Committee
- Flex Opportunities & Designated Staff
- Funding for Ancillary Activities

Key Issues
- Increase professional development opportunities for faculty and staff
- Continued communication of budget planning and priorities, and opportunities for input
- Increased knowledge and transparency in the ordering process

STANDARD X: PHYSICAL RESOURCES

The Standard: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Criterion 1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Since our last accreditation, the District has continued the facility planning and construction process funded by two bond issues (Proposition "S" in 2002 and Proposition "N" in 2006) which resulted in the completion of a new West City Campus facility in January 2009 and an expansion of the Educational Cultural Complex to facilitate the relocation of certain career-technical programs in September 2009. Planning (involving representatives of faculty, management and staff) is currently underway for the following facilities:

- A new North City Campus facility on Aero Drive
- A new facility in Barrio Logan to combine operations at our current Centre City and Cesar Chavez campuses
- A new facility in Linda Vista (on the campus of Mesa College) to combine operations currently housed at Linda Vista Presbyterian Church and Clairemont High School as well as other off-campus locations
- A further expansion of the Educational Cultural Complex campus to improve administrative office space and replace classrooms currently housed in relocatable buildings on the campus

While facility replacements and improvements have occurred or are planned at most SDCE campuses in the next two to four years, older facilities are still in use. As a result, faculty, staff, student survey results and Home Group results indicate mixed results regarding satisfaction with SDCE facilities.

For example, only 64% of employees surveyed agreed or strongly agreed that SDCE adequately maintains its physical resources. In addition, only 68% of staff members responding strongly agreed or agreed that safety hazards are addressed promptly (this result has not changed since the survey conducted in 2006 in preparation for our previous self-study).

Home Groups reported that new facilities (at the West City Campus and the Educational Cultural Complex) were a strength. Groups also reported, however, that certain existing facilities (most notably the off-campus facility at Linda Vista Presbyterian Church) were inadequate.

Students surveyed, however, reported a somewhat different opinion regarding our facilities. For example, 88% of students strongly agreed or agreed that classroom facilities are adequate for learning, and 75% strongly agreed or agreed that grounds are adequately maintained. Finally, 90% of students surveyed agreed or strongly agreed that it is easy to get in and out of campus buildings, classrooms, and restrooms.

Criterion 2: The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Facility construction and improvements funded through both Proposition "S" and Proposition "N" will significantly improve conditions at all SDCE campuses and address faculty, staff and student satisfaction levels. While completion dates have been delayed beyond the dates listed in our previous self-study, significant design work and required land acquisition have been completed. The current planned construction activities timetable is as follows:

- Construction of the new Centre City/Cesar Chavez campus to begin in 2010
- Construction of the new North City Campus to begin in 2010
- Construction of the additional wing at the Educational Cultural Complex to begin in 2011
- Construction of the new Linda Vista Campus to begin in 2011

As part of the budget allocation process, SDCE periodically reviews and upgrades technology equipment and software through the use of VTEA, Basic Skills, and other continuous and one-time funding sources. In addition, technology equipment has been purchased with Proposition S furniture, fixture and equipment funds to outfit certain computer labs and upgrade certain administrative computers at the new facilities opened during 2009. Following the administrative reorganization of SDCE in 2007, SDCE Information Technology meetings were suspended and individual program Deans worked with faculty and staff to develop technology plans and identify technology needs. The District will be reorganizing computing services in 2010, at which time SDCE will have dedicated District employees to assist with technology needs and planning (prior to the reorganization technology support has been provided by outside contractors under an agreement with SunGard Higher Education services).

Only 54% of employees surveyed strongly agreed or agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support technology and learning, and only 64% strongly agreed or agreed that technology planning is integrated with institutional planning. While the Business and Information Technology Home Group reported that labs are "state of the art" and utilize the "latest up-to-date software and hardware," certain home groups reported that updated technology is needed and that more computers are needed in classrooms. As new facilities are built and outfitted technology will be more fully integrated into all classrooms. As we wait for completion of these facilities, however, SDCE will continue to utilize available resources to improve access to technology.

Criterion 3: The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

While new or significantly improved facilities will exist within the next two to four years, current facilities are continuously improved to address

safety and security issues. As stated previously, 68% of employees surveyed strongly agreed or agreed that SDCE addresses safety hazards promptly. Home groups did report the following needs at certain campuses to address safety and security issues:

- Installation of telephones or emergency phones in all classrooms
- Development of safety plans for all SDCE campuses
- Installation of hand sanitizers at all campuses

Since the employee survey was conducted, hand sanitizers are being installed or made available at all SDCE campuses. In addition, a survey of all classrooms is being conducted to identify telephone needs. Finally, a SDCE Facility and Safety Committee is being formed to address the need for safety plans.

Input from the DSPS Home Group indicated a need for SDCE and the District to develop standards for accessibility that exceed the ADA minimum requirements in order to best meet the needs of our learner population. The development of these standards would alleviate the need for an access technology specialist to be a part of all planning committees for new facilities.

Criterion 4: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Facility maintenance for SDCE-owned facilities is provided by the District. District facilities staff conduct periodic reviews of maintenance needs and address issues as needed. In addition, the District maintains a five-year facility maintenance plan to reflect ongoing maintenance needs.

In addition to District-owned facilities, SDCE also conducts many classes at off-campus facilities. These facilities are examined and certified prior to offering classes at the site to determine that the facilities are safe and are appropriate for the class to be offered. SDCE is working to establish a system to review these off-campus locations (through the Facility and Safety Committee) to ensure that the facilities are maintained at the level of safety and cleanliness observed when the facility was first certified as acceptable for classes.

Criterion 5: Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

In 2009 both the West City Campus and the Educational Cultural Complex Skills Center reached completion and are now fully utilized. Planning for both facilities spanned an average of 4 years and included faculty and staff that had been and would be using the new facilities. After evaluating the success and format of the planning committees, it was concluded that a more strategic composition of the planning groups would be more productive, effective, and conducive to our new structure of operations.

As stated previously, currently four additional facilities (Cesar Chavez/Centre City, North City, Linda Vista, ECC Wing) are in the stages of planning and design. These projects are included in the Continuing Education Facilities Master Plan, revised and updated in 2010. The planning committees are comprised of representatives from the relevant disciplines, student services, DSPS, classified staff, and District facilities. The goal for the committee members is to represent their constituents in the planning and therefore have the responsibility of communicating with and representing constituent feedback at each meeting.

Current planning of new facilities has also included strategies for obtaining student input. Several tours of new and existing buildings have been conducted with the architects which include time for interviewing students about both the positive and negative aspects of current facilities.

Overall, 66% of employees agreed or strongly agreed that student learning needs are central to the planning, design and development of new facilities, and 80% of students felt they have a voice in matters related to programs and services.

Major Strengths
- Response to safety and security concerns
- Facility replacement and renovation plan
- Increased student involvement in facility planning

Key Issues
- Increased avenues for faculty and staff to provide feedback in facility planning
- Development of SDCE/District ADA standards that exceed minimum ADA requirements

A. ORGANIZATION FOR STUDENT LEARNING

A-1 SCHOOL PURPOSE CRITERION

Guide Question 1: To what extent has the school established and communicated via a mission or vision statement a clear statement of purpose that reflects the beliefs and philosophy of the institution?

FINDINGS

The Vision Statement, Philosophy Statement, Core Values, and Comprehensive Mission Statement all reflect the beliefs and are supported by our SDCE Master Plan Revised, 2009. These statements have been in our strategic plan, matriculation plan, and action plan devised during categorical program review as well as in the individual program review process.

The Continuing Education vision statement is: "We will be the state's leading noncredit provider based on quality of services offered and variety of courses available, assisting students to transform their lives."

The mission statement: *"To provide ongoing leaning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment."*

The central tenets of the institution are clearly stated in the mission statement, educational vision, and curriculum. These foundational principles and ideas guide and direct every aspect of the organization.

The Education Master Plan is available online and in hard copy. The Continuing Education Catalog is available in hard copy. In the spring of 2009 the District Office of Research and Planning conducted two surveys to assess student and employee perception regarding SDCE.

Statistics from these surveys provide evidence of success of the effort to establish and communicate our purpose. One element of this survey was to assess faculty and administrative views regarding our mission.

- 90% of the classified staff and 92% of the certificated staff agreed or strongly agreed with the statement "I am familiar with the mission statement of Continuing Education."
- 80% of the classified staff and 84% of the certificated staff agreed or strongly agreed with the statement "Continuing Education programs, services and planning are consistent with its mission statements"
- 98% of the students are satisfied with their instruction and agree our mission statement is consistent with services and instruction provided.
- 75% of the classified staff and of the certificated staff agreed or strongly agreed with the statement "The mission statement defines SDCE's purpose, its intended student population, and commitment to achieve student learning.

During the development of the new BSI (Basic Skills Initiative) program the mission statement and vision were reviewed and provided guidance for the development of the program. The mission of providing educational access and lifelong leaning opportunities is evident through the BSI program across all school levels. During our reorganization our Dean of Institutional Effectiveness has been reviewing and providing material on our Accreditation website.

A-1 Guide Question 2: To what extent is the purpose defined further by adopted Student Learning Outcomes that form the basis of the educational program for every student?

FINDINGS

In Spring, 2009 SDCE began the development of Student Learning Outcomes to replace our present ESLRs. The replacement of the ESLRs with SLOs was approved by WASC in 2008. A taskforce of the Academic Senate worked to convert the ESLRs into Institutional level SLOs which were then brought to all instructional programs for review and approval. As SLOs were developed, these programs examined and aligned their goals with the institutional SLOs.

A-1 Strengths
- Dedicated faculty and staff
- Continuing Education Master Plan
- Faculty and Staff commitment to SLOs
- The process for periodic review and revision of SDCE's SLOs
- The curriculum is driven by community needs and industry standards

A- 1 Growth
- Establish a review process of the Continuing Education Mission, Vision, and Philosophy statements
- Use multiple means to provide information about the program to students, and the general public

A-2 GOVERNANCE CRITERION

A-2 Guide Question 1: To what extent does the governing authority adopt policies which are consistent with the school purpose and support the achievement of student learning outcomes for the student?

FINDINGS

The governing authority adopts policies which are consistent with the school purpose and supports the achievement of the student learning outcomes for the school by encouraging input from all stakeholders including the faculty, working with the academic senate, fostering shared governance, and being open to input from the community.

The mission statement delineates the purpose of SDCE and is consistent with the needs of the community and the organization's student learning outcomes. The Governing Board has established policies for monitoring the Student Learning Outcomes.

A-2 Guide Question 2: To what extent does the governing authority delegate implementation of these policies to the professional staff?

FINDINGS

The governing authority delegates implementation of these policies to the professional staff by delegating authority through the chain of command. The governing authority recommends or approves policies to or from the college governance group (and the president) who then delegates implementation to the appropriate administrators, program leaders, or shared governance committees.

A-2 Guide Question 3: To what extent does the governing authority monitor results?

FINDINGS

The governing authority monitors results in a variety of ways. They request follow-up reports from the administration, faculty and staff leadership and hold public meetings where presentations and documentation of results are presented to those in attendance. Chancellor's reports are distributed through on-line distribution and hard copies. The governing authority reviews follow-up reports and makes further recommendations as needed.

A-2 Strengths
- Effective communication channels within SDCE and between SDCE and Board
- Flex activities update instructors and solicit faculty input
- Participatory governance model implemented
- Transparent decision-making

A-2 Growth
- Need to broaden involvement of faculty and classified staff in participatory governance
- Timely decision-making within participatory governance structure and process

A-3 SCHOOL LEADERSHIP CRITERION

A-3 Guide Question 1: To what extent does the school leadership make decisions that facilitate student achievement of the student learning outcomes?

FINDINGS

The Education Master Plan and Mission Statement illustrate the institution's commitment to students' achievement of the Student Learning Outcomes (SLOs) and has, with WASC approval, transitioned away from Expected School-wide Learning Results (ESLRs). The administration and faculty leadership encouraged active participation from all of the members of the school community in developing the SLOs and then integrating SLOs into the curriculum. SLOs and the timeline for implementation are discussed at the Program Chair and Academic Senate meetings.

A-3 Guide Question 2: To what extent does the school leadership empower the staff?

FINDINGS

The school leadership empowers the staff through consistent guidance which encourages and recognizes professionalism, shared governance, and input in open meetings. SDCE leadership implements inclusive policies for committee participation and formation, in addition to, providing resources, assistance, materials, and professional training and recognition.

The doctrine of shared governance is central to staff empowerment. The President is also committed to consensus and uses the participatory governance structure to encourage staff to play an active role in the leadership of SDCE. Examples of empowerment opportunities for staff include: Convocation, staff development activities, flex activities, Academic Senate, Board of Trustees meetings, Advisory Meetings, site councils, budget recommendations, and open forums.

A-3 Guide Question 3: To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

FINDINGS

The shared governance process provides a method for school leadership to encourage commitment, participation, and shared accountability for student learning among staff. The committees and regularly scheduled meetings listed in the evidence margin listed on the left, are some examples of SDCE's extensive participatory governance structure.

Direct communication via use of email and open door policies of school leadership also encourage shared responsibility for student learning.

KEY EVIDENCE

◄ Board Meetings and Board reports
Chancellor's Cabinet
DGC–District Governance Committee

◄ Board Meetings and Board reports
Chancellor's Cabinet
DGC–District Governance Committee

◄ Discipline Leadership Teams
SLO Committee/Chair Master PLan
FLEX Opportunities for SLO development
Flex Coordinator
SLO Coordinator
District Governance Council

◄ Shared Governance Committee Minutes

The governing board is very cognizant of the role of Continuing Education in the district and is strongly committed to our mission as evidenced in monitoring such results as enrollments, course completions, certificates, and diplomas awarded. In addition to the Continuing Education mission, positive learner persistence assists SDCE decisions on the basis of what impact they have on our students.

A-3 Strengths
- SLOs at the institutional, program, and course level
- Highly trained, informed, knowledgeable, passionate, and innovative faculty and staff.

A-3 Growth
- More participation and reassigned time to support coordination efforts
- Continue employee perception surveys on a regular basis

A-4 STAFF CRITERION

A-4 Guide Question 1: To what extent are the school leadership and staff qualified for their assigned responsibilities?

FINDINGS

SDCE's certificated staff, counselors and administrators are qualified for their assigned responsibilities. All personnel go through a rigorous hiring process that is driven by core values in support of our mission: access to lifelong learning, pluralism, excellence, collaboration and shared decision-making. Instructors are required to meet statewide minimum qualifications established by the Academic Senate within the guidelines of the State Chancellor's Office or to apply for equivalency. The District seeks out qualified applicants by using various means of advertising such as the Higher Education Recruitment Consortium, the California Community Colleges Registry as well as the San Diego Community College District web site. Surveys of certificated respondents indicate that 74% of the staff has earned at least a Masters Degree. Furthermore, faculty and staff are encouraged to continuously upgrade their skills through financial incentives in their salary and by offering flex professional development opportunities.

SDCE's classified staff consists of the Supervisory unit and all categories within the Office Technical unit. Each employee is qualified for their assigned responsibilities and must go through the screening, interviewing, and hiring process to insure that they meet all the necessary qualifications for the individual positions.

A-4 Guide Question 2: To what extent are the school leadership and staff committed to the school's purpose?

FINDINGS

The school's purpose reflects our commitment to the community and business partnerships. SDCE faculty and staff are actively involved in the community through participation in business partnerships, open houses, job fairs and cultural events. Classified staff provides assistance to students, faculty, staff and administration district wide. Staff commitment is evidenced by the many volunteer efforts they participate

in for community and school events. Each year the Classified Senate raises funds to donate to student scholarship drives and community support programs for the elderly. These events promote community awareness of our programs and include such activities as the Martin Luther King Parade, Chicano Park Day, Associated Student Body activities, Convocation and serving on committees.

A-4 Guide Question 3: To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning?

FINDINGS

Staff embodies the values that Continuing Education espouses-pluralism, collaboration and shared decision making. We place students at the center of all that we do. Staff support SDCE's mission to provide ongoing learning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment.

Through interdepartmental collaborations and mentoring, SDCE is able to recognize and meet the multiple needs of students. Through the use of ancillary funds, adjunct faculty are able to apply for and participate in paid professional development activities which contribute to the development of cross departmental teams. These teams are better prepared to assist students with diverse needs.

A-4 Strengths
- Broad participation in shared governance.
- Faculty are continuously encouraged to upgrade their skills through FLEX activities and Professional Development.
- Educated, talented and professional faculty and staff.

A-4 Growth
- Greater expansion of shared governance
- More interdepartmental mentoring recognizing the multiple needs of students and merging ideas to provide better services

A-5 SCHOOL ENVIRONMENT CRITERION

A-5 Guide Question 1: To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

FINDINGS

Input from the home groups consistently supports the premise that Continuing Education fosters a safe, secure and healthy school environment, although there is some variation from campus to campus. Compliance with district policies and procedures, in conjunction with state and federal mandates, ensures that a learning environment free of discrimination is established.

Faculty and staff report satisfaction with the visible presence of college police although some staff report insufficient lighting in parking lots. The placement of emergency call boxes in classrooms, defibrillators at several campus locations and First Aid Kits in some classrooms reinforce faculty

◀ SDCE Website- MLK Parade Professional Development Activities/Flex Calendar

◀ Flex calendar of Professional Development Events
http://cefaculty.sdccd.edu/ceflexview.cfm

Faculty/Staff Contract Handbooks

◀ Ancillary Activities Proposal

Input from Home Group Meetings

perception of a safe working environment. The low incidence of accidents in Career Technical classes also demonstrate safety in the classroom. Sixty-eight percent of employees agreed that safety hazards are addressed promptly, and 63% agreed that exterior lighting is adequately maintained. Eighty-nine percent of students agree that it is easy to get in and out of buildings and classrooms, and 91% feel that classroom facilities are adequate for learning.

With the threat of an H1N1 pandemic, Continuing Education formed an H1N1 Steering Committee with broad faculty and staff representation. The committee is involved in planning efforts for prevention and the establishment of student vaccination PODs. Posters in many languages reminding students to cover their cough and wash their hands are posted on all campuses.

Propositions S and N are bond issues passed by San Diego Voters to fund construction of educational facilities in the San Diego Community College District. Planning committees include input from many stakeholders, including DSPS, so all new buildings and furniture will be accessible and ADA compliant.

A-5 Guide Question 2: To what extent is the school's environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

FINDINGS

Instructional faculty love their jobs, treat students with respect, and establish caring and trusting relationships. Student success is acknowledged in and out of the classroom. The annual Student Scholarship Award Ceremony, as well as Graduation, are excellent ways that Continuing Education publicly commends students for their achievements. Associated Students Body (ASB) organizations provide a great opportunity for students to practice leadership skills, work with others and provide support to their campus.

Faculty provide support to students in their native languages, demonstrating respect for the diversity in Continuing Education. Active enforcement of Policy 3100, the Student Code of Conduct, and the Sexual Harassment Policy, demonstrate that faculty and administrators have high expectations for student conduct. Code of Conduct posters have been put up in every classroom so that students are aware of this policy.

Disabled Students Programs and Services (DSPS), classes and site specific accommodations are provided so that all students are served and treated equally. In addition, the Basic Skills Initiative (BSI) program provides additional support and services to help students to succeed.

A-5 Strengths
- Employees and students feel that Continuing Education is committed to providing a safe and healthy school environment (91% of students agree with the statement "I feel safe on campus")

Coordinated efforts to address the H1N1 Pandemic Flu
- Students are treated with respect (94% agree with this statement)

- Students have a voice in matters related to programs and services (80% agree with this statement)

A-5 Growth:

- Emergency evacuation procedures, including those for persons with disabilities, need to be disseminated and implemented at each campus, with regularly scheduled fire and catastrophic evacuation safety drills.
- Improve maintenance and custodial services at some campuses
- All classrooms should have a phone or panic button, and anti-bacterial hand sanitizers
- Improve student goal setting and emphasis on learner persistence

A-6 STUDENT PROGRESS CRITERION

A-6 Guide Question 1: To what extent do the leadership and staff regularly assess student progress toward accomplishing the student learning outcomes?

FINDINGS

The school leadership and staff conduct regular assessment of student progress using a variety of testing instruments. Assessment is an important requirement of matriculation and other sources of funding, such as VTEA/Perkins awards.

The initial assessment process begins prior to placement in ESL, ABE/ASE and Career Technical Education (CTE) classes. The ESL Department administers the CASAS ESL Reading Appraisal in the placement office at each campus. Mid-City Campus and Centre City Campus also administer the CASAS Listening Appraisal test. Students wishing to enter ABE/ASE and CTE classes must take the Test of Adult Basic Education (TABE) measuring basic skills in reading and math.

It should be noted that students with disabilities who either have a history of learning disabilities or are demonstrating classroom performance that suggests a learning disability is present may be assessed through the California Community College Learning Disability Eligibility model. During that process, students are usually given the WAIS III and the Woodcock Johnson III for assessment of specific learning disabilities. While this assessment is not a measure of student progress, it is critical in being able to assist the student in developing learning strategies that will help him/her reach his/her learning goals. It also provides valuable information for devising instructional materials.

The ESL and ABE/ASE Departments conduct CASAS testing four times a year. The main focus of assessment for ESL is reading level, but an additional listening instrument is also available for students who score above 235 on the CASAS Reading Test. Students in ASE classes either take the English Language Arts or Math test, depending on their class assignment. GED students mainly take the Math test, whereas almost all High School (ASE) students primarily take the English Language Arts Test. Testing in ABE classes varies depending on specific areas of student strength or weakness. Students generally receive timely results of their CASAS testing. In addition, criterion-referenced tests are frequently administered in ASE classes. All ESL classes are required to teach EL Civics curriculum at least once a year. Students are required to pass performance-based oral and/or written assessments in order to receive

◄ Continuing Education Student Satisfaction Survey

◄ Input from Home Group Meetings

◄ CASAS ESL Appraisal

◄ TABE Certificates

◄ Institutional Research Reports

an EL Civics certificate. ESL instructors regularly conduct other non-standardized assessments, such as weekly tests or end-of-chapter assessments. Student progress is also monitored using a portfolio assessment system in many ESL classes, particularly CBET and VESL (Vocational English as a Second Language). Students in VESL classes must pass regular written assessments at the end of each module and demonstrate mastery of competencies to receive a certificate of completion. The CTE Department administers performance or competency-based assessments as well as written assessments. ABE students who wish to enter the High School or GED Program are administered an alternate form of the TABE test at the end of the semester.

In 2009 student learning outcomes were developed at the institutional, program and course levels. Institutional SLOs are Social Responsibility, Effective Communication, Critical Thinking and Personal and Professional Development. Students are encouraged to set personal, educational and employment-related goals as part of initial assessment. Progress towards those goals is regularly assessed in the classroom. ESL students establish goals related to attendance and assessment and document progress towards those goals, using a variety of record-keeping tools, such as the ESL Student Guide. Students enrolled in Vocational ESL document progress towards completion of exit requirements that are specific for each vocational module.

Each discipline has developed its own program SLOs. For example, ESL has developed SLOs for listening/speaking, reading/critical thinking and writing skills. At the course level, ESL has chosen to focus on SLOs on writing at each level of instruction. ESL has designed level appropriate writing rubrics and student writing checklists. Students are given feedback on their writing using the rubrics and checklists. The mechanism for regular assessment of SLOs in the ASE/ABE Department is in development. The ASE/ABE department has identified program SLOs and written course SLOs for approximately 50% of the courses. ASE/ABE course SLOs focus on critical thinking. They are piloting the course SLO, an assessment instrument and rubric (in one course). It is expected that throughout 2009/10, additional course SLOs will be written, with additional assessments and rubrics to be piloted.

In the Business and Information Technology (BIT) department student progress is monitored by classroom teachers through a variety of means including, but not limited to: tests, projects, portfolios, and student presentations. These activities occur on a regular and frequent basis in the classroom to provide students feedback about their performance and progress.

The Parent Education department administers needs assessments, goal-setting activities and pre and post tests. Additionally, Parent Education uses parent workbooks, parent conferences, and journals to assess student progress. Students in Effective Parenting classes must pass an exit exam to receive a certificate of completion.

The Older Adult Program monitors and documents progress and participation via pre and post-tests in fitness, music and academic/general classes. Regular testing is required in classes that collaborate with AIS (Aging and Independent Services) and the Arthritis

Foundation. Formal evaluations/ assessments were done to monitor the changes in general health and activity levels of clients during the time that the Older Adult Program was removed from the convalescent hospitals (from 2003 until its reinstatement in 2005).

In the Allied Health department there is constant monitoring of classes done by the Dean, Program Chair and Assistant Program Chair, as well as individual instructors to check not only the quality of instruction but also the end results of the objectives in these classes. Statistics collected show that 95% of students successfully finish the (Certified Nursing Assistant) program.

The use of student projects to assess student learning and progress is a common strategy throughout San Diego Continuing Education. The clothing and textile courses make frequent use of sewing projects to assess student progress.

A-6 Guide Question 2: To what extent do the leadership and staff report student progress to the rest of the school community?

FINDINGS

To what extent do the leadership and staff report student progress to the rest of the school community?

There are monthly Academic Senate meetings with representation from all of the disciplines. Some campuses have monthly campus (site meetings) with representation from all of the departments.

The results of standardized CASAS tests are documented at the class and program level via a software system called Tops Pro. Student learning gains based on pre and post-test results in ESL and ABE classes are reported to faculty and the community in the ABE/ESL newsletter Dialogue, which is also posted on the SDCCD Continuing Education website. Results of CASAS testing are also shared via presentations at Executive Governance Council meetings.

The BSI (Basic Skills Initiative) Steering Committee receives semester reports from all BSI programs. The end of the year Graduation summarizes progress, though it does not provide statistical evidence. The "Good News" website is another venue for reporting student progress.

The Student Manager System, a web-based data collection system, has been implemented to document and report information about student progress, primarily in vocational certificate programs. This system is used to share information in-house and assist management/staff in documenting information for state and federal reports. The Student Manager System documents intake information that includes assessment information and training goals. Student progress is indicated by course and program completion, as well as certificates earned and employment placement information.

BIT certificate programs fall under the auspices of Perkins funding and make quarterly and annual reports to state and federal authorities regarding student enrollment, persistence, and achievement. Additional reporting to the state of California provides data with respect to enrollment, attendance hours, courses and programs completed.

The Parent Education department reports student progress through departmental meetings, study and review of pre- and post-assessment data, campus meetings, and presentations at Academic Senate. The department also makes extensive use of communication channels such as e-mail, flyers, department meetings and notices.

All departments take advantage of the "Good News" website which posts student success stories for viewing by the general public. A commencement ceremony is also held every June and student success is recognized publicly in this venue.

A-6 Strengths:
- Regular and frequent standardized assessment for ESL and ASE/ABE
- Rubrics for Student Learning Outcomes
- Portfolios and student projects across all disciplines.
- Department and site meetings
- Academic Senate
- Reports in "Good News" SDCE website

A-6 Growth:
- Develop Exit Level Outcomes for ESL
- Train a cadre of teachers/staff to provide CASAS make-up testing to students at any of the six campuses
- Need a standardized assessment for DSPS outcomes
- Use SDCE website to report student progress to the community
- Advocate more student involvement
- Update system software and access and availability (such as student manager)

A-7 SCHOOL IMPROVEMENT PROCESS CRITERION

A-7 Guide Question 1: To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

FINDINGS

Through the participatory governance structure established in 2008, all stakeholders engage in consensual decision-making processes on matters that affect them. The governance structure of SDCE is designed to place students' interests at the center of all activity; create a process to promote open communications between and among constituencies; develop and promote transparency and accountability; implement the mission of SDCE through compliance with AB1725; provide for input from all constituencies and base decision-making on open communication and shared information.

A-7 Guide Question 2: To what extent does the school leadership have school community support and involvement?

FINDINGS

School leadership works closely with faculty and staff to ensure that the courses and programs offered meets the community needs. Through continuous contact with business and industry, instructional programs

keep pace with current training and education demands. An annual advisory meeting is held by faculty and administrators responsible for career technical educational programs. Additionally, program leadership meets with community and business partners to develop joint programs such as the Nursing Assistant program which partners with long term care facilities to provide clinical practice to Nursing Assistant and Home Health Aide students.

A-7 Guide Question 3: To what extent does the school leadership effectively guide the work of the school?

FINDINGS

Beginning in 2007-2008 an administrative reorganization occurred which resulted in the professional development function being placed under the responsibility of an administrator. As a result, a flex program was implemented and continues to provide staff development opportunities. Ancillary funds provide adjunct faculty with professional development opportunities beyond flex, which is the professional development program for faculty. Additional changes as a result of the reorganization include the establishment of "campuses of excellence" which have improved instructional programs by providing a focal point for limited resources.

SDCE staff and faculty put significant effort into the passage of two major bond campaigns which have resulted in funding for the construction of new campuses. Faculty and staff are involved in the design of new facilities.

SDCE is in the process of updating its Master Plan. SLOs are replacing ESLRs. The development of SLOs is being done throughout all programs down to the course level. Program Review and the Accreditation Self-Study is being conducted on a regular basis.

A-7 Guide Question 4: To what extent does the school leadership provide for accountability through monitoring of the school-wide action plan?

FINDINGS

SDCE is updating and monitoring its School Wide Action Plan: SLOs are replacing ESLRs. The development of SLOs is being done throughout all programs down to the course level. Program Review is being conducted on a regular basis and has concluded cycle one of this process. SDCE has established a research committee with agendas for 2008-09 and working on 2010. Professional development has been established for the entire faculty via a staff development program called **Flexible Calendar** (FLEX). FLEX was established in 2008 and continues presently.

A-7 Strengths
- SLOs define plans to improve learning
- Administration's willingness to solicit support and work collaboratively with faculty/staff through participation in the Participatory Governance Structure.
- Funds have been directed toward workshops, conferences and

training for improving student outcomes with a team approach (counselor/instructor).

A-7 Growth

- Need more joint projects we can identify and implement with community and business leaders
- More online FLEX activities for professional development and technology are needed
- Explore alternative funding sources to provide services to students, faculty and staff.

B. CURRICULUM AND INSTRUCTION

B-1 WHAT STUDENTS LEARN CRITERION

B-1 Guide Question 1: To what extent does the school/program provide a challenging coherent and relevant curriculum for each student that fulfills the school's/program's purpose and results in student achievement of the expected learning results through successful completion of any course of study offered?

FINDINGS

SDCE Mission Statement ▶
SDCE Faculty Handbook

1. **The Instructional Program**
   The genesis of the instructional program is found in the Philosophy and Mission Statements for San Diego Continuing Education. As a part of the Philosophy Statement, we indicate, "Our task is not to select students who will be successful, but to make successful those who come." In addition, our mission statement reads in part, "To provide ongoing learning opportunities, preparing diverse individuals for career advancement, a college education, or enriched lives through good health and personal fulfillment." Collectively, these statements summarize the belief system which is part of the culture of Continuing Education and provides evidence at the planning level of the ongoing effort to link curriculum to the organizational mission and student success.

SDCE Catalog ▶
SDCE Course Schedule

As the second largest provider of noncredit instruction in California, San Diego Continuing Education offers through nine instructional programs, 170 courses to over 100,000 students annually. As a division of the San Diego Community College District, Continuing Education is comprised of six primary campuses and over 200 off-campus locations. Over 700 faculty are employed and provide instruction in ten authorized areas of noncredit instruction (Education Code, Section 84757):

- Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationship.
- Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading mathematics, and language arts.
- English as a Second Language.
- Classes and courses for immigrants eligible for educational services in citizenship, English as a Second Language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem

solving skills, and other classes required for preparation to participate in job-specific technical training.

- Education programs for persons with substantial disabilities.
- Short-term vocational programs with high employment potential.
- Educational programs for older adults.
- Education programs for home economics.
- Health and safety education.
- Workforce preparation.

Coursework in these areas generate state apportionment based on a calculation that includes total hours of student attendance. The Full-time Equivalent Student (FTES) is the product of this calculation and is used by the District to secure general funds for Continuing Education as well as establish funding levels. With the passage of SB361 in 2005, Continuing Education now offers 35 certificate programs which include sequenced coursework focused on Career Development and College Preparation (CDCP). These courses may be classified under basic skills instruction, ESL, work force preparation, or short-term vocational training and represent an informal tenth category of noncredit instruction. All CDCP courses generate an enhanced apportionment rate for the District (i.e. $3,092 per FTES versus $2,626 per FTES for regular noncredit courses; Ed Code, Section 84750.5) with approximately 75% of all noncredit courses offered by Continuing Education falling into the CDCP category. Currently, Continuing Education offers the following certificate of completion programs:

- Account Clerk
- Administrative Assistant
- Auto Body and Paint Technician
- Automotive Technician
- Child Development 1
- Child Development 2
- CISCO Certified Network Associate
- Clothing Construction
- Combined Upholstery Trades
- Computer Repair and Service Technician
- Culinary Arts
- Data Entry Specialist
- Basic Electronics
- Electronic Test Technician
- Elementary Basic Skills
- English as a Second Language
- Food Preparation for Health Care Professionals
- Front Desk/Office Assistant
- General Education Development
- Commercial Printing
- Electronic Prepress
- Interactive Media
- Machine Shop
- Medical Office Assistant
- Multimedia Specialist
- Network Systems Specialist
- Certified Nursing Assistant
- Pipe Welding/Pipe Fitting

◄ SDCE Catalog
Vocational Certificates
ESL/VESL Certificates
Effective Parenting Certificates
GED Certificates
Joint Diploma High School Diploma

- Pre-Vocational English as a Second Language
- Professional Bakeshop Skills
- Secondary Education Completion
- Steel Fabrication
- Structural Welding
- Web Server Maintenance and Security
- Web Server
- Web Specialist

▶ SDCE Brochures for Community Education courses

In addition to the noncredit program, Continuing Education also offers fee-based coursework under the Community Education and Contract Education Programs. Courses that may be offered under Community Education (Title 5, Regulation 55001(b)) include:

- Avocational Classes
- Recreational Classes
- Seminars, lecture series, forum series, workshops, and conferences
- Professional and occupational in-service classes
- Civic Center Act activities
- Cultural activities
- Community development activities
- Recreational activities

Under this category of instruction, Continuing Education offers a variety of classes including jewelry making, yoga, foreign languages, small business development, personal development, and guitar among other subjects. These classes are intended to address specific community educational interests that cannot be addressed within the non credit program. Community and faculty input are utilized by the Program Dean to ensure the courses offered are relevant and timely. Fees are set based on a sliding scale that is associated with enrollment and instructor compensation. This student fee schedule was recently revised in order to offer classes that had associated costs which exceeded the flat student fee that had been in place. Enrollment growth in this area of instruction has been significant during the last year and represents a revitalization of this program.

▶ Contract Education Articulation Agreements ETi Public Folder

Contract education classes are offered "in fulfillment of a contract with a public or private agency, corporation, association, or other body or person" (Title 5, Regulation 55170). The Employee Training Institute (ETi,) while separate from Continuing Education was merged during the fall of 2007. Since that time, ETi has refocused its efforts to address the core activity of providing employee training coursework. The role of providing regional services has been deemphasized as has serving as a fiscal agent for district grant activities. To that end, a relationship was developed with Boston Reed College in the spring of 2008. This relationship enables ETi to provide several allied health training programs to students in a fee-based format. Programs offered include Clinical Medical Assistant, Medical Biller, Optometric Technician, and Pharmacy Technician. These courses run between 19 to 27 weeks and provide intensive training in these occupations. Externship opportunities are made available and students are prepared to sit for state and national certification exams. Fees for these classes range between $2,000 to $3,000. ETi continues to provide training programs to local businesses and actively seeks new partnerships with San Diego business and industry.

Collectively, Community Education and Contract Education serve a vital role for Continuing Education. These programs offer the most versatile and responsive instructional delivery strategies available within the California Community College system bringing instructors and students together in innovative learning environments. As a part of Continuing Education the intent is to expand these operations in order to better serve community needs.

With regard to the total instructional program, the noncredit offerings and the community education and contract education offerings provide a curriculum that adheres to state guidelines while responding to the needs of the community served. The ability to be responsive to the community is one of the hallmarks of Continuing Education and results in coursework which is timely and relevant to the students served and reflects an established student-centered culture.

Continuing Education has offered closed circuit classes between the campuses for the last 10 years as a part of the ABE/ASE instructional program. This instructional delivery system has been used to allow faculty to teach students in multiple locations and thereby increase the number of students served. Beginning in the Fall 2007, Continuing Education began offering non credit asynchronous distance education courses. As the only non credit institution in the state to offer non credit courses online, Continuing Education has been the avant-garde in pairing non credit instruction to this delivery system. However, the have been several challenges and the future of non credit online instruction is a serious consideration. The fundamental problem lies with the manner in which apportionment funds are generated. The formula used to generate these funds is based on the assumption that only credit courses will be offered online. Consequently, the formula includes elements (e.g. homework hours) which are not necessarily applicable to non credit instruction. Other issues have arisen based on the open-entry/open-exit nature of non credit instruction and student attendance. All online classes employ an apportionment generation process that is based on student data captured on a specific date during the semester. This method of collecting student data is normally used for credit coursework and is only used with non credit coursework when taught as a distance education course.

2. **Enrollment and Attendance Practices**
   Student attendance is predicated on an open-entry/open-exit format; however, the majority of classes offered require an orientation and placement session with a counselor. Given that student demand exceeds the capacity of all Career and Technical Education certificate programs as well as the Business Information Technology certificate programs and the Allied Health certificate programs, the gate keeping role played by counselors and the faculty associated with these programs ensures an effective enrollment management strategy is adhered to and student demand is matched to program capacity. A similar enrollment management strategy is also employed in the ESL Program in partial fulfillment of the requirements found in the Section 231 English Literacy and Civics Education Grant as students are assessed and placed into one of seven levels of ESL instruction. Student attendance in the DSPS program also requires assessment

◀ SDCE CurricUNET™ Website
SDCE Curriculum Council Minutes
Advisory Council Minutes
April 2010 Presentation to Board of Trustees

◀ SDCE Online Public Folder

◀ SDCE Attendance Policies & Procedures Public Folder

and prior to enrollment. In contrast, the Emeritus (Older Adult) Program and Parent Education Program do not require an orientation and session with a counselor and, therefore, reflect an open-entry/open-exit format. The Adult Basic Education/High School Diploma employs both a managed enrollment, (when associated with the Basic Skills Initiative courses) and an open entry/open exit enrollment policy in the non BSI courses. Lastly, the Apprenticeship Program has its own enrollment and attendance polices based on applicable law.

3. **Curriculum Development, Review, and Approval**
The Continuing Education instructional program is intended to prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work. The architecture of the course outline of record and the review and approval process of curriculum is governed by Title 5 and the California Education Code. Title 5, Regulation 55002(c) articulates the basic elements that are to be present in all noncredit course outlines as well as the standards for approval. New course outlines are normally developed by program faculty as the curriculum is a vested responsibility of the Academic Senate. The rationale behind new curriculum can be many, but frequently new curriculum is developed in response to student interest, the expressed needs of business and industry or as part of a larger effort within the program to restructure the curriculum to enhance instruction and student learning. Revisions to the course outline also occur and may be based on the above rationales or reflect changes to the regulatory language or local administrative need.

During the last two years there have been efforts within all programs to review and revise where needed the course outlines constituting that program. While some of these efforts have been directed toward specific elements of the course outline (e.g. course titles) there have been concerted efforts within some programs to revise and update all course outlines. For example, the ABE/ASE Program has reviewed and revised all coursework and the respective outlines are now being revised to reflect these changes.

San Diego Continuing Education is currently exploring the possibility of offering an online high school diploma program. While there are several online high school diploma programs offered by both private and public institutions, the possibility of offering a suite of services from vendors including curriculum and student support services appears viable and would allow Continuing Education to provide the same high school diploma coursework as currently found under the Option 2 program offered jointly by the San Diego Community College District and the San Diego Unified School District.

This program would be fee-based although the cost to the student would very likely be below the current market price point based on the business partnerships developed with vendors, student volume, and a business model predicted on cost only return on investment.

Students would complete coursework and receive student support (e.g. tutorial sessions, counseling, and career guidance) through a

portal maintained by Continuing Education and found at the existing website. Moreover students served would initially include those within the service area and would provide those students with the opportunity to complete Option 2 coursework either in a classroom setting at one of the campuses or through online delivery.

The anticipated start date is spring 2011. The online program is intended to complement the existing classroom-based high school diploma program by providing greater flexibility for participating students.

It should be noted that curriculum development in the vocational area is based on a variety of local and statewide economic indicator reports in addition to advisory committee consultation. For example, the local occupational outlook report predicts which industries are growing fastest and have the greatest need for workers. Curriculum can then be developed or changed to meet the anticipated economic and community needs. This has included vocational and soft skills training for both entry-level workers and incumbent workers. Curriculum development in the area of basic skills is more a reflection of ensuring the appropriate skills set is developed for pursuit of a noncredit vocational training program or for transitioning to credit coursework.

As a part of Continuing Education's commitment to meeting the needs of the community, the ASE/ABE department underwent a radical transformation. Based on research that cited the basic skills deficiencies of students transitioning to college, dropping out of secondary education, and attempting vocational education, the ASE/ABE faculty transformed the traditional Learning Centers into Basic Skills Centers. Utilizing California Academic Senate Research, Continuing Education is unique in offering students opportunities to establish strong basic skills in reading, writing, and math through a program of managed enrollment, team teaching, direct instruction, student services support, DSPS support, and pre and post-test assessment. The program is currently being expanded into vocational areas under the IBEST instructional model. Furthermore, the ESL Program is adopting similar models with vocational students in the VESL for Personal Care Assistant Class.

Regardless whether new curriculum or revised curriculum is developed, the review process begins with the faculty submitting, via CurricUNET, the course outline to the appropriate Program Chair for consideration. The outline is then sent to the Curriculum Committee Chair and then to the Office of Instruction and Student Services. Once reviewed, the course outline is placed on the Curriculum Committee agenda and reviewed by the committee. The committee may approve with or without modification. Approval with modification is tentative with final approval granted once the prescribed modification is made. If the proposal is for new curriculum, the proposal is submitted to the District Curriculum Committee for additional review. Once approval is granted, the course outline is submitted to the Board of Trustees for approval and then to the California State Chancellor's Office for review and approval. The entire process can take several months to complete and until approval is given by the Chancellor's Office, the new course cannot be offered. In contrast, revisions to a course outline are not

◀ BSI Steering Committee Minutes (BSI Public Folder)
BSI Power Point at Coabe
ASE/ABE Public Folder
April 2009 Presentation to Board of Trustees

◀ SDCE Curriculum Council Minutes
CurricUNET™ Website

reviewed beyond the Continuing Education Curriculum Committee. Once approved, the revised course outline is archived in CurricUNET and in most cases the revisions become effective immediately. It should be noted that full implementation of CurricUNET is still occurring. Consequently, until full implementation occurs, hardcopy course outlines will continue to be maintained by the Office of Instruction and Student Services.

As a result of SB 361, all courses that are to receive enhanced funding must be submitted as sequenced coursework to the State Chancellor's Office. This sequenced coursework may be comprised of entirely new curriculum or new and existing curriculum. Consequently, a new course outline that can be sequenced will be submitted as such. At this time, all short-term vocational coursework must be submitted as sequenced coursework.

4. **Publication of the Instructional Program**
Beginning in the fall of 2008, Continuing Education published a catalog listing all courses and certificate programs as well as additional information regarding policies and procedures affecting students. The structure of the catalog is based on Title 5, Regulation 71810. While a catalog had been published prior to fall 2008, the circulation had been restricted to only a few classified staff and administrators. Distribution of the 2008-2009 Catalog included over 200 faculty, classified staff and administrators. Publication of a 2009-10 catalog did not occur in favor of waiting to publish a new edition for the 2010-11 year.

The class schedule is produced on a tri-annual basis in order to publicize the fall and spring semesters and the summer session. Distribution of the class schedule includes approximately 420,000 residences in the district service area and over 50 businesses and community centers. In addition each campus receives copies for distribution. The class schedule is also posted on the Continuing Education website which allows for continual updating of the instructional program. During the last two years there has been a concerted effort to update the image of this document through reformatting class information, the inclusion of advertisement boxes for select classes offered and greater use of photographs depicting student life. These changes continue with the fall 2009 class schedule which also underwent, due to budgetary constraints, a significant reduction in total page length. The possibility of combining the spring 2010 and summer 2010 class schedules into one document has also been considered as a way to realize additional cost savings in this area.

5. **Transition from ESLRs to SLOs**
In response to the 2006 reaccreditation visit, Continuing Education conducted a thorough review of all course outlines of record. This review was to ensure all outlines included competency-based objectives. Certificates of Completion for vocational programs were also reviewed to ensure all required competencies were stated on the back of the certificate. Subsequent to this review and beginning in the spring of 2009, all programs began the process of transitioning from Expected Student Learning Results (ESLRs) to Student Learning

Outcomes (SLOs). This process of transitioning from ESLRs to SLOs began in 2008 when Continuing Education asked and was granted permission by the Commission to move in this direction. While the rationale for adopting SLOs primarily includes the desire to more closely align Continuing Education with the colleges in the district, the ability to create student learning outcomes at the course, program and institutional level is an advantage not afforded Continuing Education if ESLRs remained in place.

A spring 2009 workshop was held at Continuing Education as one of several spring flex activities and was attended by over 150 faculty which focused on the development of student learning outcomes at the course and program level. A taskforce of the Academic Senate was convened in the fall of 2008 and worked to modify the existing ESLRs and convert these statements into institutional level SLOs which were used during the spring workshop to focus and shape that discussion. Presently, work continues to develop course and program level SLOs by all programs and it is anticipated that by spring of 2011 all noncredit courses associated with a certificate program will have at least one SLO. Work regarding program level SLOs also continues with some programs having a program level SLO in place and others working toward this goal. The adoption of SLOs represents a significant change for Continuing Education and will serve as the foundation for the development of new assessment practices and the continuous improvement of the instructional program. While SLOs continue to be developed at the program and course levels, the Employee Perception Survey did record evidence in Spring 2009 that some faculty were incorporating student learning outcomes into their teaching at the course level. The following table provides percentages at the "To a Great Extent" level for the use of SLOs among faculty who rated the questions in select areas.

Question: Please indicate the extent to which you integrate the following student learning outcomes into your teaching?	Percent
Interpersonal Skills	83.0
Appreciation of Diversity	76.0
Information Processing Skills	74.0
Goal Setting	72.0
Application of Technology	56.0
Lifelong Learning Skills	85.0

With the exception of SLOs related to applying technology, all SLOs were shown to be part of the teaching and learning experience to a great extent with SLOs tied to lifelong learning skills receiving the most support by faculty.

6. Establishing Curricular Pathways
Articulation agreements have been developed between Continuing Education and the colleges to provide curricular pathways to students and allow them to more easily transition from noncredit to credit instruction. Currently, articulation agreements exist in the following programs:

- Automotive Technology
- Computer/Business Technology
- Electronic Technician
- Machine Technology
- Multimedia
- Culinary Arts (in process)
- Parenting/Child Development (in process)
- Textiles/Fashion

The elimination of Title 5, Regulation 55807 (Conversion to Credit) in 2008 will require the reassessment of all existing noncredit to credit articulation agreements. The new language requires those instructors teaching the credit classes associated with these agreements to develop exams which assess the competency of students completing the articulated noncredit class (es). While full implementation of the new Title 5 language has yet to occur, Continuing Education remains hopeful the tradition of collaboration between the credit and noncredit faculty in developing the assessment instruments will continue as all previous articulation agreements will be renegotiated. To date, the Continuing Education Interactive Media Certificate has been renegotiated with San Diego Mesa College and will become effective with the Spring 2010 semester. The SDCE Auto Technology Program faculty are currently in discussions with the Miramar College auto technology faculty to develop a new articulation agreement.

During the fall 2007 semester collaboration began between Continuing Education and Miramar College directed toward the development of dual enrollment classes. This concept pairs credit and noncredit classes together and provides noncredit students the option of transitioning to the credit version of the class during the semester. The advantage of allowing noncredit students to "test the waters" before enrolling in the credit version of the class is an alternative curricular pathway to the internal articulation agreements between Continuing Education and the colleges and may, with the changes to Title 5 language discussed above, become a more viable route for noncredit students wishing to transition to credit coursework. While traditionally dual enrollment represents a curricular pathway in career technical education the possibility of employing this strategy in the area of basic skills instruction is also possible. Work continues between Continuing Education and Miramar College to offer those dual enrollment courses that were developed by Continuing Education in the areas of automotive technology and diesel mechanics.

Non-Credit to Credit Migration ▶
data

Evidence of noncredit students successfully transitioning to the colleges and credit coursework is found in the noncredit to credit migration data. These data are compiled on an annual basis and provide some insight regarding the number of students that make this transition, the FTES generated by the colleges as a result of students transitioning to credit instruction and the specific points of contact between the noncredit and credit instructional programs. Regarding students, between summer 2008 and spring 2009, 7,519 students transitioned from Continuing Education to a college program. This is a significant figure as it represents 10.8 percent of the total unduplicated headcount (69,640) for the 2008-2009 academic year. The total FTES generated by these students for the colleges during

the 2008-2009 academic year was 3,187.28. This figure translates into approximately $14 million for the District.

In terms of the specific points of contact between the noncredit and credit programs, the top five noncredit disciplines selected by noncredit students that transitioned to credit coursework from summer 2005 to fall 2008 included Office Systems, English as a Second Language, High School Diploma Program, Adult Basic Education, and Communications (i.e. this category is primarily the Interactive Media Certificate Program, IMCP). The top five credit target disciplines for prior noncredit students from fall 2005 to spring 2009 were Math, English, Physical Education, English as a Second Language, and Computer/Business Technology. These credit classes serve as points of entry for noncredit students that transition to credit coursework and should be recognized as such. There has been some discussion between the noncredit ESL faculty and the credit ESL faculty regarding the development of an ESL bridge class that would help successfully transition. The Basic Skills Initiative has also opened the door to collaboration efforts between noncredit and credit faculty in the area of basic skills instruction. Non credit faculty have met with their credit counterparts to share credit needs and how non credit courses can prepare students for the transition to credit instruction. Continuing Education non credit faculty have participated in Basic Skills Symposiums held by the district in an effort to further the relationship between non credit and credit faculty. As an example, the Bridging Lab at Mesa College has traditionally included noncredit basic skills instruction in the form of adult basic education and English as a Second Language. Recently, discussion has begun regarding the instructional pedagogy and the type of noncredit classes that should be offered in this venue. This discussion, in part, has been the result of the innovative teaching strategies that have been developed in the basic skills program at Continuing Education.

7. **Collaboration Efforts**

Continuing Education seeks grants and collaborations to support the development of curriculum and the purchase of technology that supports student learning. Examples of these include:

- The American Relief and Recovery Act (ARRA) in the area of Certified Nursing Assistant and Home Health Aides
- Regional Occupational Program (ROP) in the area of skilled trades
- California Department of Education – San Diego Unified School District Collaboration - Community Based English Tutoring (CBET)
- California State Chancellors Office – Economic and Resource Development Multimedia Grant
- California State Chancellors Office - Vocational and Technical Education Act (VTEA) Grant
- United States Citizenship and Immigration Services Collaboration
- Workforce Investment Act Title II Grant (231, EL Civics)
- United States Department of Agriculture – Guidelines for Promoting Healthy Eating by Adults in English As A Second Language Programs Grant
- High School Diploma Program run jointly by San Diego Community College District and San Diego Unified School District

8. **Student Survey: Curriculum and Instruction, Academic Development and Personal Development**

As a part of the 2010 reaccreditation process, a survey was conducted which assessed student perceptions toward a variety of instructional and curricular indicators. The survey included the distribution of 6,270 questionnaires. These questionnaires were distributed and collected in the classroom by faculty during the spring 2009 semester. Overall, a 35% response rate was achieved out of all the surveys that were distributed, and a 57% response rate was achieved in relation to the desired sample size. Given the size of the response sample, generalizations to the entire population can be made. The table below provides data for those survey questions that addressed curriculum and instruction, academic development and personal development. The percentages are based on the total percent for responses of "strongly agree and "agree" for each question.

Survey Questions	Percent
Q39. I felt comfortable talking with my instructors.	96.0
Q40. Instructors have been available for help outside of class.	82.0
Q41. In general, instructors have been objective in their presentation of course materials.	90.0
Q42. In general, instructors clearly explained how I would be graded.	90.0
Q43. In general, instructors care about their student's success.	91.0
Q44. I believe my courses have prepared me well for future employment or additional education.	85.0
Q45. Overall, I am satisfied with the course content in most of my classes.	93.0
Q46. I am satisfied with the overall quality of instruction.	92.0
Q47. My classes (i.e. English, math, etc.) have helped me develop my academic skills in written and oral communications. (Associated with Institutional SLO Effective Communications)	80.0
Q48. My classes have helped me develop my critical thinking skills. (Associated with Institutional SLO: Critical Thinking)	76.0
Q49. My classes have developed my academic skills in math.	73.0
Q50. My classes have helped me develop my workplace skills. (Associated with Institutional SLO: Personal and Professional Development)	81.0
Q51. My instructors have informed me about the types of skills I am expected to learn in my class.	83.0
Q52. After attending this school, I have a greater appreciation of human differences. (Associated with SLO: Social Responsibility)	73.0
Q53. My education has helped me to understand myself better. (Associated with Institutional SLO: Personal and Professional Development)	76.0
Q54. I have learned about other parts of the world and cultures. (Associated with SLO Social Responsibility)	79.0
Q55. My classes have helped me develop my communication skills. (Associated with Institutional SLO: Effective Communications)	79.0
Q56. My classes have helped me improve and/or maintain my health.	67.0
Q57. My classes have helped me improve my thinking. (Associated with Institutional SLO: Critical Thinking)	81.0

Some of these questions can be directly tied to the institutional SLOs recently developed which directly reflect the relevance and purpose of Continuing Education. Overall, those questions pertaining to curriculum and instruction range from 82% to 96%. Questions addressing academic development range from 73% to 83% and questions addressing personal development range from 67% to 81%.

Questions addressing the institutional SLO: Social Responsibility included Q52 and Q54. Both question were scored at 73.0% and 79.0% respectively and suggest the majority of students served believe attending Continuing Education classes benefited them with regard to developing a greater appreciation of human differences and cultural diversity. Effective communication, as an institutional SLO was assessed by Q47 and Q55. In this case, these questions were scored at 80.0% and 79.0% respectively. These data suggest a large percentage of students believe their written and oral communication skills were enhanced by attending classes at Continuing Education. Critical thinking skills were assessed by Q48 and Q57. Percentage data shows these questions garnered 76.0% and 81.0% at the "strongly agree and "agree" level and suggests again the majority of students served believe their critical thinking skills were enhanced by attending classes offered. Lastly, Q50 and Q53 assessed personal and professional development. Percentage data for these questions included 81.0% and 76.0% respectively. Here these data suggest students believe attending Continuing Education enhanced both their professional development in terms of workplace skills and their personal development with regard to developing a better understanding of self.

9. **Faculty, Classified Staff, Manager and Administrator Survey**
   During the spring of 2009, the Employee Perception Survey was conducted to provide additional evidence for this document and to assess institutional effectiveness. Faculty, classified staff, managers and administrators were surveyed. Unfortunately, the response rate was 37% and the results cannot be generalized to the entire employee population. However, as an indicator of faculty views regarding curriculum and instruction the data generated by this survey is useful. Below are those questions that assessed faculty practices and orientation toward teaching, learning and educational research. The percentages found in the table below are based on the total percent for responses of "strongly agree and "agree" for each question.

◄ 2009 Faculty, Staff Manager and Administrative Survey (Questionnaire/Data)

Survey Questions	Percent
Q53. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.	85.0
Q54. I am pleased with the quality of teaching and instruction here.	93.0
Q55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	86.0
Q56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	82.0
Q57. I use current educational research to enhance my teaching.	89.0

As shown, course relevance is tied directly to the course outline of record by 85.0% of the faculty responding to the survey and is presented to students in the form of a class syllabus. Diversity in learning styles is a consideration for 96.0% of the faculty responding and can be considered an indicator of course relevance. The use of qualitative and quantitative research by faculty is suggestive of a coherent approach to teaching and learning. Questions 56 and 57 assess the use of data by faculty and generated a response of 82.0% and 89.0% respectively at the "strongly agree" and "agree" response level.

10. Classroom Observations

As part of this self-study, 131 classes were selected to be observed based on a stratified random sampling approach, and both the teacher and two randomly selected students were interviewed. All observers were required to attend a training session on using the class observation form and were assigned to observe classes in disciplines other than the one in which they currently taught as well as within their home disciplines. All instructional programs were subject to observation and included: ABE (3), BIT (21), DSPS (6), ESL (37), HSDP (3), Hospitality (9), CTE (8), OA (36), Parent Education (7), and CNA (1). The student interviews are telling and suggest students attend Continuing Education with specific goals in mind.

Question: Why are you taking this class?	Raw Score	Percent
High School Diploma/GED	23	3.0
Improve Skills	155	23.0
Get a job/get a better job	86	13.0
Improve Communication	99	15.0
Personal Growth/Knowledge	154	23.0
Citizenship	23	3.0
Transfer	37	5.0
Other	97	14.0
Total	674	99.0

Percentages will not total 100.0 due to rounding

Of significance are the top three rationales cited by students taking a class with Continuing Education which included: Improve Skills, Personal Growth/Knowledge, and Improve Communication. This should not be surprising given the magnitude of the ESL and Older Adult Programs and the number of classes observed from these two instructional areas.

From the student perspective, the assessment of achieving mastery of the subject matter and indirectly fulfilling the Personal and Professional Development institutional SLO is found in the following data:

Question: How do you know you are learning in this class?	Raw Score	Percent
Teacher/Counselor comments	186	22.0
Demonstration of skills learned (e.g. completed projects)	164	20.0
Student/Family feedback	146	18.0
Self-perceived progress or reported improvement in applied tasks (I am learning and getting better)	195	23.0
Long and/or short term goals met	148	18.0
Total	839	101.0

Percentages will not total 100.0 due to rounding

Self-assessment is the primary indicator of content mastery followed by teacher and/or counselor comments, completed projects, student and/or family feedback, and meeting goals. Correspondingly, faculty indicate they use the following strategies to determine students have demonstrated learning gains or competencies relevant to their needs and course objectives:

Question: How do you determine if students have demonstrated learning gains or competencies relevant to their needs and course objectives?	Raw Score	Percent
Document outcomes	60	16.0
Student questionnaires	42	11.0
Follow-up surveys	29	8.0
Tests	76	20.0
Applied performance	95	26.0
Projects or products completed	73	20.0
Total	375	101.0

Percentages will not total 100.0 due to rounding

When comparing these two sets of evidence for assessing content mastery, both completed projects and applied tasks/performance rank highly for students and faculty. This is important as mastery of course content is frequently framed as a course level student learning outcome.

A final piece of evidence from the classroom observations is tied to the continuing concern among faculty to ensure classes remain relevant to student needs.

Question: What strategies do you use to provide a relevant course of study for your students?	Raw Score	Percent
Teach to the objectives of the district course outline	108	17.0
Use of a course syllabus	118	19.0
Needs assessment forms	63	10.0
Pre-post interviews with students	73	11.0
Preview and access new materials	94	15.0
Access research and/or attend workshops in my content area	96	15.0
Interact with members of the community/industry in which my students live and work	85	14.0
Total	637	101.0

Percentages will not total 100.0 due to rounding

As found in the Employee Perception Survey, faculty rely heavily on the use of a course syllabus to ensure course relevance and to a slightly lesser extent the course outline of record. Use of new instructional materials and, broadly speaking, access to educational research each received 15% of total responses to this question.

The instructional program for Continuing Education is diverse including a full array of career and technical training programs, ESL, Basic Skills, Older Adult and Parent Education classes. Our outreach into the San Diego Community is significant and includes many economically disadvantaged communities where the need for relevant and cohesive classes and programs is real. The evidence presented in this section can be considered independently although the effort is to show the connections between many aspects of the instructional program and how, from a holistic perspective, the program is pragmatic (i.e. the program provides skill sets linked to identified student learning outcomes), reflects the basic tenets found in the mission statement and related statements, and reflects the needs and interests of the communities served.

B-1 Strengths

- A responsive instructional program to the needs and interests of the communities served
- A diversified instructional program with breadth and depth in key areas such as BIT and Career and Technical Education
- Transition from ESLRs to SLOs
- Three modes of delivering classes including non credit, community education and contract education
- The renewal of articulation agreements with the colleges
- CASAS testing to measure attainment of student learning goals in ESL, ABE, and ASE
- Program Chairs and Assistant Program Chairs for each discipline
- Use of national standards for assessing student performance where applicable

B-1 Growth Areas

- Continue program review process to ensure all programs are subject to review inclusive of all course outlines
- Institutionalize the use of CurricUNET for noncredit curriculum development
- Ensure the instructional program is presented in an accurate and consistent manner in all publications
- Expand use of IBEST model in CTE where appropriate
- Develop a sustainability program that incorporates residential weatherization into the curriculum

B-2 HOW STUDENTS LEARN CRITERION

B-2 Guide Question 1: To what extent does the professional staff use research-based knowledge about teaching and learning?

FINDINGS

San Diego Continuing Education used classroom observations, instructor and student interviews, a faculty/staff survey, and a student satisfaction survey to determine whether and to what extent the instructional staff utilized research-based knowledge about teaching and learning. Eighty-nine percent of the faculty "agreed" or "strongly agreed" that current educational research informs their teaching. This data compares favorably to the data generated in 2007 which indicated 90% of the faculty felt educational research informs their teaching. Eighty-two percent of the faculty "agreed" or "strongly agreed" that they use both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving the stated learning goals (compared to 90% in 2007).

List of professional development participants in evidence box

SDCE Flex program

All programs reported that faculty regularly attends local, state, and national professional development activities in their areas of expertise to ensure that current research knowledge is acquired. The dissemination of this research has been enhanced through the adoption of Flex Days, expanded use of Public Folders to communicate with faculty, and the provision of ancillary funds which encourage more adjunct participation. Program Chairs, in most departments, hold regularly scheduled meetings to disseminate and share research. Home Groups have reported a number of specific examples of research being utilized in the classroom.

The ASE/ABE Program has utilized the research findings of the California Academic Senate Basic Skills Initiative Research Project to redesign its learning centers into basic skills centers. CNA has begun I-BEST courses based upon the aforementioned research project. The DSPS department is actively participating in a joint research project with UCSD (Heike-Kessler-Heiberg Project). The BIT Program, as well as most other departments, actively utilizes web based resources. The ESL Program has an extensive system of workshops, trainings, and discussion groups where research is shared, disseminated, and applied. In some cases, hiring procedures require demonstration of recent research knowledge.

The use of research and researched-based information is pervasive among the Continuing Education management team. The primary source of internal data regarding student enrollment is the Office of Instruction and Student Services although Management Services also involved in the production of data and currently is responsible for producing enrollment data on a weekly basis for the program deans and others. Enrollment data is also produced for Continuing Education by the Office of Research and Planning on an ongoing basis and is used for MIS reporting to the State Chancellor's Office, distribution to the colleges and requested by Continuing Education when the data cannot be generated through the Office of Instruction and Student Services. Enrollment data is part of a larger enrollment management strategy which includes a focus on teaching and learning. For example, scheduling of classes and programs with regard to location, dates, and times is tied to specific student populations and communities served. These populations have recognized learning needs and these needs are, in part, addressed from the macro perspective of class scheduling. Faculty assignments, to some extent, are also viewed by the program deans from the perspective of teaching and learning and the need to align specific faculty and specific student populations in an appropriate manner.

As a responsibility of the Office of Instruction and Student Services, information regarding teaching and learning are distributed to the program deans on an ongoing basis and exemplary efforts on behalf of faculty are shared among the program deans and the campus community via the Continuing Education website.

B-2 Guide Question 2: Does the staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school/program's purposes and expected learning results for students?

FINDINGS

It is clear from the classroom observations, instructor surveys, and student surveys that Continuing Education designs and implements a variety of learning experiences consistent with the institutional SLOs. Responses validate that SLOs referring to working cooperatively, demonstrating effective communication skills, solving problems independently and cooperatively, and satisfying student pursuits of life-long learning goals and mastering and using resource management to cope with changing situation in their lives are integrated throughout the classes.

◀ SDCE Basic Skills Initiative Public Folder

◀ Student Enrollment Weekly Reports in evidence box

◀ SDCE Student Learning Outcomes Public Folder

For instance, working cooperatively as part of the classroom experience is reported by 62% of the respondents (compared to 60% in 2007); 63% reported problem solving and/or conflict reduction as part of the curriculum (compared to 60% in 2007); 70% reported peer tutoring and mentoring as part of their course curriculum (compared with 73% in 2007).

The SLO which requires demonstration of effective communication skills receives high percentages as well. Among the classroom methods of communication, the following student participation percentages are speaking 93%, reading 80%, writing 69%, listening 95%. Use of technology to assist in communication is reported by 68% of the instructors, with the both the internet use and use of computer at 61%.

The scores mentioned in the previous paragraph confirm the use of different learning strengths to assist in problem solving. As previously indicated, 63% of the instructors surveyed reported problem solving and/or conflict reduction were a part of their curriculum. Other methods for problem solving receiving scores above 50% included interactive classroom tasks, student needs assessment, and goal setting activities.

Lifelong learning activities are reported in a number of responses. For example, since this SLO is integrated into the course outlines and syllabi, it is significant that 82% teach to the course outline objectives and 90% use the course syllabus. However, there is less commitment to use of community resources with a 56% response rate for this item. Sixty-five percent indicated they interacted with community/industry members. Collaboration with school or community groups or industry groups (44%) was smaller than one would hope if students are to utilize these resources in satisfying this SLO.

Significantly, student surveys support the results of instructor surveys in the area of cooperative learning: 75% reported working in pairs of groups, 79% reported helping other students,and 51% reported working on class projects. Use of different learning skills such as reading (83%), writing (72%), and speaking (85%) are widely reported. Students confirm that they are well aware of their progress in achieving other SLOs as indicated by 71% of this population referring to Teacher/Counselor comments and the articulation of long and short term goals (56%). However, again, there appeared to be a disconnect when it came to use of community resources, with community assignments receiving only 13% of student responses.

To conclude it is clear that Continuing Education successfully designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school/program's purposes and Student Learning Outcomes. Furthermore, this is evidence of the commitment of Continuing Education to implement the most recent research based knowledge about teaching and learning.

B-2 Strengths
- Commitment to seek and implement research based knowledge about teaching and learning
- Use of Flex Day Activities, increased communication methods (e.g., internet, public folders), department meetings to disseminate research, means for implementation
- Use of current technology

- Leadership roles in program area research
- Commitment to and implementation of all levels of SLOs (i.e. institution, program, and course levels)

Growth Areas B2
- Hire campus based researcher for SDCE
- Increase classroom support staff
- Increase ratio of full time to adjunct certificated faculty
- Make better use of community resources

B-3 HOW ASSESSMENT IS USED CRITERION

B-3 Guide Question 1: To what extent is the teacher and student use of assessment frequent and integrated into the teaching/learning process?

FINDINGS

The use of assessment is frequent and integrated in the teaching and learning process. Assessment consists of standardized testing, instructor observations, pre and post-testing, projects and practical demonstrations, literacy surveys and self evaluations by students. The results of the 2009 Student Satisfaction Survey reported that 85% of students strongly agreed or agreed that the initial assessment/placement helped to enroll the student in the correct class. The survey also reported that 81% of students strongly agreed or agreed that the counselors/staff clearly explained the assessment results to them, and 84% of students strongly agreed or agreed that the assessment/placement tests were offered at times that were convenient to them.

ESL uses a variety of assessments including initial placement assessment using a standardized instrument approved by the Chancellor's office, writing samples, pre and post standardized CASAS testing, weekly tests based on course content, final exams, writing level exit assessments (correlated to SLOs, and EL Civics performance based assessments. Hospitality and Culinary Services (HCS) uses standardized assessments (TABE) for placement into certificate programs. Non-certificate programs do not require initial assessment. A variety of assessments are utilized in the classroom, including demonstration of skills and individualized projects. The Certified Nursing Assistant Program (CNA) uses standardized testing (TABE) for placement. Ongoing assessments include integrating students into diverse multi-level discussion groups, daily post-test and quiz review, peer and instructor review of nursing skills utilizing a rubric. Students are prepared to take the California state Certified Nurse's Assistant examination upon completion of the program.

The BIT program utilizes testing following each module for certificate programs, along with a standardized (used across all campuses) final exam that meets industry standards.

The Parent Education program utilizes observations for assessing students.

Career Technical Education students are initially assessed with a safety test before being allowed to work with any equipment. Throughout training students are tested by both traditional testing on presented

◄ Student Satisfaction Survey

◄ El Civics Assessment

◄ TABE

◄ Interactive social group activities

information (paper/pencil tests) as well as project-based assessments. Project-based assessments are tied to student performance criteria as well as the quality of the student work. Assessments are designed to reflect industry standards such as NATEF in the Automotive Technology Program.

The Emeritus program began implementing assessments in the fall of 2009. Assessments are given and recorded three times per semester.

ABE/ASE department utilizes multiple measures for assessment. General Education Development (GED) students take pre/post practice tests. Adult Secondary Education (ASE) students take criterion referenced tests throughout their courses. All students take CASAS tests as well as TABE standardized tests. Within the ABE/ASE Program, those involved with the BSI instructional model, undergo pre and post-test assessment using TABE as well as assessment via criterion referenced tests. Results are used to provide guidance for advancement within the basic skills instructional program and to assess readiness for GED, college placement, and vocational training. During the fall 2009 semester, the program faculty completed training in the new TABE 9/10 assessments with implementation taking place thereafter. The department also assesses student satisfaction as a part of the overall evaluation process.

The DSPS program assesses students prior to enrolling in Adult Basic Education courses. These assessments can include the TABE and/or the Stanford Diagnostic Reading Test or the Woodcock Johnson III Revised. DSPS also uses many non-standardized assessments. DSPS classes have a fluid curriculum that is constantly being adapted to individual needs; therefore, assessments are accommodated appropriately. DSPS classes such as Adaptive Art, Ceramics and Intro to Computers have project based assessments in class. In addition, DSPS completed a student satisfaction survey and needs assessment in 2009 that is being used for future planning within the department.

B-3 Guide Question 2: To what extent are the assessment results the basis for measurement of each student's progress toward the expected student learning results?

FINDINGS

Assessment results play a major role in measuring SDCE Student progress. The 2009 Student Satisfaction Survey reported that 88% of students "strongly agreed" or "agreed" that instructors clearly explained how they would be graded.

ESL instructors use assessment results to measure students' progress and make recommendations for promotion. Within the Certified Nursing Assistant Program, assessments are linked directly to the identified SLOs, which includes passing the California State certification examination. Student assessment results are tracked in each BIT certificate program. Tests are performance based and linked directly with SLOs. Parent Education students attending the Effective Parenting classes receive a certificate at the completion of their course. Parent Education assessment results are used to give feedback to students. For Parent Education students, the self-assessment is frequently not only a

measure of their success but their child's achievement as well.

Within the Career and Technical Education Program, student assessment is used to determine student progress and content mastery. The successful completion of class projects is assessed and documented. Certificates earned in each program are recorded in Student Manager which is a relational database and used for VTEA reporting. For ABE/ASE students, the results of the multiple measures constitute the basis for advancement, readiness for taking the GED, College Accuplacer, TEAS (nursing), or CAHSEE. Standardized test scores as well as criterion referenced scores are used. As previously mentioned, the department has developed program SLOs and some course SLOs. The department is now working on developing the associated course SLO assessments and rubrics.

DSPS students' assessment is utilized to track progress and determine when students are ready for advancement. These assessments are standardized (CASAS, TABE), project based, and through instructor observation and recommendation. Assessments are utilized in the Student Educational Contracts (SEC) in all DSPS classes, which have students setting goals for themselves each semester. Instructors are utilizing SLOs in developing each student's SEC.

B-3 Guide Question 3: To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

FINDINGS

HCS adjusts curriculum according to student performance. Faculty use pre-tests, post-tests, self assessment measures and industry standards to assess progress. Assessment results are used by the faculty in the Certified Nursing Assistant Program to modify curriculum and create standards for instructional and peer evaluation. CTE instructional changes are generated (for the most part) by the demands of industry. The Emeritus Program will use assessment results to improve curriculum and instruction since they began their assessment reforms in the fall 2009.

For ASE/ABE, it was because of assessment results that the Department successfully advocated for the concentration on basic skills, as many of our assessment studies showed that these deficiencies formed a causal relationship with our students' success and/or failure in GED, College placement exams, CAHSEE, and other vocational areas. The Basic Skills Centers and IBEST programs are products of these analyses. Ongoing research result from the semester BSI/IBEST reports reported to the Basic Skills Initiative Steering Committee. The program has expanded its use of TABE with the implementation of the new TABE 9/10 procedures.

DSPS assessment results are utilized to both improve curriculum and instruction. One of the most helpful tools for DSPS in planning future curriculum and course offerings has been the ongoing student surveys and needs assessments. These tools allow students to give feedback directly to the department and make suggestions for changes.

◀ Certificates earned
Student Manager Report

◀ Student Feedback Survey (DSPS)

B-3 Guide Question 4: To what extent are the assessment results the basis of the allocation of resources?

FINDINGS

The ESL/ABE/ASE assessment results (CASAS) are also reported to the state as a basis for receiving federal funds to support our program. For the Hospitality and Culinary Studies Program, assessment results are not the sole basis of allocation of resources.

Assessment results for the CNA Program are used for the allocation of many resources. Additional funding from VTEA and the Basic Skills Initiative was obtained directly from assessments of low math scores to promote transition of students from the CNA program to higher level nursing and allied health programs.

The allocation of resources for the Parent Education Program is not based on assessment results but rather is based on the generation of FTES by the program.

The allocation of resources in the CTE program is driven by industry demand as well as completions and job placement.

As demonstrated by Continuing Education's commitment to the BSI program, the assessment results have been the basis for allocation of resources. This can be found in the BSI budget allocations.

Assessment of students has not been utilized in the allocation of resources to DSPS directly. However, student survey and needs assessment results have been used to dedicate DSPS resources to specific DSPS classes and programs based on student feedback from these sources.

B-3 Strengths
- EL Civics curriculum applies to SLOs
- Development of writing assessments to measure SLOs in ESL
- Improving persistence rates
- Revised course outlines provided to faculty
- Testing and performance based instruction
- High rate of completions in the CNA programs
- Clearly defined goals
- Current software and technology
- Ability to self evaluate
- Ability to modify program
- Effective multiple measure assessments
- BSI funding
- Funding for faculty/staff training in assessment
- Development of SLOs correlates with Student Educational Contracts (DSPS)

B-3 Growth Areas
- More coordination between programs to communicate requirements to enter other programs.
- Better coordination of curriculum between classes teaching the same level
- More support for curriculum development.
- Develop collaborations with industry for internships/externships to assist with students meeting industry standards.

- Standardized revised curriculum available to all faculty (placed in public folders)
- Increase Vocational English as a Second Language program/ classes using CTE specific vocabulary and information to teach language.
- Student satisfaction survey of instruction should be done annually for all instructors to guide them in planning and improving curriculum development.
- Basic education and vocational classes can benefit from regular review of assessment results to improve their curriculum and instruction (as ESL is currently doing).
- The CTE safety assessment process should be reviewed regularly to insure, as equipment is updated, it continues to meet the needs of the program.
- Tenuous nature of funding
- Classified support
- Increase percentage of faculty integrating assessment into the learning process
- Increase student understanding of how progress is assessed.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C-1 STUDENT CONNECTEDNESS CRITERION

C-1 Guide Question 1: To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the expected school-wide learning results?

FINDINGS

San Diego Continuing Education (SDCE) students are connected to a broad system of support services, activities and opportunities.

In the 1997-1998 fiscal year SDCE began to receive noncredit matriculation funding. Matriculation is a comprehensive process for student success. It allows for accurate and timely information to help students define and attain their goals. It includes the core components of admissions, orientation, assessment, counseling/advisement, student follow-up, coordination and training, research and evaluation. Five of these components involve the direct provision of services to connect students to SDCE and to increase their opportunity for educational success.

The designated noncredit areas which receive matriculation services are Elementary and Secondary Basic Skills, English as a Second Language, Citizenship/Immigrant, Disability Support Programs and Services (DSPS), Parenting and Short-Term Vocational Programs. Prior to this funding SDCE provided counseling services for DSPS, High School and vocational programs. The new funding increased the number of counseling staff by approximately 50% (both DSPS and general counselors) and increased the number of student services staff at all campuses. The scope of

counseling services expanded to better serve all the matriculated areas listed above.

This model has continued to be the framework within which student services are provided in SDCE. In 2007-2008 services continued to expand and as will be noted in this section, several innovative initiatives and practices were implemented. These initiatives and funding sources supported both philosophically and financially the critical value and importance of counseling and student services to the success of students in a noncredit environment (Noncredit Matriculation and Basic Skills Initiative funding, transition activities, and scholarship awards events). The counseling department, based on the SDCE reorganization in 2007, also now has a dean directly managing the department. This has lead to a greater consistency of student services throughout SDCE's six campuses.

In fiscal years 2008-2009 and 2009-2010, the economic environment began to deteriorate and this has had a direct affect on SDCE's student services through cuts to categorical programs such as matriculation. The department has lost significant FTEF in counseling and student services classified staff positions. There are also pending staff retirements which will continue to impact the depth and scope of student services able to be offered now and in the near future. All are working together to try to maintain core essential services to the degree possible and to find new approaches to service delivery.

The evidence and feedback cover admissions, assessment, orientation, counseling/advisement, special initiatives, and follow-up, all of which are related to how students are connected to services. Input was collected from all campuses and disciplines. A student satisfaction survey was conducted with 2,172 students responding. On September 2, 2009, Home Groups met and later submitted input on criteria questions C1 and C2

Admissions

- The matriculation plan of 2005 included conducting a website usability study and upgrading the website regarding admissions and student services. In 2006 the usability study took place and the website was redesigned. Suggestions were implemented, a web designer was hired and since 2007 SDCE has created an improved connection between students and the SDCE community, by highlighting news of interest, "good news," current activities and information about staff and students
- The SDCE Class schedule continues to change. The community is directed more often to detailed information available on the web site. Class schedules are currently delivered to homes in a more limited edition. A more modern redesign has been created.
- Word of mouth is still the most common way students learn about SDCE
- 91% of students surveyed reported it was easy to register for classes
- 92% reported staff was helpful throughout the enrollment process
- 87% reported the information presented in the class schedule was easy to understand

- 92% reported overall satisfaction with the enrollment process

Orientation

Orientations are provided by SDCE counselors.

In some disciplines instructors work with counselors or instructors provide orientations on their own with counselor input to the materials.

Orientations are often the first exposure students have to professional counseling services in SDCE. Counselors have worked together to create a core of information that is provided in all program orientations such as an overview of SDCE, information about SDCCD as a whole, transition to credit options, SDCE class schedule, website and program information, career development services and information on the specific program the student wants to attend. Orientation helps students feel connected to SDCE and to SDCCD as a whole, and to know all the options that are available for their educational and career planning.

- 83% of students reported they became more familiar with SDCE's programs and services by attending orientation (5% disagreed, 12% neutral)
- 81% agreed orientation is effective in helping them adjust to being in school (5% disagreed, 14% neutral)

Assessment

SDCE students entering ABE, ESL, and CTE (Vocational) programs are assessed prior to enrolling in classes. This is usually in conjunction with orientation. Assessment is a holistic process utilizing multiple measures and in some programs utilizing standardized assessment instruments.

Based on State of California Matriculation guidelines, standardized assessment tools need to be validated if they are to appear on the State's approved list. As part of the Action Plan of 2007 and through a pre-accreditation technical site visit in 2009, a recommendation was made that SDCE have assessments in current use validated.

In July 2009 the CASAS 80R and 80L were approved by the Chancellor's office, accomplishing the stated task.
(Note: The current situation is that the State may not be in the position to continue to maintain such a list and this process).

In 2009 the Dean of Student Development and Matriculation worked with the Basic Skills Initiative (BSI) faculty and the test publisher (CTB/McGraw Hill) to validate the Test of Adult Basic Education (TABE) for use with ABE students in SDCE.

- A consistent process of assessment and/or referral to assessment as appropriate exists at all six SDCE campuses for students in the designated matriculated programs. This assists students if they move from one SDCE campus to another to feel connected to one institution as opposed to six separate campus entities.
- 85% of students agreed /strongly agreed that assessment helped them enroll in the appropriate class.
- 81% agreed/strongly agreed that counselors explained clearly the assessment results.

Counseling/Advisement

As of January 2010, SDCE has a counseling department with a department chair and 15 full-time general counselors. One of these counselors is focused solely on career development for all six campuses.

There are also three Disability Support Programs and Services (DSPS) counselors. In addition there have been temporary adjunct counselors supporting the full-time permanent staff. In the last year SDCE has lost the ability to maintain the adjunct support in general and career development counseling due to budget cuts. DSPS also has lost counseling and has been unable to re-hire due to budget constraints.

Counselors are at all six SDCE campuses. They hold regular monthly counselor meetings to share best practices, develop programs and constantly improve the delivery and consistency of the support services provided to students. Counselors also have sub- committees focusing on the specific group of students they primarily serve such as ESL, H.S./GED, or Vocational students.

Counselors are proactive and do in-class visits and presentations as opposed to solely serving students based on appointment requests. This develops and maintains connections and community.

One counselor interacts electronically with students developing a virtual online community keeping students connected and updated about classes, specifically in Business Information Technology Programs

In 2006 a student scheduling system was put into place (SARS). This is now used at all campuses. Students' information can be used by counselors at any of the six campuses should students attend different campuses. Students do not have to "start over" or request records.

In 2005 SDCE initiated the Career Development Services (CDS) program to provide consistent delivery of career and job search services to students at all six campuses. This program also provides support and resources to the counseling faculty and tracks placement outcomes of some students.

Students are able to connect easily with these services as they are well advertised to all faculty, staff and students via monthly workshop schedule distribution, on the website, in fliers and through in–classroom presentations. There is a connection between counseling and instruction in the planning of in-class presentations and through the provision of up-to-date labor market information the CDS counselor provides to instructors. The career staff has also been an integral part of the BSI program by presenting in-class workshops on job and life skills. This program has held job fairs focused on specific training offered in SDCE such as Certified Nurse Assistant, office skills and culinary careers.

CDS staff has brought employers onto the campus to interact and provide hiring information to SDCE students and connect students with employers to achieve their employment goal.

Specially funded programs such as CalWORKS and Gender Equity/New Horizons exist to serve student "special populations" who qualify for services. There is a dean who oversees CalWORKS and all special populations' programs.

Survey results regarding counseling:
- 75% of students reported counselors helped them clarify their educational goal (a high "neutral" response of those responding-18%;
7% disagreed/strongly disagreed)

- 68% reported counselors are concerned about their academic success (very high neutral response of 22%)
- 71% felt counselors cared about them as an individual (21% neutral)
- 65% reported DSPS services are available when needed (again a very high neutral of 28%, most likely indicating lack of need for these services)

Student survey responses indicate areas that are both strengths and growth areas.

Some key questions that relate most directly to this criteria question and which support student connectedness are:
- I feel valued as a student- 91% agreed/strongly agreed
- I feel a sense of belonging in this school- 89% agreed/strongly agreed
- I am treated with respect-94%

Special Programs and Initiatives which affect the organization and the ability of students to be connected to SDCE:

Basic Skills Initiative (BSI): SDCE implemented this initiative and documented "best practices" in 2008. A BSI committee meets monthly and has institution-wide representation. Support services and classroom instruction are linked closely. Counselors and instructors form a strong team by meeting regularly and discussing the progress of enrolled students. Counselors lead in-class workshops on topics based on student interest surveys. Examples of workshop topics are goal setting, decision making, job search and career topics, and college skills. Intensive counseling services arise out of in-class visits, leading to referral to community-based support services. Students feel connected, and they persist and make educational progress due to this teamwork approach and frequency of counselor interaction.

Funding has allowed this project to be implemented and grow in SDCE. Decreased funding for counseling has led to recent cuts in the counseling component of this program.

Student Services Council (SSC): In October 2007 SDCE initiated a SSC for the first time. This was an institutional commitment to create a coordinated and representative effort to address student services concerns and to examine, improve and communicate about policies and procedures SDCE and SDCCD-wide. SSC holds meetings once or twice per month. The membership includes counselors, classified staff, VP of Instruction and Student Services, and deans of all student services-related areas. This structure continues to promote an environment for students to receive consistent and beneficial services and connections to the institution.

Transition Programs (noncredit to credit colleges): SDCE counselors have put forward a strong effort of supporting students to look at long range plans including transition to college credit institutions. Since 2007, SDCE counselors have collaborated with one SDCCD college per semester to organize a CE Day event, a day where noncredit students who are interested in transitioning to college are supported and connected by having a day of visiting a college and selected programs presented

uniquely for them. This has included providing bus transportation from all SDCE campuses. Student evaluations of this event have been extremely positive. In 2009 SDCE has had to suspend this activity due to cuts to matriculation funds which fully supported the activity.

Student Transition Education Program (S.T.E.P.): A counselor-initiated program at one of SDCE's six campuses began as a pilot in October 2008. Students interested in attending City College meet with a counselor and focus on key skills needed to get ready to apply and succeed at the college.

Immigrant Professional Transfer Academy: A counselor-initiated program began as a pilot in February 2009. This program focuses on a sub-group of ESL students who have come to the United States and have advanced education from their home country. The counselor leads a series of classes in a workshop setting to teach students to navigate the U.S. education system and to transition to additional noncredit, or credit education or to the workforce. This program has been in high demand when offered. Students become very connected to the school and community. They form a close support group network and assist one another in education and job search efforts. Some students have become instructors in SDCE! Due to budget cuts to counseling, this program had to be suspended in the fall of 2009.

SDCE Scholarship Events: In 2008 SDCE held its first Scholarship Awards event. This effort was initiated by counselors and the dean. A second event was held in 2009. Over $16,000 dollars in 2009 were awarded to 51 deserving students. The scholarship process creates a community of support with instructors recommending students, counseling encouraging students to apply and recognize their strengths and finally the community celebration attended by students and their families, faculty and staff.

Commencement: This is an annual event supported by SDCE. Students support each other in the months leading up to the event as they work to achieve their goals so they may be eligible to attend commencement. Instructors and counselors work together for the success of their students. A committee that is representative of the whole institution meets to plan the event. A counselor organizes students and staff volunteers to provide assistance at the event itself producing a community within a community. In 2009 the event had greater representation than ever before, with students graduating from SDCE Vocational programs such as Certified Nurse Assistant, in addition to those achieving their High School Diplomas and GEDs.

Additional Opportunities and Activities for Students
Associated Student Body (ASB) activities that sponsor and coordinate school functions exist on some campuses. A dean has been overseeing the SDCE ASB organizations (since 2008), attempting to work towards a SDCE-wide presence for the ASB organization. Given the often short-term connection to SDCE for many students, the student's connection to one specific campus, and the limited availability of ASB advisors (due to budget limitations) it is a challenge to create a SDCE-wide presence for ASB. It is also difficult to have an ASB at every campus. Of those who know about ASB, 61% feel it is important; 62% are satisfied.

C-1 Strengths

- Proactive model of counseling delivery: in-class workshops and visits to students
- Commitment of counseling department to a service delivery model (matriculation) insuring access and success for students
- Special Programs to build community and success: BSI, Immigrant Professional Transfer Academy, Career Development Services. S.T.E.P
- Student Services Council- regularly scheduled meetings, coordination of special populations, DSPS, student associations, and general counseling services
- E News- virtual community and communications
- Comprehensive Matriculation Plan (2008, updated annually)
- Matriculation Advisory committee/regularly scheduled meetings and minutes (2009 temporarily suspended)
- Counseling Department holds regularly scheduled meetings
- Counseling dean and chair meet and communicate regularly
- Close working relationship between DSPS counselors and general counselors
- Bilingual counseling support is available for Spanish speaking students
- Redesign and ongoing review and updating of web site
- Newsletters (CDS, Centre City)
- Recognition ceremonies (scholarship awards, commencement, certificates, bulletin boards, cultural events)
- CDS - Consistency of services offered at all six campuses (CHOICES assessment and career information, job search skills workshops, mini career fairs). Close coordination between CDS counselor, instructors and campus counselors. Innovative use of web and social networking tools to promote connection and community.

C-1 Growth Areas

- SDCE student services data collection needs to be more comprehensive, efficient and consistently utilized at all SDCE campuses (more effective use of placement information gathering systems and SARS)
- Finding ways to deliver services in new ways given budget limitations (e.g. online advising)
- Continue to develop mechanisms for more effective communication and transition for SDCE students between noncredit and credit programs
- Find ways to sustain effective programs that have been piloted given current economic environment
- Continued growth in ongoing coordination of services effort (across six campuses) and with credit colleges
- Create an ongoing, regularly scheduled plan for surveying satisfaction and student success research
- ASB- Finding ways to have advisement and encourage student involvement given the limited time for many students attending noncredit classes and the lack of sufficient faculty resources to function as advisors

C-2 COMMUNITY/BUSINESS INVOLVEMENT CRITERION

C-2 Guide Question 1: To what extent does the leadership employ a wide range of strategies to ensure that business and community involvement is integral to the support system for students?

FINDINGS

The San Diego Community College Continuing Education faculty, administrators and staff utilize a wide range of strategies to ensure that business and community involvement is integral to the established support system for students. For example, faculty brings community members onto campus to share expertise and motivate students. The course content becomes real to students when local experts come into the classes to speak and explain how learning can be applied in vocational situation. Also, students are encouraged to explore the community to find and access community resources. Similarly, the community is kept abreast of updates to Continuing Education. Plus, Continuing Education joins with other agencies and businesses in the community in collaborative projects. Finally, students and faculty give back to the community in a wide range of activities.

- Guest speakers from business and industry speak to classes
- Community experts provide information on available resources
- Career speakers offer information on current job trends and hiring opportunities
- Headstart (Childcare programs) offer services on campus and in campus neighborhoods
- CalWORKS faculty and staff are closely associated with students' employment case managers to provide integrated support for students
- SDCE Career Development Services (CDS) Advisory Board gives guidance to the job placement program for SDCE students. In 2009, this has been disbanded indefinitely due to cut-backs.

Taking students out into the community and/or teaching them about community resources

Although referral to community services and instruction about them is useful, true learning comes from visiting authentic community sites. Field trips bring students into the community to add vivid contextual learning.

- Field trips to expand student knowledge and understanding of community resources
- Referrals and organized visits to college programs
- Handbooks produced by ESL and Parenting provide extensive lists of community resources
- DSPS maintains liaison with local community providers for outreach and referral
- Counselors regularly refer to community providers for additional support services (use of United Way/Directions, New Horizon's Resource Guide)
- Visit Career Centers
- Annual float at the Martin Luther King Junior Parade followed with a booth during the MLK Festival

Collaborative activities between SDCE and Community Partners

SDCE faculty and staff look outwards to find opportunities to collaborate with agencies and businesses in the San Diego area to create win-win partnerships. SDCE classes are offered in many sites around San Diego. Many employers and student support agencies find it important to collaborate so that community needs are met effectively and efficiently.

- MOUs with many community agencies and businesses provide more comprehensive services and programs for students (i.e., San Diego Family Court, CBET, NASSCO, SAY San Diego, San Diego Literacy Network)
- Joint High School Diploma Program with San Diego Unified School District (SDUSD)
- We offer classes at the San Diego Career Centers

Business and community members are kept informed of SDCE

A variety of communication methods keep the local business and community members apprised of new classes, current class offerings and other news events. Also, SDCE seeks to maintain active involvement in the community.

- Participation on SDCE advisory committees, including VTEA Advisory Committee, advisory committees for specific vocational programs (i.e., Automotive, Electronics, Culinary, Certified Nursing Assistant/Home Health Aide, etc.)
- Active involvement in the New Media Industry (MEI) Advisory Council
- Participation on Prop S committees to give input on all new building designs and community needs
- Involvement in community outreach fairs, both on and off campus
- Promotional mailings and course announcements are sent to libraries, community agencies and local businesses on a regular basis
- Class schedule has a mass distribution each semester
- The Continuing Education website provides updated information to the community
- Award Ceremonies, including scholarships and acknowledgement of student achievement
- Articles about SDCE programs in local community newspapers promote awareness
- Participation of SDCE faculty and administrators on a number of community/business advisory groups (i.e. First Five Commission, SDUSD Parent University, Neighborhood House, Urban League, Economic Workforce Development Program, South Metro Career Center, Jackie Robinson Family YMCA , etc.)
- Outreach table at the San Diego County (Del Mar) Fair, as well as numerous student entries receiving awards and being on display
- SDCCD Board of Trustees Advisory Council includes selected community members who meet with the Board to provide input on all aspects of SDCCD
- San Diego Reentry Committee

Giving back to the community

In addition to learning about the community and partnering with community agencies, Continuing Education faculty, staff, administrators

◀ SDCE informing the community
Written feedback from all Focus Groups
Flyers for special events
CDPS newsletter and communications with Advisory members
Promotional documents, including the Older Adult Explore a New World As You Age mini-schedule, DSPS Brochures, ESL Student Guide, Parent Education Handbook, etc.
Outreach Survey
Many offices and classroom instructors advertise community events such as the Martin Luther King Parade
Advisory committee meeting minutes
Community outreach fair flyers
Prop S committee meeting minutes
Promotional mailings, course announcements, class schedules
SDCE Website

and students give back to the community and demonstrate a commitment to community service. This involvement in a variety of projects and service organizations enhances the achievement of student outcomes. Examples include:

- ASB sponsorship of yearly blood drive for the San Diego Blood Bank
- Classified Senate support of Student Scholarships and AniMeals Drive to collect pet food for the pets of low income senior citizens
- Donation of quilts made by students in the Clothing and Textile classes for newborns at Balboa Naval Hospital.
- Annual Los Dos Chefs fundraiser for student scholarships, with committee involvement from students, faculty and staff

C-2 Strengths

- Students are exposed to a wide variety of local community and business groups
- Students, faculty and staff are involved in community service activities which reinforce the importance of community partnerships and helping others
- Distribution of SDCE class schedule and an up-to-date, ever improving website provide improved community outreach.
- Collaborative activities allow SDCE to understand community need and can adapt programs efficiently to continue offering pertinent, useful classes.

C-2 Growth Areas

- Expand the use of advisory committees on a more regular basis
- Need improved methods to disseminate information to lower level ESL students such as using higher level ESL students to translate important community information
- Expand volunteer opportunities: find volunteer opportunities for students in the community and bring in community members as volunteers in our programs
- Develop training for faculty regarding community resources and services available to students and continue ongoing dissemination of where resources can be found

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D-1 RESOURCES CRITERION

D-1 Guide Question 1: To what extent are the resources available sufficient to sustain the instructional program and effectively used to carry out the school/program's purpose and achievement of the expected learning results for students?

FINDINGS

Introduction
San Diego Community College District Integrated Planning and Campus Budget Models
The Governing Board delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business Services. Maintaining its fiduciary responsibility for fiscal oversight, the Board delegates to its administrators the responsibility for

the establishment and maintenance of the District budget, in consultation with the Continuing Education and college Vice Presidents of Administrative Services and campus faculty and classified leadership; thus the budget is developed in a collaborative manner.

A formula for the distribution of funds to Continuing Education, the colleges and other District operations has been established through a participatory governance process. This formula for the campus budget model has been revised and updated annually with direct input from the district wide budget development committee, comprised of faculty and classified leaders and administrators from within Continuing Education and the colleges, respectively, throughout the District. Once campus funds are distributed, administrative departments within Continuing Education and the colleges are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

A depiction of the District wide integrated planning model and the Campus Budget model is below.

District Mission, Vision, Values

District Strategic Planning and Goals

Board of Trustees Chancellor's Cabinet

Operational Planning

Shared Governance

District Governance Council

Ongoing Communications And Assessment

District Budget Development And Resource Allocation
Model 1

City College
Model 2

Mesa College
Model 3

Miramar College
Model 4

Continuing Education   Model 5

District Departments and Districtwide Services

State Apportionment and Other State Revenue
General Fund Unrestricted

↓

San Diego Community College District
Campus Budget Model

Campus Earned FTES in Prior Year

Includes:
Credit & Non-credit Resident FTES
Credit & Non-Credit Non-Resident FTES

Funded FTEF for Class Sections

- @ 17.5 FTES/FTEF in 09-10 for each term.
- Funding ratios reviewed annually by Cabinet and adjusted based on enrollment management plans.
- Supplemental FTEF provided if "Growth" funding is available.

General Operating I Discretionary Funding

- FTES x Campus Rate = Funds for General operating expenses.
- Includes Expenses for:
  -Hourly Staff
  -Hourly Non-classroom
  -All 4000-6000 object codes

Class Schedules

- Campus allocate FTEF based on Campus priorities.
- Additional class sections offered from Campus budget savings as determined by each campus.

Campus Allocations

- Campus rate fluctuates based on Campus decisions.
- Campus has total discretion over use of funds.

Contract Staff

- Includes all Contract Staff:
  -Academic Faculty
  -Non-academic Staff
  -Administrators
- Full cost funded by position for all salaries & benefits.

Campus Use of Staff Resources

- Campus retains savings from positions vacated and can utilize savings as desired.
- Campus can reassign staff between programs and services based on campus priorities.

Collective Bargaining and Other Contract Obligations

- All CBA financial obligations are funded such as:
  -Pro-rata
  -Department Chairs
  -Reassigned Time & ESU's
- Other Contractual commitments are funded such as:
  -Academy Service Agreements
  -Apprenticeship
  -Family Literacy

Campus Programs & Services

- As each campus adjusts programs, class schedules, etc., all CBA costs are fully funded.

Protection of Resources

As part of the San Diego Community College District, all Continuing Education funds are maintained in accounts at the District Office, and all purchases (including resources, supplies and equipment) are processed by Continuing Education accounting staff and must be approved by the appropriate Dean or Vice President. Following approval, all purchases are reviewed by District Office personnel, including the District Purchasing and Accounts Payable offices as well as the Grants and Contracts Office (for certain categorical and grant funding). All Continuing Education accounting entries are reviewed by the District Controller's Office and are included in the District's annual audits by a Certified Public Accounting firm.

Sufficient Resources – Facilities

Since our last accreditation, the District has continued the facility planning and construction process funded by two bond issues (Proposition "S" in 2002 and Proposition "N" in 2006) which have resulted in the completion of a new West City Campus facility in January

2009 and an expansion of the Educational Cultural Complex to facilitate the relocation of certain career-technical programs in September 2009. Planning (involving representatives of faculty, management and staff) is currently underway for the following facilities:

- A new North City Campus facility on Aero Drive
- A new facility in Barrio Logan to combine operations at our current Centre City and Cesar Chavez campuses
- A new facility in Linda Vista (on the campus of Mesa College) to combine operations currently housed at Linda Vista Presbyterian Church and Clairemont High School as well as other off-campus locations
- A further expansion of the Educational Cultural Complex campus to improve administrative office space and replace classrooms currently housed in relocatable buildings on the campus

While facility replacements and improvements have occurred or are planned at most Continuing Education campuses in the next two to four years, older facilities are still in use. As a result, faculty, staff, student survey results and Home Group reports indicate mixed results regarding satisfaction with Continuing Education facilities.

For example, only 64% of employees surveyed agreed or strongly agreed that Continuing Education adequately maintains its physical resources. In addition, only 68% of staff members responding strongly agreed or agreed that safety hazards are addressed promptly (this result has not changed since the survey conducted in 2006 in preparation for our previous self-study).

Home Groups reported that new facilities (at West City Campus and the Educational Cultural Complex) were a strength. Groups also reported, however, that certain existing facilities (most notably the off-campus facility at Linda Vista Presbyterian Church) were inadequate.

Students surveyed, however, reported a somewhat different opinion regarding our facilities. For example, 88% of students strongly agreed or agreed that classroom facilities are adequate for learning, and 75% strongly agreed or agreed that grounds are adequately maintained. Finally, 90% of students surveyed strongly agreed or agreed that it is easy to get in and out of campus buildings, classrooms and restrooms.

Facility construction and improvements funded through both Proposition "S" and Proposition "N" will significantly improve conditions at all Continuing Education campuses and address faculty, staff and student satisfaction levels. While completion dates have been delayed beyond the dates listed in our previous self-study, significant design work and required land acquisition have been completed. The current planned construction activities timetable is as follows:

- Construction of the new Centre City/Cesar Chavez campus to begin in 2010
- Construction of the new North City Campus to begin in 2010
- Construction of the additional wing at the Educational Cultural Complex to begin in 2011
- Construction of the new Linda Vista Campus to begin in 2011

While new or significantly improved facilities will exist within the next

two to four years, currently facilities are continuously improved to address safety and security issues. As stated previously, 68% of employees surveyed strongly agreed or agreed that Continuing education addresses safety hazards promptly. Home groups did report the following needs at certain campuses to address safety and security issues:

- Installation of telephones or emergency phones in all classrooms
- Development of safety plans for all Continuing Education campuses
- Installation of hand sanitizers at all campuses

Since the employee survey was conducted, hand sanitizers are being installed or made available at all Continuing Education campuses. In addition, a survey of all classrooms is being conducted to identify telephone needs. Finally, a Continuing Education Facility and Safety Committee is being formed to address the need for safety plans.

Sufficient Resources – Technology
Continuing Education periodically reviews and upgrades technology equipment and software through the use of VTEA, Basic Skills, and other continuous and one-time funding sources. In addition, technology equipment has been purchased with Proposition S furniture, fixture and equipment funds to outfit certain computer labs and upgrade certain administrative computers at the new facilities opened during 2009.

Following the administrative reorganization of Continuing Education in 2007, Continuing Education Information Technology meetings were suspended and individual program Deans worked with faculty and staff to develop technology plans and identify technology needs. The District will be reorganizing computing services in 2010, at which time Continuing Education will have dedicated District employees to assist with technology needs and planning (prior to this reorganization technology support has been provided by outside contractors under an agreement with SunGard Higher Education services).

Only 54% of employees surveyed strongly agreed or agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support technology and learning, and only 64% strongly agreed or agreed that technology planning is integrated with institutional planning. 63% of students surveyed who expressed an opinion strongly agreed or agreed that the availability of computer labs is sufficient to meet their educational needs (it should be noted that 56% of students responding to the survey reported that they have not used this resource and could not express an opinion). While the Business and Information Technology home group reported that labs are "state of the art" and utilize the "latest up-to-date software and hardware," certain home groups reported that updated technology is needed and that more computers are needed in classrooms.

As new facilities are built and outfitted, technology will be more fully integrated into all classrooms. As we wait for completion of these facilities, however, Continuing Education will continue to utilize available resources to improve access to technology.

Sufficient Resources – Staff Development

While 63% of employees surveyed either strongly agreed or agreed that Continuing Education provides adequate training in the effective application of information technology to faculty and staff, certain Home Groups reported the need for more staff training. Continuing Education's President has listed Professional Development as one of the four "Cornerstones" for program growth and improvement in the current fiscal year, and funds have been allocated from the Matriculation, VTEA, and General Fund budgets for professional development activities. Since our last self-study, Flex activities have been developed and a Professional Development Committee (representing faculty, classified staff, and management) meets on a regular basis to review training needs and develop training priorities.

Sufficient Resources – Staffing

Home Groups reported the need for more student support services and janitorial services. With current reductions in funding District-wide, it is unlikely that Continuing Education or District Facilities will be able to address these concerns through hiring any additional staff. In the area of Student Services, Continuing Education is reviewing workload, hours of operation and services to ensure that core essential services are provided and that adequate staffing is available at all campuses. District Facilities is reviewing workload as well to ensure that essential services are provided and Continuing Education facilities are adequately maintained with less staffing available.

D-1 Strengths

- Inclusion of faculty and information technology staff in technology purchasing decisions
- Response to safety and security concerns
- Facility replacement and renovation plan

D-1 Growth

- Increase Professional Development opportunities for faculty and staff
- Improve technology at older existing campuses

D-2 RESOURCE PLANNING CRITERION

D-2 Guide Question 2: To what extent do the governing authority and leadership implement responsible resource planning for the future?

FINDINGS

Resource Planning – Budget Development

As in the past, Continuing Education budgets are developed as a series of individual budgets prepared by faculty, staff and management serving on program advisory committees (such as the VTEA, Matriculation, and 231 committees). These committees also receive input from industry advisory groups (at times resulting in receipt of additional program support). The individual resource plans are combined to create an overall operating budget for the institution to serve as a master plan for allocation of available resources. In 2008 the Continuing Education Budget Committee was established as an Administrative Governance Council participatory governance committee that includes representation

from faculty, administration, and staff. The role of the committee has been to optimize resource allocations from the aforementioned individual budgets in order to achieve the goals and mission of Continuing Education. The Committee has been instrumental in periodically reviewing resources and providing representative input and oversight as our institution has faced significant budget reductions and the consequent need to reallocate funds and prioritize expenditures. This Committee has also been effective in improving institutional communication of budget information and including both adjunct faculty and staff in the budget planning process, two areas that were cited as growth areas by the previous WASC Visiting Committee.

Feedback from the Hospitality Home Group indicated that budget meetings which allow for programs to attend and share information with faculty are evidence of responsible resource planning. The continuation of the trend to be more transparent and inclusive in budget planning needs to remain a priority.

In the 2008-09 school year two new strategies were implemented to increase involvement of adjunct faculty in resource planning: funding for ancillary activities and the FLEX staff development program. Both allow for adjuncts to be reimbursed for non-classroom activities therefore increasing the incentive to participate in and provide feedback to the budget planning process. To date, no adjunct faculty members have requested funding to participate in the Budget Committee meetings, yet the DSPS Home Group indicated that the inclusion of adjunct faculty as participants in the Resource Management and Development category has risen dramatically. This group also cited the designation of specific staff members to organize Flex activities as an area of strength. The funds for professional development are now held by the SDCE Academic Senate.

Survey results indicated that 61% of employees agreed or strongly agreed that budget information is accessible, and 60% agreed or strongly agreed that Continuing Education's budgets reflect priorities and planning goals. 58% agreed or strongly agreed that faculty and staff participate in budget development. While these figures indicate moderate to favorable levels of satisfaction and agreement, all three areas show relatively high levels of neutrality (12%-31%) which suggest the need for increased communication regarding the budget. Contrary to the data presented above, general feedback from faculty Home Groups implies that SDCE Administration has been successful in relaying information and getting suggestions from faculty and staff. One additional area of weakness identified by Home Groups is the need for increased knowledge and transparency in regards to the ordering process.

Resource Planning – Facilities
In 2009 both the West City Campus and the Educational Cultural Complex Skills Center reached completion and are fully utilized. Planning for both facilities spanned an average of 4 years and included faculty and staff that had been and would be using the new facilities. After evaluating the success and format of the planning committees, it was concluded that a more strategic composition of the planning groups would be more productive, effective, and conducive to our new structure of operations.

As stated previously, currently four additional facilities (Cesar Chavez/Centre City, North City, Linda Vista, ECC Wing) are in the stages of planning and design. These projects are included in the Continuing Education Facilities Master Plan, revised and updated in February 2010. The planning committees are comprised of representatives from relevant disciplines, student services, DSPS, classified staff, and District facilities. The goal for the committee members is to represent their constituents in the planning and therefore have the responsibility of communicating with and representing constituent feedback at each meeting.

Input from the DSPS Home Group indicated a need for Continuing Education and SDCCD to develop standards for accessibility that exceed the ADA minimum requirements in order to best meet the needs of our learner population. The development of these standards would alleviate the need for an access technology specialist to be a part of all planning committees for new facilities.

Current planning for new facilities has also included strategies for obtaining student input. Several tours of new and existing buildings have been conducted with the architects which include time for interviewing students about both the positive and negative aspects of current facilities.

Overall, 66% of employees agreed or strongly agreed that student learning needs are central to the planning, design, and development of new facilities, and 80% of students felt they have a voice in matters related to programs and services.

D-2 Strengths
- Continuing Education Budget Committee
- Flex Opportunities & Designated Staff
- Funding for Ancillary Activities
- Increased student involvement in facility planning

D-2 Growth
- Continued communication of budget planning and priorities, and opportunities for input
- Increased avenues for faculty and staff to provide feedback in facility planning
- Increased knowledge and transparency in the ordering process
- Development of Continuing Education/SDCCD ADA standards that exceed minimum ADA requirements

CHAPTER 5
Action Plan

Continuing Education | San Diego Community College District

INTRODUCTION: DESCRIPTION OF THE PROGRAM

*S*an Diego Continuing Education (SDCE) is the largest separately accredited (WASC) noncredit institution in the nation. The Institution's service area encompasses San Diego metropolitan region with a population of 1.3 million, representing the largest border city in the U.S., Continuing Education serves more than 35,000 students each semester from six campuses located strategically throughout the service area. Continuing Education offers 35 noncredit career technical education (CTE) programs as well as basic skills, high school diploma/GED, ESL and other college preparation programs.

An ethnic breakdown comparison of Continuing Education showed the Latino student population at 35%, White and Asian student populations at 34%, and 13%, respectively, and the African American student population at 9%. All of this indicates that San Diego Continuing Education is a critical educational portal for students of color to enter a Career Development and/or College Preparation (CDCP) pathway.

SDCE has made CDCP programming and related student success a priority in the institution. In fact, historically, 75% to 79% of all SDCE courses are CDCP eligible to include ESL, ABE, and Career Development. The ARCC accountability metrics for noncredit institutions are still under development. However, in reviewing the ARCC metrics being reported and those accountability performance measures developed internally by the institution, Continuing Education CDCP students are indicating significant positive outcomes.

In terms of college preparation, in the last four years, an average of 2,430 Continuing Education noncredit students have transitioned to City, Mesa, or Miramar Colleges every year. Continuing Education has implemented new efforts to help improve the numbers of these transitional students. For example, each semester bus loads of Continuing Education students are brought to VIP orientation sessions (called, "Continuing Education Days") at the each of the colleges. Additionally, at the Educational Cultural Complex (ECC) Continuing Education Campus, in the fall of 2009, SDCE established an Associate degree offering through San Diego City College. This has shown a 32% increase in City College's ECC credit enrollments. These and others related efforts are indicating excellent performance and continued accountability of investments of CDCP funding.

Description of the process for selecting the top three items for the Strategic Action Plan

As a result of the four Focus Groups' deliberations and research with

input from the Home Groups, each group arrived at subchapter findings as to strengths and growths areas. A total of fifty-three growth items were identified overall. Of these, three areas were deemed by the Accreditation Leadership Team to have the highest priority and are listed below as the 2010 Action Plan:

- Technology
- Student Learning Outcomes: Use of Results
- Find New Ways to Deliver Services Given the Current and Future Budgets

Once the focus groups determined their respective strengths and growth areas, the individuals in each group, A, B, C and D, were sent a survey to select the top choices in each guide questions for their respective group. This resulted in the top ten choices for the highest priorities. The highest ten priorities were sent out in a succeeding survey but this time to the entire Accreditation Leadership Team; of these the Team voted to bring four items for discussion during the regularly scheduled meeting, One of the four items was subsumed in another action plan item, which resulted in the three items constituting the 2010 Action Plan.

The 2010 Strategic Action Plan
AREA FOR IMPROVEMENT: TECHNOLOGY

OBJECTIVE: Maintain and acquire updated technology to provide quality instruction and services
CRITERIA REFERENCED: D1 (resources available to sustain instructional Program); D2 (resource planning for the future)
STUDENT OUTCOMES ADDRESSED:
All

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
Replace out of warranty computers throughout SDCE	2010-2012	Program Deans and Chairs	SDCCD Budgets Grants	Items are replaced in a timely fashion	Budget Committee minutes, SDCE website
Institute a technology committee	2010-2011	Office of the VP of Instruction and Student Services	Academic Senate Administrative Governance Committee (AGC) Executive Governance Committee (EGC)	The Meeting minutes of the established technology committee	SDCE Website page for Participatory Governance
Maintain and update teleconferencing technology	Ongoing	Office of the VP of Instruction and Student Services	SDCCD Budgets Grants	Equipment on site and utilization	Committee meeting minutes on the SDCE website
Update appropriate technology and systems for data collection	2010-2012	Office of the VP of Instruction and Student Services /Program Deans and Chairs	SDCCD Budgets Grants	Equipment on site and utilization	Committee mtgs. & website
Implement online registration	2010-2012 and ongoing	Office of the VP of Instruction and Student Services	SDCCD Budgets Grants	Students are registered online	Online registration website
Update System Software and provide Access, e. g. "Student Manager" software	2010-2012 and ongoing	Office of the VP of Instruction and Student Services	SDCCD Budgets Grants	Continuous on demand access to system software	SDCE Website SDCE Reports utilizing data from system software

AREA FOR IMPROVEMENT: STUDENT LEARNING OUTCOMES AND USE OF RESULTS

OBJECTIVE: Increase percentage of faculty and students use of SLO Assessments Results Integrated Into the Learning Process
CRITERIA REFERENCED: A1, A3, A4, A6, A7, B1, B2, D1, D2
STUDENT OUTCOMES ADDRESSED:
All

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
Establish Current Rate of use of SLOs as a base line	2010—2011 Ongoing	Office of the VP of Instruction and Student Services SDCE Research Committee	Faculty Surveys, Deans of Instruction/Chairs	Rate Increases across the board	Committee minutes, Program Reviews SDCE website
Provide staff development for faculty in the use of SLO assessment results	2010-2012 Ongoing	VP of Instruction and Student Services/FLEX Staff SLO Coordinator	SDCCD Budgets Grants	Faculty attend FLEX and other Staff Development Sessions	Professional Development Website SDCE Reports Service Reviews
Administer SLO assessments, faculty engage students in Learning experiences based on the SLO results	2010-2012 Ongoing	SDCE Faculty Program Deans and Chairs	SDCCD Budgets Grants	Rate of use Increases	Program Reviews SDCE Website Reports
Reach consensus regarding the school's purpose and the SLOs for students	2010-2012 Ongoing	SDCE Participatory Governance Groups	SDCCD Budgets Grants	Written reports Committee meeting minutes	SDCE Website
Use results of SLO assessments for program improvement and planning as evidence of a process for periodic review of the school's SLO and assessment results	2010-2012 Ongoing	Program Deans and Chairs	SDCCD Budgets Grants	Written reports Committee meeting minutes	SDCE Website Program Review
Provide for multiple media dissemination of SLO assessment results to stakeholder communities	2010-2012 Ongoing	Public Information Officer (PIO)	SDCCD Budgets Grants	Multi media dissemination plan	SDCE Website
Facilitate program changes as evidence that the schools leadership governance groups make decisions that facilitate student achievement of the SLOs	2010-2012 Ongoing	Administration/ SDCE Participatory Governance Groups	SDCCD Budgets Grants	Committee meeting minutes Education Master Plan Strategic Plans Program plans and objectives	SDCE Website Program Reviews

AREA FOR IMPROVEMENT: FIND NEW WAYS TO DELIVER SERVICES GIVEN CURRENT AND FUTURE BUDGETS

OBJECTIVE: Provide instruction and services for student success
CRITERIA REFERENCED: A2, A3, A5 ,A6, A7, B1, B2, C1, C2
STUDENT OUTCOMES ADDRESSED:
All

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
Institute Online Advisement practices for SDCE	2010—2012	Dean of Matriculation and Counseling Office of the VP of Instruction and Student Services	SDCCD Budgets Grants	Students receive online advisement Student Services personnel are assigned this role	Student Services Committee minutes, SDCE website
Provide a safe, healthy, nurturing environment for students, (e.g., regularly scheduled emergency evacuation procedures for all, including for persons with disabilities)	Ongoing	VP of Instruction and Student Services and VP of Administrative Services	SDCCD Budgets, Grants, College Police, Campus personnel	Regularly scheduled evacuations Campus Safety Committees are established and meet on a regular basis	Campus Safety Plans, Establish an historical record of safety events. SDCE Website Safety Webpage
Monitor Student Achievement of SLOs to determine need for new services	2010 -2012 and ongoing	Deans of Instruction/ Chairs Office of the VP of Instruction and Student Services	SDCCD Budgets Grants Volunteers	Program Reviews, Research, Student Achievement Evidence	Meeting minutes. SDCE Website, Reports to the Governing Board, Press Releases
Monitor Self-Study Action Plan for program accountability	2010 and ongoing	Administration, Senates and Program Chairs	SDCCD Budgets Grants	Regular deans reports Action plan reports	Meeting Minutes SDCE Websites
Utilize Research Based knowledge to Maximize student learning	2010-2012 and Ongoing	VP of Instruction and Student Services, Program Deans and Chairs	SDCCD Budgets Staff Development Resources/FLEX Grants	Student Progress and Achievement is Constant and improves over time	Meeting Minutes, Reports, SDCE Website
Make budget information more accessible to faculty and staff	2010-2011 Ongoing	VP of Administrative Services	SDCCD Budgets Grants	Faculty and staff are knowledgeable re budget development, amounts and related information	Meeting minutes SDCE Website

Accrediting Commission for Schools

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GEORGE BRONSON, ED.D.
ASSOCIATE EXECUTIVE DIRECTOR
OPERATIONS

March 13, 2008

Dr. Anthony E. Beebe
President, Continuing Education
San Diego Community College District
4343 Ocean View Boulevard
San Diego, CA 92113-1915

Dear Dr. Beebe:

In response to your request, this letter constitutes official authorization to reschedule the accreditation visit for SDCCD Continuing Education from the spring of 2010 to the fall of 2010. This is to be a full accreditation self-study visit, which replaces the Midterm Review originally scheduled for 2010. We will change the records in the WASC office to reflect this change.

Sincerely,

David E. Brown, Ph.D.
Executive Director

DEB:ja

cc: Valerie J. Edinger, Principal, SDCCD Continuing Education

SAN DIEGO CONTINUING EDUCATION

INSTRUCTIONAL AND STUDENT SERVICES
4343 Ocean View Blvd., Rm. 113
San Diego, California 92113-1915
619-388-4850   Fax 619-388-4978

January, 2009

Dear Faculty,

Our institution will conduct an in-class student satisfaction survey during the fifth and sixth week of the spring semester, 2009. The purpose of this survey is to gather data for the Continuing Education accreditation self-study. Students will be asked to rate their satisfaction with various programs and services on campus. Please note that the survey intends to obtain information about the institution in general, not your specific class.

Your class, (see attached sheet) has been randomly selected to participate in the survey. We would like you to administer the survey to your students in one class period during the designated two-week period (February 23-March 6, 2009). More information, including the surveys and instructions for administering the survey, will be sent to you in February, 2009. The survey should take each student about 30-40 minutes to complete.

Your cooperation is critical to the success of the survey and to the completion of the self-study. Please feel free to contact the Office of Institutional Effectiveness at (619) 388-4500 or rramirez@sdccd.edu should you have any questions.

Sincerely,

Brian Ellison, Ed.D.   Esther Matthew   Ray Ramirez
Vice President   Accreditation Co-Chair   Accreditation Co-Chair

Attachment (1)

INSTRUCTOR INTERVIEW FORM FOR REAFFIRMATION OF ACCREDITATION

1. How do your students use interpersonal skills to learn and work cooperatively?

   ☐ Problem solving and/or conflict reduction

   ☐ Field trips

   ☐ Group/team projects or presentations

   ☐ Role-playing

   ☐ Action projects for school improvement

   ☐ Community Projects

   ☐ Interactive classroom tasks

   ☐ Role assignments for classroom management, e.g. helping new students, handing out books, etc.

   ☐ Peer tutoring/mentoring

   ☐ Internships

   ☐ Other: _____

2. What forms of communication do you facilitate/use in your classroom?

   ☐ Active listening, including clarification

   ☐ Speaking

   ☐ Reading

   ☐ Writing

   ☐ Non-verbal communication

   ☐ Use of technology. Examples : _____

3. How do you help students to identify short and long term goals?

☐ Needs assessment

☐ Pre test (formal/informal)

☐ Goal setting activities

☐ Implement student educational contracts (SECs)

☐ Refer students to counselors

☐ Other: _____

4. How do you utilize community resources in your class?

☐ Lessons on accessing community resources

☐ Research projects (student)

☐ Access the internet

☐ Guest speakers

☐ Field trips

☐ Collaboration with school or community groups or industry groups

☐ Other: _____

5. How do you determine if students have demonstrated learning gains or competencies relevant to their needs and course objectives?

☐ Document student learning outcomes

☐ Student questionnaires

☐ Follow-up surveys

☐ Tests

☐ Applied performance

☐ Projects or products completed

☐ Other: _____

6. What formal and informal assessments do you use in your classroom or program?

☐ Textbook tests

☐ Teacher made tests

☐ Student/peer feedback

☐ Demonstrate industry standards

☐ Portfolios

☐ Standardized tests

☐ Teacher/Counselor feedback

☐ Family Feedback

☐ Other: _____

7. Describe ways you use technology in your classroom.

☐ Computers/laptops

☐ Overheads/projectors

☐ DVDs/VHS/CDs

☐ Portable word processors, language master machines, smartboards

☐ PowerPoint

☐ Email

☐ Internet/websites

☐ Referrals to computer labs

☐ PDA's

☐ Digital Photography

☐ Other: _____

8. What strategies do you use to provide a relevant course of study for your students?

☐ Teach to the objectives of the district course outline

☐ Use of a course syllabus

☐ Needs assessment forms

☐ Pre-post interviews with students/surveys

☐ Preview and access new materials

☐ Access research and/or attend workshops in my content area

☐ Interact with members of the community/industry in which my students live and work

☐ Other: _____

9. During the course of this semester which of the following activities do you have planned? Check all that apply.

- ☐ Participate in classroom discussion
- ☐ Follow and give directions
- ☐ Read
- ☐ Write
- ☐ Work in pairs or groups
- ☐ Check your own progress
- ☐ Go on field trips
- ☐ Listen to guest speakers
- ☐ Work on class projects
- ☐ Report to the whole class
- ☐ Help with classroom tasks or jobs
- ☐ Help other students
- ☐ Take tests and quizzes

- ☐ Use the computer
- ☐ Access the internet
- ☐ Use other learning tools
- ☐ Video
- ☐ Tape recorder
- ☐ Books
- ☐ Equipment
- ☐ Telephone / fax machine, etc.
- ☐ Produce a product
- ☐ Do assignments outside of class
- ☐ Homework
- ☐ Community assignments

10. Is there at least one (1) written Student Learning Outcome (SLO) for your course?

If so, is there a written assessment/rubric for one of your course Student Learning Outcomes (SLO)?

11. What else are you doing to promote achievement of the Student Learning Outcomes (SLO)?

_____

_____

12. What do you do to promote learner persistence in your class?

_____

_____

_____

13. Please comment on the class observation and/or process?   Is there anything you would do differently?

_____

_____

_____

SAN DIEGO CONTINUING EDUCATION
INSTRUCTOR INTERVIEW RESULTS
2009

1. How do your students use interpersonal skills to learn and work cooperatively?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Problem solving and/or conflict reduction	2	12	5	25	3	5	7	17	6	1	83
Field trips			1	4		5	2	17	4	1	33
Group/team projects or presentations	1	7	2	32	2	8	8	19	1	1	81
Role-playing	1	2	3	31	1	2	2	7	5	1	54
Action projects for school improvement		2	1	10	1		1	4	1	1	20
Community Projects		3	1	7		5	4	13	1	1	35
Interactive classroom tasks	3	14	6	35	3	8	8	23	7	1	108
Role assignments for classroom management, e.g. helping new students, handing out books, etc.	3	10	2	30	2	5	8	22	5	1	88
Peer tutoring/mentoring	3	13	4	31	3	7	6	19	5	1	92
Internships		2	1				1	2			6

CEISO

2. What forms of communication do you facilitate/use in your classroom?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Active listening, including clarification	3	17	6	36	3	9	7	36	6	1	124
Speaking	3	19	6	36	3	9	8	31	6	1	122
Reading	3	14	4	36	3	7	8	24	5	1	105
Writing	3	12	4	36	3	5	7	16	4	1	91
Non-verbal communication	2	11	4	25	2	7	7	29	3	1	91
Use of technology	2	18	3	27	3	7	8	16	4	1	89

3. How do you help students to identify short(3) and long term goals?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Needs assessment	2	11	4	29	3	5	7	15	3	1	80
Pre test (formal/informal)	3	11	2	27	3	3	5	17	1	1	73
Goal setting activities	3	12	6	29	3	5	5	20	5	1	89
Implement student educational contracts (SEC's)	2	5	4	2	2	1	3	2			21
Refer students to counselors	3	15	3	24	3	3	5	7	1	1	65

4. How do you utilize community resources in your class?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Lessons on accessing community resources	2	8	4	28	2	4	3	17	4	1	73
Research projects (student)	1	5	2	8	1	4	4	10	2		37
Access the internet	3	19	4	24	2	5	6	14	2	1	80
Guest speakers	2	8	4	19	2	6	6	12	5	1	65
Field trips		1	2	4		6	3	16	5	1	37
Collaboration with school or community groups or industry groups	1	7	5	14	2	6	5	14	2	1	57

5. How do you determine if students have demonstrated learning gains or competencies relevant to their needs and course objectives?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Document outcomes	2	9	5	21	2	4	6	7	3	1	60
Student questionnaires	3	2	2	18	2	2	2	7	3	1	42
Follow-up surveys	1	2	1	11	1	2	1	5	4	1	29
Tests	3	16	1	33	3	4	7	6	2	1	76
Applied performance	3	14	4	24	2	7	8	29	3	1	95
Projects or products completed	3	14	2	19	2	7	8	15	2	1	73

6. What formal and informal assessments do you use in your classroom or program?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Textbook tests	2	14		27	3	3	5	2	1	1	58
Teacher made tests	3	9	4	33	3	4	6	8	2	1	73
Student/peer feedback	3	9	6	24	3	9	5	27	4	1	91
Demonstrate industry standards	1	12	1	10	3	7	8	5		1	48
Portfolios	2	8	1	16	1	3	3	10	2		46
Standardized tests	3	11		28	2	2		3		1	50
Teacher/Counselor feedback	3	18	6	25	3	8	7	29	4	1	104
Family feedback	1	5	3	8	1	6	1	16	3		44

7. Describe ways you use technology in your classroom.	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Computers/laptops	3	21	4	28	2	7	6	8	1	1	81
Overheads/projectors	3	20	2	31	2	5	3	3			69
DVD's/VHS/CD's	1	11	4	30	2	5	7	20	4	1	85
Portable word processors, language master machines, smartboards		1		10	1		2	2			17
PowerPoint		17	2	11	2	4	3	2	1		42
Email	1	13	3	14	1	6	3	6	4	1	52
Internet/websites	2	19	4	23	2	5	5	14	4	1	79
Referrals to computer labs	1	10	3	13	1	2	2	4			36
PDA's				2							2
Digital Photography		5		8		3	1	8	3		28

8. What strategies do you use to provide a relevant course of study for your students?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Teach to the objectives of the district course outline	3	15	5	32	3	7	7	30	5	1	108
Use of a course syllabus	3	18	5	36	2	8	8	31	6	1	118
Needs assessment forms	3	5	3	26	2	5	5	11	2	1	63
Pre-post interviews with students/surveys	2	8	5	21	3	6	5	19	3	1	73
Preview and access new materials	3	11	3	27	3	6	6	28	6	1	94
Access research and/or attend workshops in my content area	3	11	5	31	2	6	7	28	3		96
Interact with members of the community/industry in which my students live and work	2	14	4	19	1	6	7	26	5	1	85

9. During the course of this semester which of the following activities do you have planned?	ABE (3)	BIT (21)	DSPS (6)	ESL (37)	HSDP (3)	HOSPITALITY (9)	CTE (8)	OA (36)	PARENT ED (7)	CNA (1)	TOTAL (131)
Participate in classroom discussion	3	18	5	35	3	8	7	30	6	1	116
Follow and give directions	3	19	6	34	3	8	7	29	6	1	116
Read	3	19	4	35	3	8	7	22	6	1	108
Write	3	14	4	35	3	8	7	14	4	1	93
Work in pairs or groups	3	15	6	35	3	8	6	22	6	1	105
Check your own progress	3	14	4	30	3	7	5	26	5	1	98
Go on field trips	1	3	2	5	1	7	2	15	5		41
Listen to guest speakers	2	7	5	17	2	6	5	14	4	1	63
Work on class projects	2	15	4	25	2	7	5	15	4	1	80
Report to the whole class	2	5	4	27	2	7	3	17	3	1	71
Help with classroom tasks or jobs	3	14	3	29	2	8	6	26	5	1	97
Help other students	3	18	6	33	3	8	7	31	5	1	115
Take tests and quizzes	3	15	3	35	3	4	7	8	2	1	81
Use the computer	3	18	4	27	2	6	6	9	4	1	80
Access the internet	3	18	3	24	2	6	5	14	4	1	80
Use other learning tools	3	16	5	25	3	8	7	27	5	1	100
Video	2	11	2	27	2	5	7	18	2	1	77
Tape recorder		3		25	1	2		14	3	1	49
Books	3	16	4	32	3	6	7	17	5	1	94
Equipment	1	12	1	19	2	8	7	16	4	1	71
Telephone / fax machine, etc		3		8		1		5		1	18
Produce a product	2	10	1	10	1	7	5	12	2		50
Do assignments outside of class	3	9	2	25	3	6	5	14	5	1	73
Homework	3	8	2	31	3	6	5	13	5	1	77
Community assignments		2	1	13		3	3	9	1	1	33

STUDENT INTERVIEW FORM FOR REAFFIRMATION OF ACCREDITATION

1. Why are you taking this class? (What skills/knowledge do you expect to gain?)

   ☐ High School Diploma/GED

   ☐ Improve skills

   ☐ Get a job/get a better job

   ☐ Improve communication

   ☐ Personal growth/knowledge

   ☐ Citizenship

   ☐ Transfer to college

   ☐ Other _____

2. What do you plan to do when you finish this course?

   ☐ Take another course in Continuing Education

   ☐ Look for a job/better job

   ☐ Enter employment training

   ☐ Enroll in a college course or program

   ☐ Other _____

3. How will you use what you are learning outside the classroom? Please give examples.

_____

_____

_____

4. In your class, do you do any of these things? Check all that apply.

☐ Participate in classroom discussion

☐ Follow and give directions

☐ Read

☐ Write

☐ Work in pairs or groups

☐ Check your own progress

☐ Go on field trips

☐ Listen to guest speakers

☐ Work on class projects

☐ Report to the whole class

☐ Help with classroom tasks or jobs

☐ Help other students

☐ Take tests and quizzes

☐ Use the computer

☐ Access the internet

☐ Use other learning tools

☐ Video

☐ Tape recorder

☐ Books

☐ Equipment

☐ Telephone / fax machine, etc.

☐ Produce a product

☐ Do assignments outside of class

☐ Homework

☐ Community assignments

5. How do you know you are learning in this class?

☐ Periodic (consistent) tests

☐ Cumulative exam (mid-terms/ final/ chapter tests)

☐ Teacher/Counselor comments

☐ Student educational contracts (SECs) or signed list of what you agree to learn/do for your education

☐ Checklists of competencies (skills) mastered

☐ Demonstration of skills learned (e.g. completed projects)

☐ Pre-post tests (tests at the beginning and end of the semester or chapter)

☐ Collection of my work in a portfolio

☐ Student/Family feedback

☐ Self-perceived progress or reported improvement in applied tasks (I am learning and getting better)

☐ Long and/or short term goals met

☐ Student Tutoring

☐ Receipt of grade/certificate/diploma

☐ Other _____

6. How has this class helped you?

_____

_____

7. How do you think we can make this class better?

_____

_____

_____

_____

SAN DIEGO CONTINUING EDUCATION
STUDENT INTERVIEW RESULTS
2009

1. Why are you taking this class? (What skill/knowledge do you expect to gain?)	ABE (6)	BIT (42)	DSPS (12)	ESL (74)	HSDP (6)	HOSPITALITY (18)	CTE (16)	OA (71)	PARENT ED (14)	CNA (2)	TOTAL (261)
High School Diploma/GED	5			11	5	2	23				
Improve Skills	3	27	8	57	5	9	14	28	4		155
Get a job/get a better job	4	18	2	34	5	6	15	1		1	86
Improve communication	2	11	7	58	3	2	3	9	5		99
Personal growth/knowledge	2	25	7	36	5	12	14	45	8		154
Citizenship	2			20			1				23
Transfer to College	1	4	1	20	5	2	3	1			37
Other	1	15	4	6	3	12	4	40	11	1	97

2. What do you plan to do when you finish this course?	ABE (6)	BIT (42)	DSPS (12)	ESL (74)	HSDP (6)	HOSPITALITY (18)	CTE (16)	OA (71)	PARENT ED (14)	CNA (2)	TOTAL (261)
Take another course in Continuing Education	3	20	7	49	4	11	12	41	10	1	158
Look for a job/better job	1	25	1	31	4	5	12	3		1	124
Enter employment training	2	1	2	18	1	1	2				27
Enroll in a college course or program	4	8	2	18	3	3	5	1	2	1	47
Other	2	9	5	15		4	2	32	4	1	74

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4. In your class, do you do any of these things? Check all that apply.	ABE (6)	BIT (42)	DSPS (12)	ESL (74)	HSDP (6)	HOSPITALITY (18)	CTE (16)	OA (71)	PARENT ED (14)	CNA (2)	TOTAL (261)
Participate in classroom discussion	5	28	10	71	5	17	15	55	14	2	222
Follow and give directions	6	34	12	65	6	17	15	57	9	2	223
Read	5	39	9	73	6	17	15	40	12	2	218
Write	6	35	8	72	6	15	15	22	6	2	187
Work in pairs of groups	5	19	10	70	5	17	13	42	13	2	196
Check your own progress	5	32	9	62	6	15	16	37	4	2	188
Go on field trips		3		9		10	5	32	9		68
Listen to guest speakers		9	7	27	4	12	10	27	5	1	102
Work on class projects	3	18	3	39	4	15	12	27	9	1	131
Report to the whole class	3	5	6	39	2	16	5	26	5		107
Help with classroom tasks or jobs	3	14	8	54	5	14	13	43	11	2	167
Help other students	5	32	10	64	6	17	16	45	9	2	206
Take tests and quizzes	6	33	5	63	6	8	12	11	3	2	149
Use the computer	6	39	2	49	2	9	8	7	2	1	125
Access the internet	4	30	2	31		9	6	12	3	1	98
Use other learning tools	6	34	7	39	6	16	16	45	14	2	185
Video		12	4	37	2	10	11	22	6	2	106
Tape recorder		1	1	36	2	2	2	13	4		61
Books	6	32	4	68	6	13	13	25	10	2	179
Equipment	3	16	1	9	3	16	14	17	8	2	89
Telephone/fax machine, etc.	2			4				3	2	1	12
Produce a product	1	13		8	2	14	11	29	5		83
Do assignments outside of class	6	23	5	44	6	14	9	30	7	2	146
Homework	6	21	3	59	6	13	7	24	7	2	148
Community assignments	2	4	3	4		5		11	2	2	33

5. How do you know you are leaning in this class?	ABE (6)	BIT (42)	DSPS (12)	ESL (74)	HSDP (6)	HOSPITALITY (18)	CTE (16)	OA (71)	PARENT ED (14)	CNA (2)	TOTAL (261)
Periodic (consistent) tests	6	24	1	65	5	5	9	5		1	121
Cumulative exam (mid-terms/final/chapter tests)	6	19	1	31	3	3	8	3		1	72
Teacher/Counselor comments	6	25	8	59	6	17	15	40	9	1	186
Student educational contracts (SECs) or signed list of what you agree to learn/do for your education		9		7	3	1	6	3	1	1	31
Checklists of competencies (skills) mastered	3	14		34	3	5	16	9	3	1	88
Demonstration of skills learned (e.g. completed projects)	5	24	3	48	4	17	15	39	8	1	164
Pre-post tests (tests at the beginning and end of the semester or chapter)	3	16		45	6	3	9	4		1	87
Collection of my work in a portfolio	5	17	3	41	4	7	10	23	4		114
Student/Family feedback	2	14	5	47	4	13	11	40	9	1	146
Self-perceived progress or reported improvement in applied tasks (I am learning and getting better)	6	27	9	59	6	15	16	47	9	1	195
Long and/or short term goals met	6	20	6	44	5	11	14	33	8	1	148
Student Tutoring	5	7	1	29	2	9	9	13	4	1	80
Receipt of grade/certificate/diploma	5	20		22	2	9	14	3	2	1	78
Other		14	4	5	2	6	2	26	2		61

CLASSROOM OBSERVATION FORM FOR REAFFIRMATION OF ACCREDITATION

Class Title: _____

CRN #: _____

Instructor: _____

Observer: _____

Date of Observation: _____

The goal of this observation is to cite evidence of and the extent to which classroom activities support our Student Learning Outcomes (SLOs). Please check the activities that you observe and write examples of evidence or comments on the right side.

SLO 1: SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Demonstrating a sense of community – students appear relaxed and comfortable – good rapport between teacher and students is evident – good rapport among students is apparent			
B. Receiving and providing feedback on performance – student to student – teacher and student			
C. Participating in classroom activities in a variety of groupings – pairs/ small groups/ whole group activity			
D. Demonstrating respect for the rights and opinion of others – taking turns/ listening – raising hands			
E. Negotiating and resolving conflicts			
F. Exercising leadership – peer tutoring – lead a group – take responsibility for classroom tasks			

SLO 2: SDCE students demonstrate effective communication skills.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Verbally expressing themselves			
B. Following verbal or written directions			
C. Demonstrating active listening skills/comprehension – ask questions – answer questions – ask for clarification – demonstrate comprehension through demonstration			
D. Using technology – computers – audio equipment – VCR/DVD – Overhead projector/ Document Camera/LCD – Adapted Technology			
E. Demonstrating appropriate non-verbal communication – eye contact – gestures – raising hands – nodding approval/disapproval			

SLO 3: SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments

A. Participating in a problem solving activity.
 	
  – Identify problems
  – Identify Possible solutions
  – Select appropriate solutions			

B. Using higher order thinking skills (critical thinking), e.g. assimilate information, synthesize, summarize, compare/contrast, analyze			

C. Using different learning strengths
 	
  – aural
  – oral
  – visual
  – kinesthetic/tactile			

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SLO 4: SDCE students pursue life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Demonstrating resource management – have organized classroom materials – have appropriate supplies/tools for learning			
B. Demonstrating time management skills – students are on task in a timely manner – come to class on time – completing tasks/assignments on time			
C. Applying knowledge or life skills to a real life situation – role play activity – real life task – simulation in the classroom			

SLO 4: SDCE students pursue life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
D. Learning skills relevant to lesson plan			Learning objective (s): _____ _____ _____ _____
E. Participating in a lesson that is taught at the appropriate level to enable potential mastery of the objective(s)			
F. Monitoring own progress and/or goal attainment in class – Students describe progress or skills – Students check tasks completed – Students record scores in assessment folder – Students take quizzes or tests to measure progress – Students identify short or long-term goals			

Additional Comments on Classroom Observation If Necessary

SAN DIEGO CONTINUING EDUCATION
CLASS OBSERVATION TALLY
2009

SUBJECT AREA	# OF CLASS OBSERVED	SLO 1 a	b	c	d	e	f	SLO 2 a	b	c	d	e
ABE	3	3	3	3	3		2	3	3	3	2	3
BIT	21	21	19	8	18	5	9	17	21	21	21	18
DSPS	6	6	6	6	6	3	1	6	6	6	1	5
ESL	37	37	31	33	31	11	23	35	35	35	29	35
HSDP	3	3	3	2	3	1	2	3	3	3	3	3
HOSPITALITY	9	8	8	7	6		7	8	8	9	4	7
CTE	8	8	8	8	7		4	7	8	8	6	7
OA	36	36	33	28	28	3	23	31	35	34	18	36
PARENT ED	7	7	7	7	6	6	5	7	6	7	5	6
CNA	1	1	1	1	1		1	1	1	1	1	1
TOTAL	131	130	119	103	109	29	77	118	126	127	90	121

SUBJECT AREA	# OF CLASS OBSERVED	SLO 3 a	b	c	SLO 4 a	b	c	d	e	f
ABE	3	3	2	3	3	3	1	3	3	3
BIT	21	17	17	19	21	19	11	16	18	14
DSPS	6	5	4	5	5	6	5	6	6	2
ESL	37	24	28	35	33	34	27	31	32	27
HSDP	3	3	2	2	3	3	2	2	3	
HOSPITALITY	9	6	5	8	8	6	6	7	5	7
CTE	8	6	5	7	8	7	6	7	7	6
OA	36	15	19	34	31	29	20	28	33	19
PARENT ED	7	6	6	7	7	7	7	6	7	5
CNA	1	1	1	1	1	1	1	1	1	1
TOTAL	131	86	89	121	120	115	86	107	115	84

CONTINUING EDUCATION FEEDBACK SURVEY
SAN DIEGO COMMUNITY COLLEGE DISTRICT

*T*his survey is designed to measure your satisfaction with the quality of various services provided in Continuing Education. Please select answers based on your Continuing Education experience. Your input will help Continuing Education strengthen future educational programs and services. **All information you share with us will be used for research purposes only and will be completely anonymous. Please only participate once. Thanks!**

Directions:

1) Fill in the circle completely, like this: ● O O O O
   Do not mark your answer like this: ⊖ O O O O
2) Use black/blue pen or #2 pencil.

1. Which school do you primarily attend?
   1) Cesar Chavez
   2) Centre City (Skills Center)
   3) Educational Cultural Complex (ECC)
   4) Mid-City
   5) North City (Aero, LVPC, Miramar)
   6) West City (Midway, Clairemont, Mission Bay)

2. When do you primarily attend classes?
   1) In the daytime   2) In the evening   3) Both daytime and evening

3. What type of classes do you primarily attend?
   1) ESL
   2) HS Diploma/GED/ABE/Basic Skills
   3) Vocational (Certificate Programs)
   4) Citizenship
   5) Consumer Sciences (clothing and textiles, foods and nutrition)
   5) DSPS (Disability Support Programs and Services)
   6) Business Information Technology (computers)
   7) Parenting
   9) Older Adult

Part I: Student Services

Based on your experience with this college, please mark the level of IMPORTANCE and your level of SATISFACTION with the overall quality of the areas listed below:

Please rate the level of importance of the quality of the following services/resources using the scale below:

1	2	3	4	5	6
Very Important	Unimportant	Neither Important or Unimportant	Important	Very Important	I have not used this service/resource

4. Course Registration

5. Instruction

6. Bookstore

7. Assessment Services

8. Associated Student Body (ASB)

9. Counseling Services

10. DSPS (Disability Support Programs and Services)

11. Parking

Please rate your level of satisfaction with the following statements using the scale below:

1	2	3	4	5	6
Very Dissatisfied	Dissatisfied	Neither Satisfied nor dissatisfied	Satisfied	Very Satisfied	I have not used this service/resource

12. Course Registration
13. Instruction
14. Bookstore
15. Assessment Services
16. Associated Student Body (ASB)
17. Counseling Services
18. DSPS (Disability Support Programs and Services)
19. Parking

Part II: Student Experiences

Please rate your level of agreement with the following statements using the scale below:

1	2	3	4	5	6
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I have not used this service/resource

Enrollment and Course Registration
20. It was easy to register for classes.
21. Staff was helpful throughout the enrollment process.
22. The information presented in the class schedule was easy to understand.
23. The information on the website was easy to understand.
24. Overall, I was satisfied with the enrollment process.

Orientation
25. By attending a student orientation, I became more familiar with Continuing Education's programs and services.
26. The student orientation I attended was well organized.
27. Student orientation was effective in helping me adjust to being in school.

Assessment
28. The assessment/placement test helped me enroll in the appropriate class.
29. Counselors/staff clearly explained the assessment results to me.
30. Assessment/placement tests were offered at times that were convenient for me.

Counseling Services
31. Counselors were available at times that were convenient for me.
32. The counseling sessions(s) have helped me clarify my educational goal.
33. The counseling sessions have helped me select the courses I need to reach my educational goal.
34. Counselors have been concerned about my academic success.
35. In general, counselors care about me as an individual.
36. DSPS (Disability Support Programs and Services) services have been available when I need them.

◆	◆	◆	◆	◆	◆
1 Strongly disagree	**2** Disagree	**3** Neither agree nor disagree	**4** Agree	**5** Strongly agree	**6** I have not used this service/resource

Follow-up of Student Educational Progress

37. I have been adequately informed about my academic status.

38. My school has helped me improve my academic performance.

Curriculum and Instruction

39. I felt comfortable talking with my instructor(s).

40. Instructors have been available for help outside of class.

41. In general, instructors have been objective in their presentation of course materials.

42. In general, instructors clearly explained how I would be graded.

43. In general, instructors care about their students' success.

44. I believe my courses have prepared me well for future employment or additional education.

45. Overall, I am satisfied with the course content in most of my classes.

46. I am satisfied with the overall quality of instruction.

Academic Development

47. My classes (i.e., English, math, etc.) have helped me develop my academic skills in written and oral communications.

48. My classes have helped me develop my critical thinking skills.

49. My classes have developed my academic abilities in math.

50. My classes have helped me develop my workplace skills.

51. My instructors have informed me about the types of skills I am expected to learn in my class.

Personal Development

52. After attending this school, I have a greater appreciation of human differences.

53. My education has helped me to understand myself better.

54. I have learned about other parts of the world and cultures.

55. My classes have helped me develop my communication skills.

56. My classes have helped me improve and/or maintain my health.

57. My classes have helped improve my thinking.

Physical Facilities

58. The availability of computer labs is sufficient to meet my educational needs.

59. It is easy to get in and out of campus buildings, classrooms and restrooms.

60. The grounds are adequately maintained.

61. In general, classroom facilities are adequate for learning.

Decision-making Roles and Processes

62. Staff members have been helpful.

63. I feel valued as a student.

64. I feel a sense of belonging in this school.

65. I feel safe on campus.

66. I am treated with respect.

67. Students have a voice in matters related to programs and services.

Part III: Tell Us About Yourself

The following questions are for categorization purposes only.

68. How many hours do you spend at school in a typical week?
    1) 1-5 hours   4) 16-25 hours
    2) 6-10 hours   5) More than 25 hours
    3) 11-15 hours

69. What is the highest level of formal education you have completed?
    1) 8th Grade or Below   5) AA Degree
    2) Some High School   6) BA Degree
    3) High School Graduate/GED   7) Graduate Degree
    4) Some College

70. How long have you been attending San Diego Continuing Education classes?
    1) 1-5 months   4) 2-5 years
    2) 6-12 months   5) More than 5 years
    3) 1-2 years

71. What is your gender?
    1) Female   2) Male

72. What is your age group?
    1) Under 18
    2) 18-24
    3) 25-29
    4) 30-39
    5) 40-49
    6) 50 or more

73. What is your ethnicity?
    1) African American/Black Non-Hispanic
    2) American Indian/Alaskan Native
    3) Asian/Pacific Islander
    4) Filipino
    5) Hispanic/Latino
    6) White Non-Hispanic
    7) Other Non-White

Comments:

Please record your comments on the right side of the response form.

1. Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.

2. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

3. Please add other comments or suggestions related to your overall experience at this college.

Thank you for taking the survey!

HIGHLIGHTS OF THE FINDINGS

*W*hen asked about the importance of Student Services, for the six campuses combined, the following services received 70% or greater (very important and important): Course Registration, Instruction, the Bookstore, Assessment Services, Counseling Services, DSPS and Parking. The service that received less than 70% for very important and important was the Associated Student Body (ASB) at 61%. This service did have a substantial percentage of neutral responses (21%) and a large percentage of students who never used this service (52%).

Students also rated their satisfaction with Student Services. The following services received 70% or greater (very satisfied and satisfied): Course Registration, Instruction, the Bookstore, Assessment Services, Counseling Services, and DSPS. The services that received less than 70% (very important and important) were the Associated Student Body (ASB) and Parking (62% and 67%, respectively). A large percentage of students rated the ASB as neutral (30%) and over half of students indicated not using this service.

All of the Enrollment and Course Registration survey items were rated high by students. The majority of students agreed that staff were helpful throughout the enrollment process (92% strongly agreed and agreed). Students also strongly agreed or agreed that it was easy to register (91%) for classes and they were satisfied with the overall enrollment process (91%). A slightly lower percentage of students agreed that information presented in the class schedule and on the website was easy to understand (88% and 74%, respectively). A large percentage of students (43%) indicated they had not used this service when responding to understanding material on the website.

Students gave high rating for all items regarding Orientation. Most students agreed that by attending a student orientation they became more familiar with Continuing Education's programs and services (84% strongly agreed or agreed). Also, students agreed that orientations were well organized and were effective in helping students adjust to being in school (83% and 81%, respectively).

The majority of students agreed that an assessment or placement test helped them enroll in the appropriate class (84% strongly agreed or agreed). Students also agreed that assessment or placement tests were offered at convenient times (83%) and that counselors or staff clearly explained the assessment results (81% strongly agreed or agreed).

In regards to Counseling Services most survey items received high ratings. The majority of students strongly agreed or agreed that counseling sessions helped them to select courses to reach their educational goals (75%). Also, students agreed that counseling sessions helped clarify educational goals and counselors were available at convenient times (74% and 72%, respectively). The two Counseling Services items that received less than 70% (strongly agree and agree) were counselors concerns about academic success (69%) and the availability of DSPS services (65%). A substantial percentage of students rated DSPS services as neutral (28%) and a large percentage of students surveyed indicated they never used this service (71%).

The majority of students strongly agreed or agreed that the school has helped to improve their academic performance (87%). Also, most students agreed that they have been adequately informed about their academic status.

All of the Curriculum and Instruction survey items received high ratings. Students strongly agreed or agreed with the following items: overall satisfaction with course content (95%), comfortable talking to an instructor (94%), overall satisfaction with instruction (94%), the objectiveness of instructors presenting

course material (92%), instructors care about students (92%), courses have prepared students for future employment or additional education (91%), instructors clearly explained their grading policy (87%) and the availability of instructors outside of class (82%).

Most students strongly agreed or agreed, regarding Academic Development, that their instructors informed them about the type of skills they were expected to learn (89%). Also, students agreed that their classes helped them develop academic skills in written and oral communication and their classes helped develop critical thinking skills (88% and 87%, respectively). Finally, students agreed that classes helped develop their workplace skills (85%) and academic abilities in math (74%).

The majority of students strongly agreed or agreed that classes have helped improve their thinking (88%). Students also agreed that their education has helped in the understanding of themselves and classes have helped develop communication skills (86% and 86%, respectively). Most students agreed that they have a greater appreciation of human differences (84%) and they have learned about other parts of the world and cultures (82%). Finally, students agreed that classes helped improve and/or maintain their health (74%).

Students strongly agreed and agreed that the classroom facilities are adequate for learning and it is easy to get in and out of campus buildings, classrooms and restrooms (91% and 89%, respectively). Additionally, students agreed that the grounds are adequately maintained (80%) and the availability of computer labs is sufficient to meet educational needs (79%).

All items regarding Decision-making Roles and Processes received high ratings from students. Students strongly agreed and agreed that they are treated with respect and staff members are helpful (94% and 91%, respectively). Also, there were high ratings for feeling valued as a student (90%) and feeling safe on campus (90%). Finally, students agreed there is a feeling of belonging to the school and students have a voice in matters related to programs and services (89% and 80%, respectively).

CONTINUING EDUCATION EMPLOYEE SURVEY FOR ACCREDITATION

*T*his survey is designed to measure your satisfaction with the quality of various services provided to students in Continuing Education. Please select answers based on your experience. Your input will help SDCE strengthen future educational programs and services.

The survey contains seven sections and should take approximately 15 minutes to complete. All information you share with us will be used for research purposes only and will be kept confidential. Please participate only once.
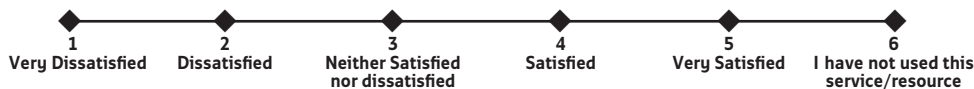
Thanks!

Directions: For each question, please select the appropriate box on the response form provided.

Part I - Tell Us About You...

1. What is your primary college/work site?
   1. Centre City
   2. Cesar Chavez
   3. ECC (Educational Cultural Complex)
   4. Mid-City
   5. North City
   6. West City
   7. SDCE Headquarters

2. What is your primary work location for the majority of your time?
   1. On campus   2. Off campus

3. Please indicate your certified status.
   1. Full-time contract Faculty
   2. Part-time Adjunct Faculty
   3. Pro Rata Faculty
   4. Classified
   5. Manager
   6. Supervisor

4. If you are faculty, please indicate your faculty status.
   1. Classroom   2. Non-classroom

5. How long have you been employed in Continuing Education?
   1. 1 year or less   2. 2-6 years   3. 7-10 years   4. 11 years or more

6. What is your primary work schedule?
   1. Day   2. Evening

Part II – Level of Quality

The college offers instructional programs, student services, learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with Continuing Education, please rate your level of <u>SATISFACTION</u> with the **overall quality** of the areas listed below using the following scale:

1	2	3	4	5	6
Very Dissatisfied	Dissatisfied	Neither Satisfied nor dissatisfied	Satisfied	Very Satisfied	I have not used this service/resource

7. Counseling
8. Instruction
9. Programs
10. Classrooms
11. Assigned Working Space
12. Technology Resources
13. Financial Resources–SDCE budget
14. Physical Facilities
15. Staffing Resources
16. DSPS (Disability Support Programs & Services)
17. Job Placement Services
18. Associated Student Body
19. Parking Services
20. Staff Development

Part III – Organization for Student Learning

Please rate your level of agreement with each statement using the following scale:

| 1	2	3	4	5	6
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know
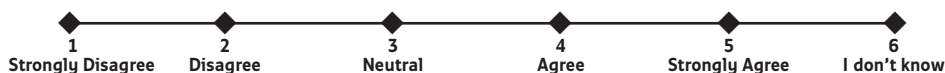
21. I am familiar with the mission statement that defines Continuing Education.
22. The Continuing Education programs, services and planning are consistent with its mission.
23. Improving institutional effectiveness is valued throughout Continuing Education.
24. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.
25. The governing board establishes policies to assure the quality of the programs and services.
26. The governing board's decision-making reflects the public interest.
27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.
28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.
29. The faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
30. The faculty is sufficiently involved through committees in decisions involving curriculum development.
31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.
32. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.
33. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
34. The criteria for hiring faculty includes a knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.
35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.

36. My performance evaluations have been conducted according to my contract guidelines.
37. Continuing Education provides opportunities for continued professional and staff development.
38. As a group, the members of my department stay current in their fields of expertise.
39. The campus environment is conducive to personal development of the student population.
40. Continuing Education implements programs, practices, and services that enhance student appreciation of diversity.
41. I am personally treated with respect at this institution.
42. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.
43. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).
44. Review of programs and services is integrated into Continuing Education's planning process.
45. Student learning outcomes are considered in program review and institutional planning.
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.

Part IV – Curriculum and Instruction

Please indicate the extent to which you integrate the following student learning outcomes into your teaching using the following scale:

1	2	3	4
Not at all	Somewhat	To a great extent	I don't know
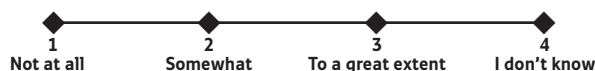
47. Interpersonal Skills
48. Appreciation of Diversity
49. Information Processing Skills
50. Goal Setting
51. Application of Technology
52. Lifelong Learning Skills

Please rate your level of agreement with each statement using the following scale:

| 1	2	3	4	5	6
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know

53. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.
54. I am pleased with the quality of teaching and instruction here.
55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.
56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.
57. I use current educational research to enhance my teaching.

Part V – Support for Student Personal and Academic Growth

58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.
59. Student Services at my campus has sufficient staff and resources to meet student needs.
60. Student Services at my campus has sufficient facilities to meet student needs.
61. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).
62. The Continuing Education class schedule is accurate.
63. The Continuing Education website is accurate.

Part VI – Resource Management and Development

Please rate your level of agreement with each statement using the following scale:

1	2	3	4	5	6
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know
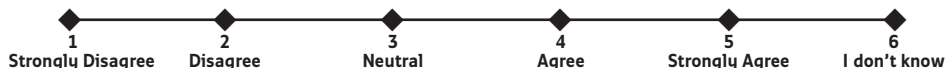
64. Continuing Education adequately maintains its physical resources to support its programs and services.
65. Safety hazards are addressed promptly.
66. The grounds are adequately maintained.
67. The exterior features of the campus buildings are adequately maintained.
68. The interior of the buildings are adequately maintained.
69. The exterior lighting of Continuing Education is adequately maintained.
70. Technology planning is integrated with institutional planning.
71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
72. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.
73. Budget information is readily accessible throughout Continuing Education.
74. Continuing Education's budget reflects its priorities and planning goals (general funds and others).
75. Faculty and staff have sufficient opportunities to participate in budget development for Continuing education through its shared governance processes.
76. The District resource allocation process effectively supports Continuing Education.
77. Student learning needs are central to the planning, development, and design of new facilities.

Part VI – Please Comment

Please record your comments for each statement in the box provided below.

78. Please add other comments or suggestions related to instruction, instructional support services, and/or instructional facilities at the college.
79. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.
80. Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.
81. Please add other comments or suggestions related to your overall experience as an employee at this college.

Thank you for taking the survey!

CONCLUSIONS

1. Generally, survey respondents are satisfied with the quality of instruction and counseling. There is less satisfaction with technology resources, classrooms and staff development. The greatest dissatisfaction with the quality of resources is parking, financial resources and assigned workspace.

2. Most respondents are familiar with the mission of Continuing Education and believe that the programs, services and planning are consistent with the mission. Respondents also believe that institutional effectiveness is valued at SDCE and that there is support and open dialog about improving student learning and institutional processes.

3. Approximately half of the respondents believe that faculty play an extensive roll in matters related to educational programs including hiring of faculty, developing institutional policies and that the faculty is sufficiently involved in curriculum development. Additionally, slightly over half of the respondents believe that SDCE establishes governance structures, processes and practices that facilitate effective communication among constituencies.

4. Nearly three quarters of the respondents believe that the criteria, qualifications and procedures for hiring employees are clearly stated and followed. Moreover, well over half believe that performance evaluations have been conducted according to contract guidelines.

5. The majority of respondents believe that the campus environment is conducive to personal development for the student population and that SDCE implements programs, practices and services that enhance student appreciation of diversity.

6. A relatively large majority of survey respondents agreed that they are treated with respect and that policies and practices at SDCE clearly demonstrate a commitment to issues of equity and diversity.

7. Respondents agreed that they integrate to a great extent the following skills in their teaching and learning practices: Lifelong Learning, Interpersonal Skills, Appreciation of Diversity, Information Processing and Goal Setting.

8. A sizeable majority of respondents are pleased with the quality of teaching and instruction at SDCE and believe that instructors use teaching delivery modes and methodologies that reflect the diverse needs and learning styles of the students. The majority also believe that data are used to identify student learning needs and to assess student progress toward achieving stated learning outcomes.

9. There were mixed opinions regarding the support services at SDCE. Approximately half of the respondents believe that the support services at SDCE are adequate to meet student needs while slightly less than half believe that student services are adequately staffed or have adequate facilities to meet student needs.

10. The majority of respondents believe that the grounds and the exterior of the campus buildings are adequately maintained and that safety hazards are promptly addressed. A smaller majority believe that the interior of the buildings and the exterior lighting is adequately maintained.

11. The questions which asked about budget (budget planning, information on budget and opportunities to participate in budget development committees) all received moderate levels of satisfaction/agreement and relatively high neutral ratings, indicating that communication about budget is not widespread.

A
ABE—adult basic education
ASB—Associated Student Body
ACS—average class size
ASE—adult secondary education
ASF—assignable square feet
ARRA—American Recovery and Reinvestment Act
AB-1725—Assembly Bill 1725

B
BIT—business information technology
BSI—Basic Skills Initiative
BOT—San Diego Community College Board of Trustees
BP 7100—Board Policy on diversity in the workplace

C
CalWORKS—California Work Opportunities and Responsibilities to Kids
CAV Roster—classroom attendance verification roster
CAHSEE—California High School Exit Examination
CASAS—Comprehensive Adult Student Assessment System
CBR—campus-based researcher
CDS—career development services
CE—Continuing Education
CBET—community based English tutoring
CDCP—Career Development and College Preparation
CHOICES—a career planning software program
CERC—Continuing Education Research Committee
CNA—Certified Nursing Assistant
Cornerstones for The Future—San Diego Continuing

Education's Strategic Plan
CTE—career technical education
CurricUNET™—An online curriculum development and workflow automation program.

D
DSPS—Disability Support Programs and Services

E
ECC—Educational Cultural Complex
ESLR—Expected Student Learning Results
EL Civics—English Literacy and Civics Education
Emeritus (Program) programs for older adults
ESL—English as a Second Language
ETi—Employee Training Institute

F
FLEX—Flexible Calendar Professional Development for faculty
FTES—fulltime equivalent student funding formula

G
GAIN—Greater Avenues for Independence
GED—General Education Development test

H
HSDP—high school diploma program
H1N1—a novel influenza type A influenza outbreak

I

I-BEST—a basic education and skills training program

J

K

L
Los Dos Chefs—a fundraising culinary event

M
MLK Festival—Dr. Martin Luther King festival
Matriculation— a process that enhances student access to the California Community Colleges. The goals include: ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through assistance with admissions, orientation, assessment and testing, counseling, and student follow-up
MOU—Memorandum of Understanding (a contract)

N
NAALS—National Assessment of Adult Literacy Survey
NASSCO—National Steel and Shipbuilding Company

O
Online (courses)—web-based distance education courses

P
POS—(survey) point of service survey taking
Policy 3100—student code of conduct

Propositions N and S— 2002 and 2006 voter approved District bond issues for building construction.
PODs—points of dispensing H1N1 vaccinations

Q

R
ROC/P—Regional Occupational Centers and Programs

S
SAY San Diego—Social Advocates for Youth, San Diego area program
SANDAG—San Diego Association of Governments
SDCE—San Diego Continuing Education
SDCCD—San Diego Community College District
SEC—student educational learning contracts
SLO—student learning outcomes
SARS—counseling scheduling software
STAR Center—Sustainability Training and Resource Center
SB-361— Senate Bill 361, Enhanced funding per FTES for career development and college preparation, CDCP, aka enhanced funding noncredit FTES
SSC—Student Services Council
STEP—Student Transition Education Program

T
TABE—Test of Adult Basic Education
TEAS—Test of Essential Academic Skills (nursing)

U

V
VESL—Vocational English as a Second Language
VTEA— Carl D. Perkins Vocational and Technical Education Act of 1998, a vocational and technical education funding source

W
WASC—Western Association of Schools and Colleges (accrediting agency)

X

Y

Z

#
231 Committee Section— Workforce Investment Act, Title 2, section 231.