

**San Diego Continuing Education  
Application for Accreditation  
April 2007**



Prepared for the  
Accrediting Commission  
Western Association of Schools and Colleges



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## PREFACE

The San Diego Community College District and Continuing Education (CE) have been serving the needs of the community for almost 90 years, and since 1970, as a separate community college district under a local governing board. Throughout its history Continuing Education has continuously examined itself and its relationship with the greater San Diego community. As such, the Focus on Learning Report that follows is a continuation of Continuing Education's ongoing process of self-examination.

This is the second time that Continuing Education has utilized the standards and criteria found in *Focus on Learning* for its self-study. The findings in this report are based on:

- observations and interviews from over 100 randomly selected classes
- staff survey involving over 150 personnel
- student survey of over 1,500 randomly selected students
- analysis and writing of over 70 instructional, classified and management staff as well as students and community members

In the Spring of 2006, a committee of 22 classified and certificated staff revised Continuing Education's Master Plan of 1999-2005 entitled *Meeting the Challenge of the New Millennium* and updated its Vision and Mission statements. Continuing Education's philosophy, however, remains unchanged.

We are a multicultural institution composed of six non-credit Continuing Education campuses. We share a commitment to access and excellence. Our task is not to select students who will be successful, but to make successful those who come. We believe that people have the capability of change and that education can transform individuals and enrich their lives.

It was in this context that CE began the formal process as outlined by the *Focus on Learning Accreditation Manual*. In the Spring of 2006, CE established the Leadership Team and the Focus Groups. This broad range of the CE community underwent immediate training. CE decided that to obtain the widest faculty and staff participation the Focus Groups would be structured along the lines outlined in the manual; however, the Home Groups would be organized around the nine mandated curricula areas rather than geographical areas defined by the six major campuses. In May and June, 2006, the Home Groups reviewed and revised CE's Expected Schoolwide Learning Results (ESLRs). In July classes were selected for observation and observers were recruited and trained. Over 100 randomly selected classes were observed. In August Jan Jarrell, the Accreditation Coordinator, accepted a position at a different institution and was replaced by Jim Smith. On September 4<sup>th</sup>, during Convocation Day, all Home Groups met to review the criteria for the four Focus Groups and provided feedback for the Focus Groups' findings.

From September 9<sup>th</sup> to the 27<sup>th</sup> a faculty and staff survey was conducted and the results transmitted to the Focus Groups. During the week of October 9<sup>th</sup> to the 16<sup>th</sup> a survey of 1,500 randomly selected students was conducted and the results were forwarded to the Focus Groups. From late October until early January all four Focus Groups analyzed the collected evidence and prepared their first drafts for Chapter IV. These drafts were edited and again reviewed by the Home Groups for final content. The final draft of the Self-Study was reviewed and approved by the Leadership Team on January 17, 2007.

In summary Continuing Education has created a document, which follows the guidelines of the *Focus on Learning Manual*, in structure, process and final document.

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# CHAPTER I

## COMMUNITY AND STUDENT PROFILE

### Introduction

San Diego Continuing Education (SDCE) has been serving the needs of the community for more than 90 years. Originally part of the San Diego Unified School District and since 1970 a part of the San Diego Community College District (SDCCD). SDCE plays a strong role in assisting the adult continuing education student. It is one of the major educational providers for underserved, underemployed, displaced, and disenfranchised adults in the City of San Diego.

The SDCCD Master Plan (2006) states that the mission of Continuing Education is not to select students who will be successful, but to make successful those who come, through the provision of quality instruction and support services. As stated in the Master Plan: “people have the capability of change and education can transform individuals and enrich lives. The educated person will reach out to the community with a greater sense of responsibility and service. In reaffirming that education unlocks the doors of opportunity, we are dedicated to keeping those doors open.”

As part of a District strategic planning process SDCE recently approved a draft of a Continuing Education Strategic Plan, *The Cornerstones of Our Future (2007 to 2010)*, which provides the organization with a framework for CE’s institutional goals and a plan to achieve them.

SDCE consists of six major campuses throughout the city of San Diego serving over 60,000 students annually: Centre City, Cesar Chavez, Educational Cultural Complex (ECC), Mid-City, North City, and West City. In addition, there are over 225 off campus locations, including churches, community centers, San Diego Unified School District schools, and businesses. The specific mission of Continuing Education (Master Plan, 2006-2010) is to provide high quality accessible learning experiences in nine mandated areas. These areas include: elementary and secondary education, English as-a-Second Language (ESL), immigrant education, short-term vocational training, consumer education, classes for the disabled, parenting classes, health and safety classes, and classes for older adults. The availability of accessible, high quality, relevant education at little or no cost ensures that our students will in large part reflect the community we serve.

### Changing Demographics: The Constant Variable

It has been noted by demographers and economists that change is the constant variable here in the fast growing and diversifying San Diego region. Although the social, economic, demographic, and political environment is changing for all non-credit

programs in California, this is particularly true for the SDCE campuses. These changes, including those engendered by 9/11, are expected to continue if not accelerate, and thus will provide continuing challenges over the foreseeable future. Since 1975, thousands of individuals from dozens of countries have entered the United States and have made their way to San Diego. These successive waves of immigration have tended to reflect events occurring half a world away and San Diego has often been the primary choice for people seeking a new life. The demographic and ethnic profile of the Continuing Education campuses has tended to reflect the profile of our new residents. Some have compared Continuing Education to a modern day educational Ellis Island, where people from around the world seek economic and social betterment through education.

## **Background and Context of SDCCD/Continuing Education**

SDCCD and Continuing Education have been serving the educational needs of San Diegans for more than 90 years. Over these nine decades, 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 1960's, 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. In 1970, approximately 50,000 San Diego adults 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-1970's, more than 100,000 adults were enrolled due to the influx of Indo-Chinese refugees. This fueled the rapid growth of the ESL program. In 1978, California voters passed Proposition 13. This legislation severely limited local-based funding, tax assessment options, and overall control of local governing boards. A cap on enrollment was created by the state and a number of instructional areas: art, music, drama, and physical fitness were eliminated as state supported classes.

The decade of the 1980's 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 labs and Office Systems programs.

The 1990's 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. Since 2003, SDCE has been in a period of flux. In 2003, the former District Chancellor instituted a plan to reorganize SDCCD and eliminate Continuing Education as a separate administrative unit. To this end, he not only eliminated most of CE's central administration but also reduced CE'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 2 years CE has been rebuilding its administrative structure and its instructional program.

### **Focus and Content of This Report**

*Focus on Learning: The Accreditation Manual for Post-Secondary, Adult Education, Regional Occupational Centers and Programs (ROC/P) and Job Corps (WASC, 2005)* provides that entities undergoing re-accreditation prepare a student and community profile. The profile is intended to highlight the client base for Continuing Education, the identity and purpose of Continuing Education in the San Diego community, and describe to the extent possible, student needs, and resources. The SDCCD/Continuing Education Campuses is 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?

## **COMMUNITY PROFILE**

### **Population Growth**

During the 1980's, the city of San Diego experienced an explosive growth in population – a 27% increase in population between 1980 and 1990. This growth rate was nearly

double that of California and four times that of the rest of the United States. During the 1990s this rate of increase slowed and between 2000 and 2005 San Diego's population grew only 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.

## **Ethnic and Racial Composition**

The population of the San Diego region is ethnically diverse and will continue to become more diverse in the foreseeable future. In 1950, San Diego was much less ethnically diverse than it is today – approximately 90% of the county's population was white non-Hispanic. By 2000, white adults in the City of San Diego accounted for only 57% of the population. At the same time, Hispanic adults represented 21% population, Asians 14% and African Americans 8%. Since CE's last accreditation the ethnic composition of the adult population has continued to change; 2006 demographics now show white adults are 53% of the population, Hispanics 23%, Asians 15% and African Americans 8%.

This growth in the non-white population has implications for Continuing Education. The anticipated growth in Hispanic, Asian, and to a lesser extent, African-American populations will necessitate continued expansion and access to these communities. Over the next several years, population cohorts traditionally served by Continuing Education will continue to challenge us to grow and expand our offerings to the community.

## **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 2006 the median age had risen to 34.1. 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 2006. SANDAG projects the following increases between 2000 and 2030:

- The population of seniors 55 to 59 years of age will increase 89%.
- The population of seniors 65 to 69 years of age will increase 156%.
- The population of seniors 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 Older Adult 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 -1980's. 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 next century, 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.

A second economic trend in San Diego that impacts Continuing Education's relationship with the business community is San Diego's growing dependence on small business firms for its economic health.

During the recession of the early 1990's many corporations relocated out of San Diego. According to economists at the University of San Diego, the number of corporations choosing to locate their headquarters here dropped dramatically during the recession. This trend has not changed since the economic upswing of the last four years. As a result a relatively large proportion of job sites employ less than 51 persons and account for about 42% of the total job share in the city. This finding may have implications for the number of employers needing Continuing Education's services. In general, smaller firms have fewer resources to spend on contract education and training services and often look to public education programs to provide low or no cost short-term vocational training to their small work forces.

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:

	2000	2006	
<b>Median Rent</b>	<b>\$875</b>	<b>\$1,254</b>	<b>(46% increase)</b>
<b>Median Price of Housing</b>	<b>\$242,100</b>	<b>\$482,000</b>	<b>(99% increase)</b>
<b>Median Household Income (1999 dollars)</b>	<b>\$43,219</b>	<b>\$44,438</b>	<b>( 3% increase)</b>

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 6<sup>th</sup> 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 1970's and early 1980's 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. Between 1990 and 1993, approximately 40,000 jobs were lost in the region. One-third of those were higher paying manufacturing jobs. As a result San Diego's household income languished.

Since 2000 the median household income in the City of San Diego has increased approximately .5% per year 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 2006 varied from a low of \$30,612 in the Mid-City area to a high of \$71,365 in North San Diego. The percent of income increase from 2000 to 2006 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 campuses. Campuses in the central and southeastern parts of the city will continue to generally serve lower income populations than our campuses in the northern and coastal areas of San Diego. Programs and services at our campuses serving lower income residents must be tailored to help meet the educational and training needs of the local community.

### **Literacy Levels**

The 2003 National Adult Literacy Survey (NALS) 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 NALS 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 education and training if the income levels, the standard of living, and the general quality of life in the San Diego region are to be improved.

## STUDENT PROFILE

### Race/Ethnicity

As stated in the introduction, and confirmed through prior analysis, <sup>1</sup>students at the SDCCD Continuing Education Campuses are a diverse group. They reflect a variety of backgrounds and heritages. As the City of San Diego continues to become more ethnically diverse, it is expected that Continuing Education will reflect the general population trends.

The self reported racial and ethnic background of Continuing Education students for the Spring 2005 term showed that 35% were white, 36% were Latino/Hispanic, 15% were Asian, Filipino, or Pacific Islander, 9% were African American, and 1% were Native American. The remainder of the student population (4%) were identified as other or declined to answer. While the self reported percentages for Asians, African Americans and Native Americans have remained constant from the Spring 1999 term, the percentage of Continuing Education students who indicate they are white has dropped 8% and the percentage of students indicating that they are Latino/Hispanic has increased by the same 8%.

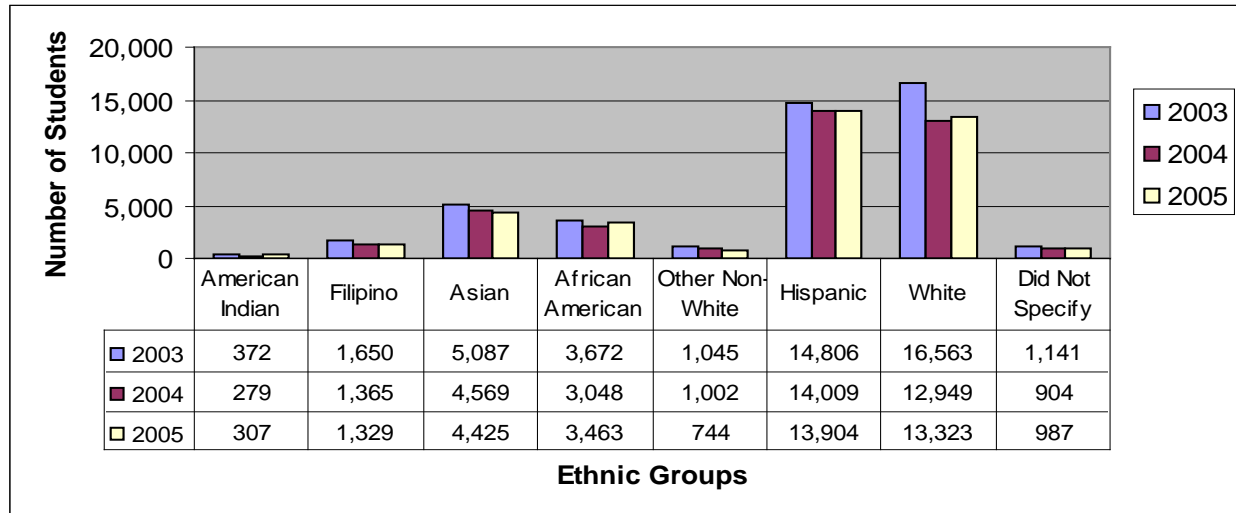
This increase in Latinos/Hispanics in the Continuing Education population is probably the result of changes in the instructional program in the last six years that have led to a relative increase in the size of the ESL program in Continuing Education. Enrollment statistics indicate that as a result of the reduction in the Older Adult program 3 years ago ESL students now comprise approximately 42% of the total student population and Latinos/Hispanics comprise 67% of the ESL enrollments. If current trends continue, and Continuing Education is able to accommodate new and continuing learners, there will continue to be a large (if not increasing) Latino/Hispanic representation in Continuing Education. As our students move through the ESL program and become more literate

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<sup>1</sup> San Diego Community College District (1998). *Student Profiles for City, Mesa, Miramar Colleges and Continuing Education Campuses*. San Diego, CA: Office of Research and Planning.

in English, it is anticipated that many will enter our Vocational ESL (VESL) programs to improve their employment opportunities. Our partnership with the San Diego Unified School District in the Community Based English Training (CBET) program has also led to increased numbers of Latinos/Hispanics in Continuing Education. For the Spring 2005 term 97% of the students (1,327 of 1,351) enrolled in this family literacy program were Latinos/Hispanics.

**Figure 1: SDCCD Continuing Education Enrollment by Ethnic Group**



## Age

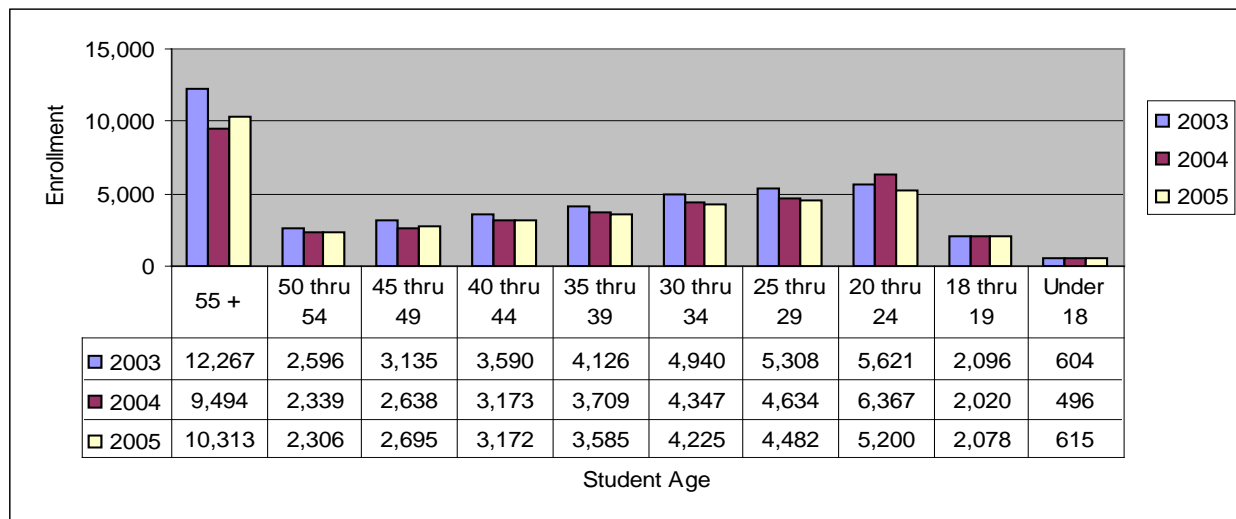
In her book, *Adults as Learners*, Patricia Cross<sup>2</sup> notes that we are redefining our beliefs about education. No longer simply seen as the province for younger adults, Cross envisions that with changes in technology, the aging of our society, and the increased lifespan and activity of older adults will evolve our society into what she referred to as “the learning society.” Although written in the early 1980’s, Cross’ insights appear to have merit. This may be evidenced by the wide spectrum of ages served by our Continuing Education campuses.

As suggested by Figure 2, Continuing Education serves adult learners of all ages. The distribution of age groupings is relatively uniform across age cohorts. Approximately 20% of those served are younger adults aged 16-24 years. Those between the ages of 25 and 34 comprise approximately 23% of the population. Students between the ages of 35 and 54 make up 30% of the population, and students 55 and older comprise 27% of the enrollment. Although the median age in the City of San Diego increased approximately 2 years since Continuing Education’s last accreditation, the age profile of Continuing Education’s student body has remained constant – age cohorts have

<sup>2</sup> Cross, K.P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco, CA: Jossey-Bass

changed less than 1% in the last 6 years. Although the restructuring of the Older Adult program may have minimized the aging of the student body, the 2006 data would tend to indicate the success of Continuing Education in serving the lifelong learning needs of older adults here in San Diego – students 55 and older comprise 19.2 % of the city's population but 27% of Continuing Education's student body. As the city's population continues to age, the importance of older adult programs can be expected to continue or increase.

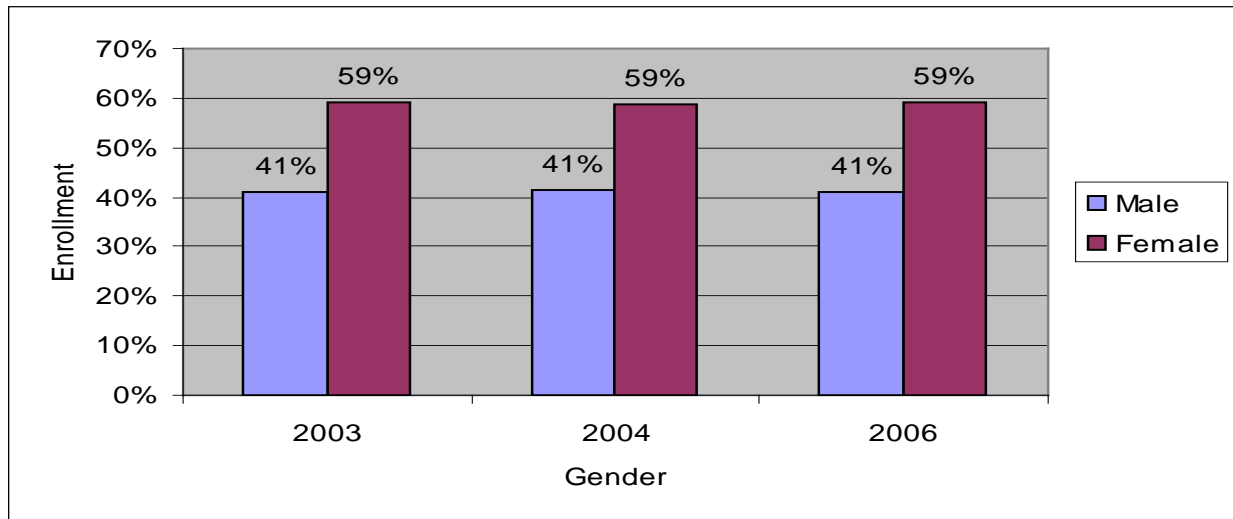
**Figure 2: SDCCD Continuing Education Enrollment by Age**



## Gender

Females comprise 59% of Continuing Education students while comprising only 49% of the city's adult population. The disparity in male to female enrollment is largely the result of the course mixture offered by Continuing Education – females outnumber males in consumer education and parenting classes by 4 to 1 and in Older Adult classes by 3 to 1 but are outnumbered in industrial technology classes by almost 16 to 1. At campuses that have a large percentage of consumer education, parenting and older adult classes, West City, for example, females outnumber males by an approximate 2:1 ratio. At Centre City, which has the largest industrial technology program, females comprise only 49% of the student body. This disparity in enrollments makes it imperative that Continuing Education continues to support the concept of gender equity in its vocational programs and develop schedules that will attract the working male population.

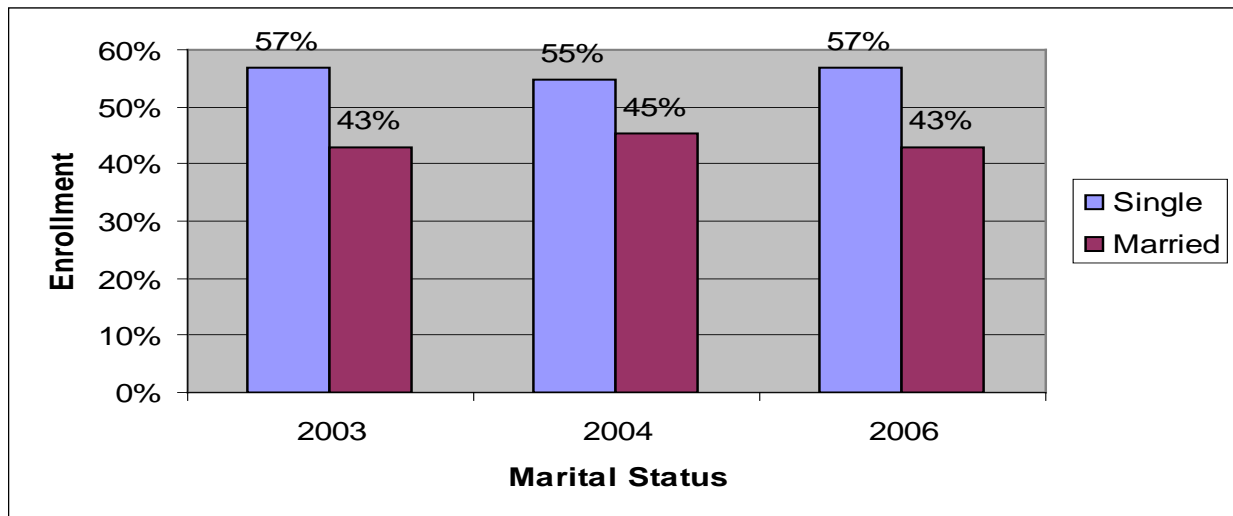
**Figure 3: SDCCD Continuing Education Enrollment by Gender**



### Marital Status

Approximately 57% (unchanged from 1999) of the Continuing Education students enrolled for Spring 2005 indicated they were not married. Analysis by Continuing Education campuses suggests some differences. For example, at Centre City and ECC, students who indicate they are single are nearly twice the number who claim to be married, while at North City, the ratio of single to married students is approximately 1 to 1. Implications for Continuing Education include a potential for greater needs for childcare, increased family responsibilities, and affordable transportation.

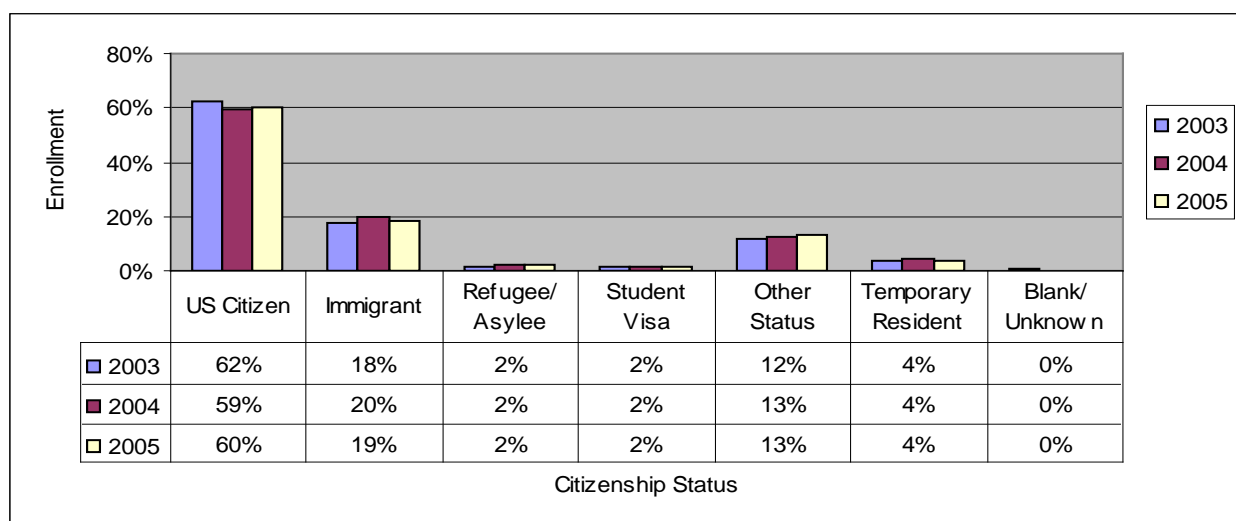
**Figure 4: SDCCD Continuing Education Enrollment by Marital Status**



## Citizenship Status

The citizenship status of Continuing Education students is shown in Figure 5. Overall, approximately 60% (a 3% decrease from 1999) of our students declare themselves to be U.S. citizens while about 21% (unchanged from 1999) identify themselves as immigrants or refugees. The remainder of the students identify themselves as students here on visas, temporary residents or other status. These percentages are reflective of the diverse community served by Continuing Education's large ESL program.

**Figure 5: Continuing Education Enrollment by Citizenship Status**



As with other demographic indicators, citizenship status varies by Continuing Education campus. For example, at Cesar Chavez campus, immigrant students comprise over 30% of the enrollments. At the Mid-City campus, immigrants, refugees and asylees make up almost 40% of the student population. At other Continuing Education campuses such as West City, the proportion of immigrant students is only 9%.

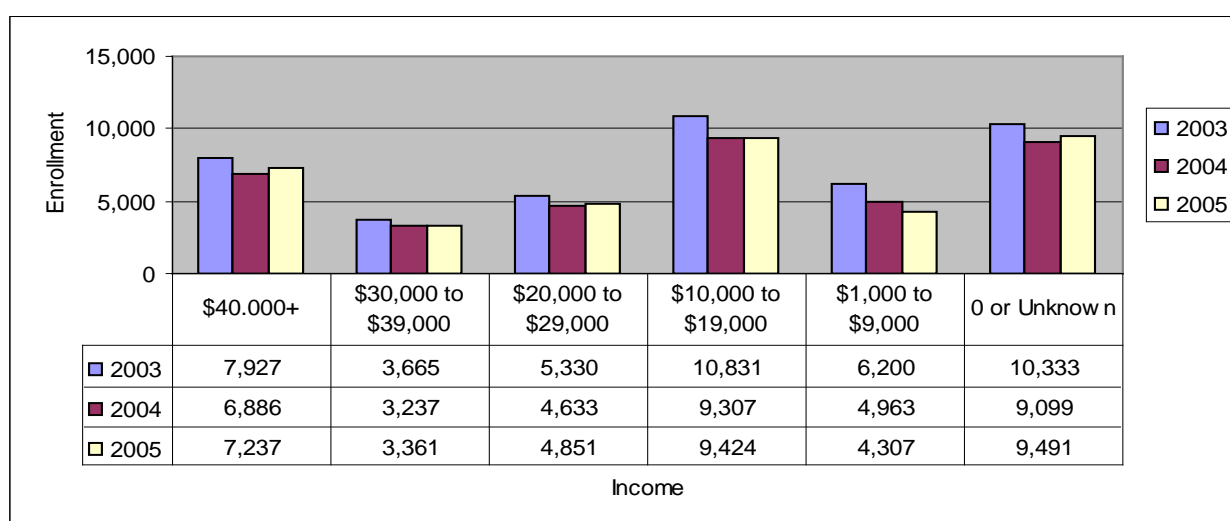
## Continuing Education Student Income

The annual (Spring 2005) household income reported by Continuing Education students is shown in Figure 6. Based on these self reports the median household income for Continuing Education students is approximately 40% of that reported for all households in the city (\$20,000 versus \$50,344). However as with much of this data, household income level varies by campus. Generally, reported household incomes are lower in the central and southeastern metropolitan area of the Continuing Education service area – the median self declared household income at Cesar Chavez is \$12,000, at ECC it is \$14,000 and at Mid City it is \$15,000. Those campuses in more affluent areas report substantially higher household incomes – West City and North City both report median incomes of approximately \$30,000. This data suggests that a relatively large

proportion of students in Continuing Education live at or below the poverty line and qualify for social and economic assistance due to low-income levels.<sup>3</sup>

While this data suggests that Continuing Education is meeting its mission of serving lower income residents and recent immigrants through its free, or low cost education and training programs, it must be noted that income figures for Continuing Education were self reported and approximately 25% of the students in Fall 2005 reported zero income or did not respond at all. It is possible that the self reported household income is somewhat higher than in Figure 6 since the highest rates of non response were from the more affluent areas in the city – West City’s rate was 42%.

**Figure 6: Continuing Education Student Income**



## Continuing Education Enrollment by Country of Origin

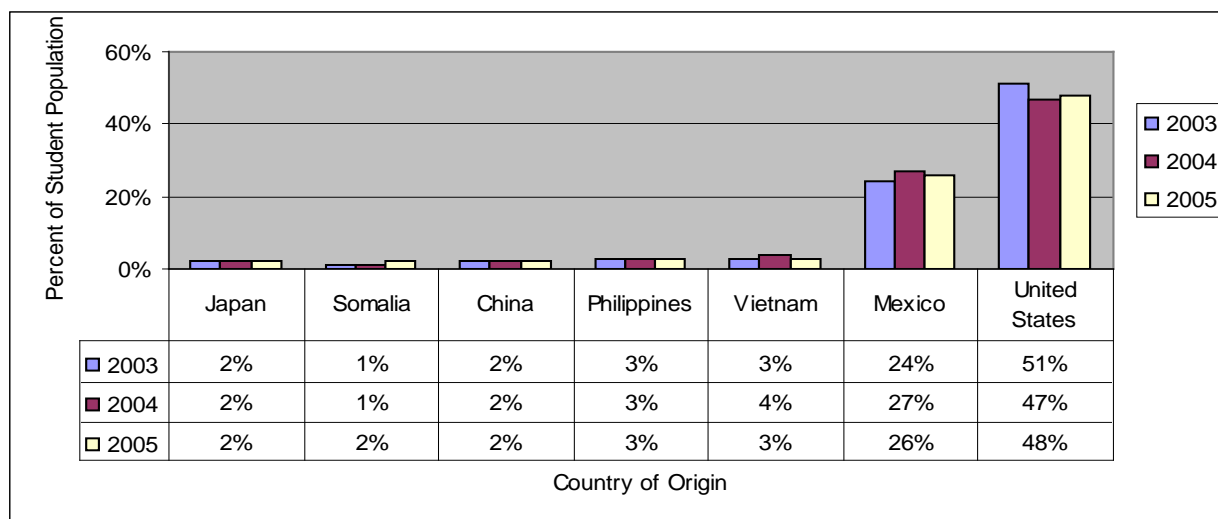
Figure 7 highlights the diverse origins of the Continuing Education population. As discussed in the introductory section of this profile, Continuing Education students tend to reflect the immigration patterns of countries from around the world. Although CE students identify themselves as coming from 160 countries, the major contributing nations were included to provide some insight into the differing origins of our students. As with other data presented in this report, the composite data for the entire system may not tell the full story of the challenges faced by our individual campuses in accommodating students from different cultures and countries. Country of origin can vary tremendously by campus. For example, approximately 64% of the students at the Cesar Chavez campus are from the Republic of Mexico while at West City only 11% are from Mexico. At Mid-City campus,

<sup>3</sup> McDonald, B.A., C J. Huie, T.G. Sticht, W.B. Grimes (1994). *Learning in the action research (ARC) community: Inquiry, reflection and change in the delivery system for Continuing Education services for adults in the San Diego Community College District*. San Diego Consortium for Workforce Education and Lifelong Learning



there are 3,512 students from Mexico, 552 from Vietnam, and 425 from Somalia. North City campus has 1,266 students from Mexico, 614 from Vietnam, and 402 from the Philippines.

**Figure 7: Continuing Education Enrollment by Country of Origin**



## Student Educational Characteristics

The range of educational backgrounds of our students is one of the distinguishing characteristics of Continuing Education. Although 68% of the Continuing Education students in Spring 2005 indicated that they had a high school diploma or its equivalent this represents a 4% decline since Continuing Education's last accreditation and belies the differences in the educational attainments of the students at the various campuses. For example: at Cesar Chavez, only 38% of the students indicated that they had a high school diploma; at Mid-City, 50% of the students have earned a diploma; at West City, high school diplomas have been earned by 90% of the students. This indicates the significant range of educational preparation of Continuing Education students and the continued need for elementary and secondary basic skills programs at many, if not most, of the Continuing Education campuses.

## Non-Native English Speakers

Approximately 35% (a 4% increase since 1999) of the Continuing Education students who enrolled in Spring 2005 indicated that English was not their primary language. This relatively large percentage of non-native English speakers is reflected in the large ESL program operated by Continuing Education. Given the fact that many students are also not literate in their first language, Continuing Education must offer 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

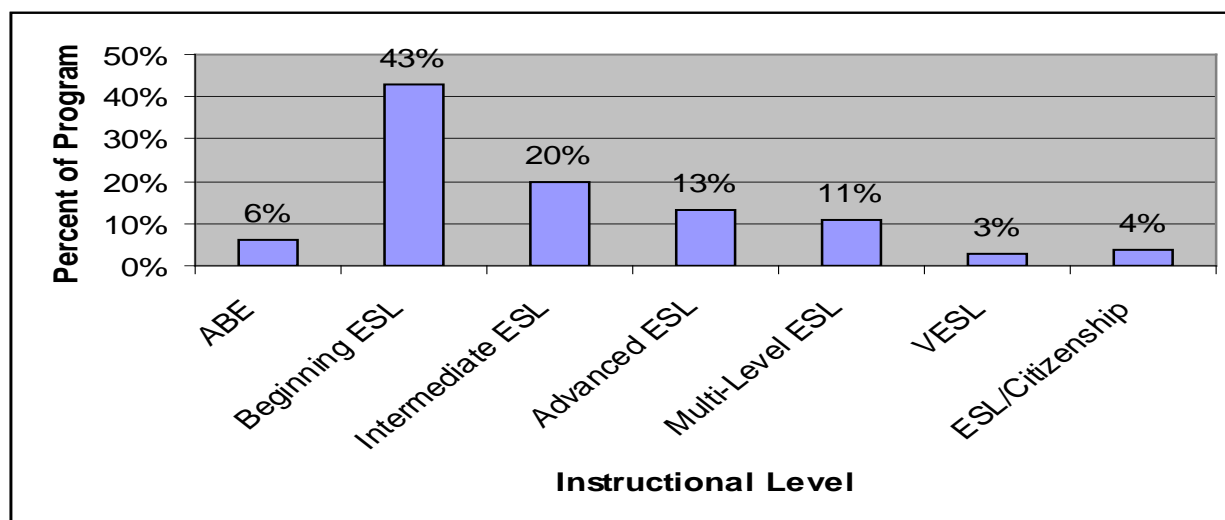
Language (VESL), and Community-Based English Tutoring (CBET) courses are increasingly useful to students who need English in a focused vocational or family literacy context.

Although 35% of the Continuing Education students reported that English was not their first language, this proportion varied significantly from campus to campus. For example, at the Mid-City and Cesar Chavez campuses, non-native English speakers outnumber native speakers of English. At Mid-City 54% of the students indicated that English is not their first language and at Cesar Chavez the percentage is 62%. These high percentages are reflected in the high number of ESL courses offered at these campuses. Data from other campuses such as Centre City, North City and West City show that approximately 20% to 25% of the students are not native speakers of English.

### **ABE and ESL Program Information**

In 2004-2005, the data shows that approximately 43% of the Continuing Education ESL students were in the Beginning ESL levels, while only 13% were in the advanced ESL levels. These findings are consistent with other demographic data about our students. ESL students are placed into classes according to their language proficiency levels. In Adult Basic Education (ABE) courses, students are placed in beginning, intermediate, or advanced classes if available, or they may be integrated into a learning center environment. Since many ESL students are recent immigrants and seek to improve their communication or technical skills in order to get a job, a large number of them will “stop out” after they learn enough English to be employable and thus do not stay on to reenroll in higher ESL levels. The open-entry/open-exit policy of the Continuing Education program facilitates this flow in and out of the program. As a result of the low unemployment rate this trend has accelerated and Continuing Education will need to devise new ways of attracting these working students back to school. Several possible alternatives are available: Distance Education, shorter learning modules, more focused instruction, such as VESL and Vocational Adult Basic Education (VABE), and creative scheduling of classes.

**Figure 8: ABE / ESL Percent of Program by Instructional Level**



### **Vocational Program Information**

Continuing Education provides one of the largest noncredit Vocational Programs in the nation. According to data compiled by the Management Information Systems Division (MIS) of the State Chancellor's Office for the California Community Colleges, in 2003-2004 Continuing Education's noncredit vocational program served more than 3,600 Full Time Equivalent students (24.2% of the state total). The only noncredit program that was larger was San Francisco Community College District with 25.5% of the state total. Within Continuing Education 28% of apportionment comes from Vocational programs.

Vocational students attend training for a variety of reasons. Data (N= 6,681) collected by the SDCCD through its local vocational accountability system (Student Manager) indicates that 51% of the "heavy vocational" students enrolled in classes in order to obtain the necessary skills for a new career, 10% of the students enrolled in order to update their skills, 13% enrolled for "personal reasons" and 26% declined to state a reason.

Continuing Education uses the term "heavy vocational" to refer to programs in automotive technology, welding, appliance repair, culinary arts, nursing assistant, and other programs, other than business information technology, that require substantial amounts of supportive equipment. During the last 6 years Continuing Education has invested over \$600,000 per year in new equipment in order to keep these programs technologically current. As the San Diego economy continues to change and our local occupational profile evolves, many students are in need of training in new careers or upgrading their existing skills.

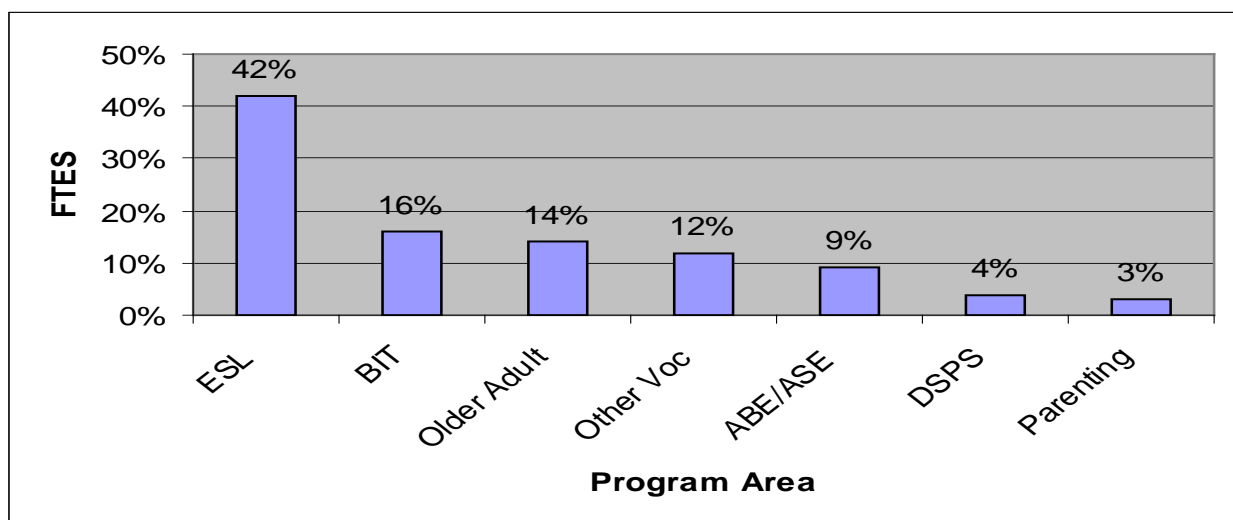
## FTES by Program Area

As described in the introduction to this report, Continuing Education offers courses in nine mandated program areas. Figure 9 indicates the proportion of full-time equivalent students by the major program areas for Spring 2005.

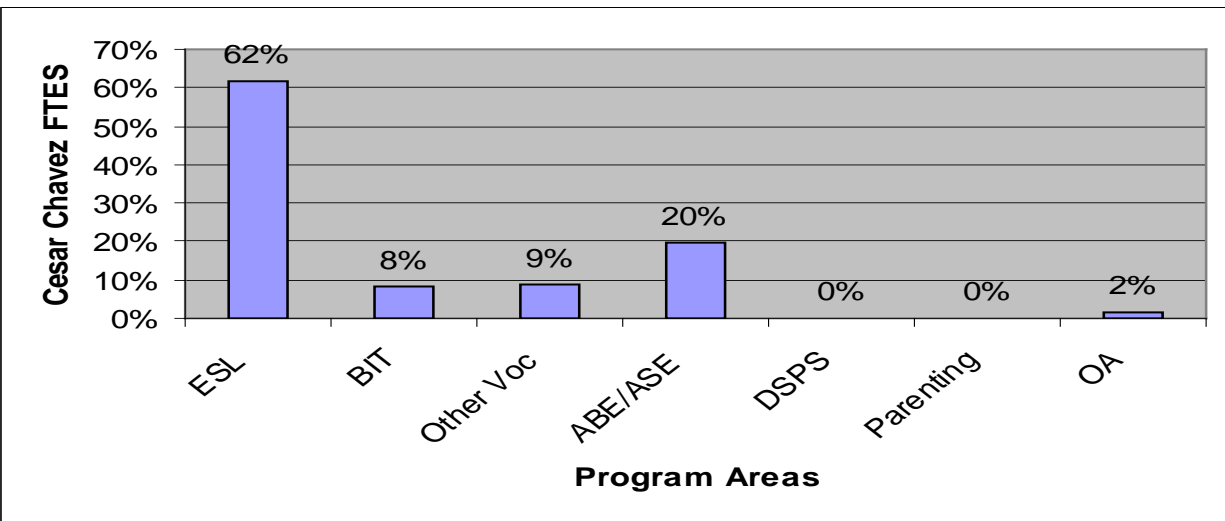
Approximately 42% of Continuing Education FTES were found in the ESL program area. This is consistent with the observation made earlier in this profile of the proportion of service area residents who are recent immigrants from non-English speaking countries. The next highest proportion of FTES is produced by the Vocational program area with approximately 28% (traditional vocational classes including Business Information Technology (BIT) and consumer education classes that are coded vocational). The ABE and High School Completion program generated approximately 9% of total FTES. Programs serving Older Adults comprised approximately 14% of FTES. Other programs constituted 6% or less of the total FTES in Continuing Education.

As with other student demographic information there was a wide variation in program size from campuses to campus – ESL FTES ranged from a low of 24% at West City to a high of 63% at Mid-City; BIT ranged from 8% at Cesar Chavez to 30% at North City; ABE/Adult Secondary Education (ASE) from 3% at West City to 12% at Centre City; DSPS from 0% at Cesar Chavez to 10% at North City; Parenting from 0% at Cesar Chavez to 5% at North City; other vocational classes from 3% at North City to 30% at Centre City and Older Adult FTES from 2% at Cesar Chavez to 43% at West City. Figures 10-15 show Spring FTES percentages by campus and program area.

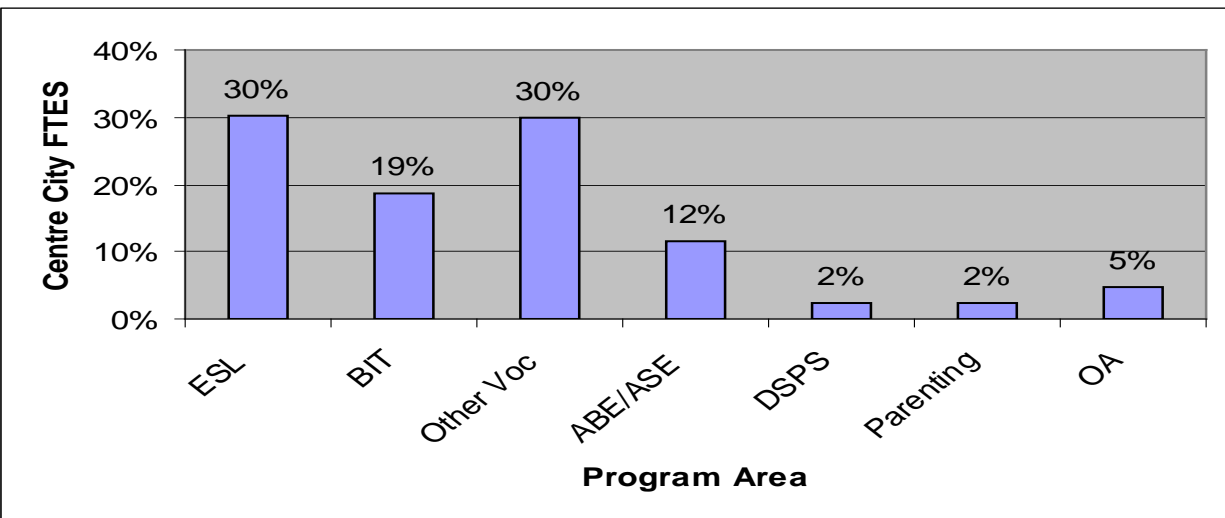
**Figure 9: Percent of FTES by Program Area**



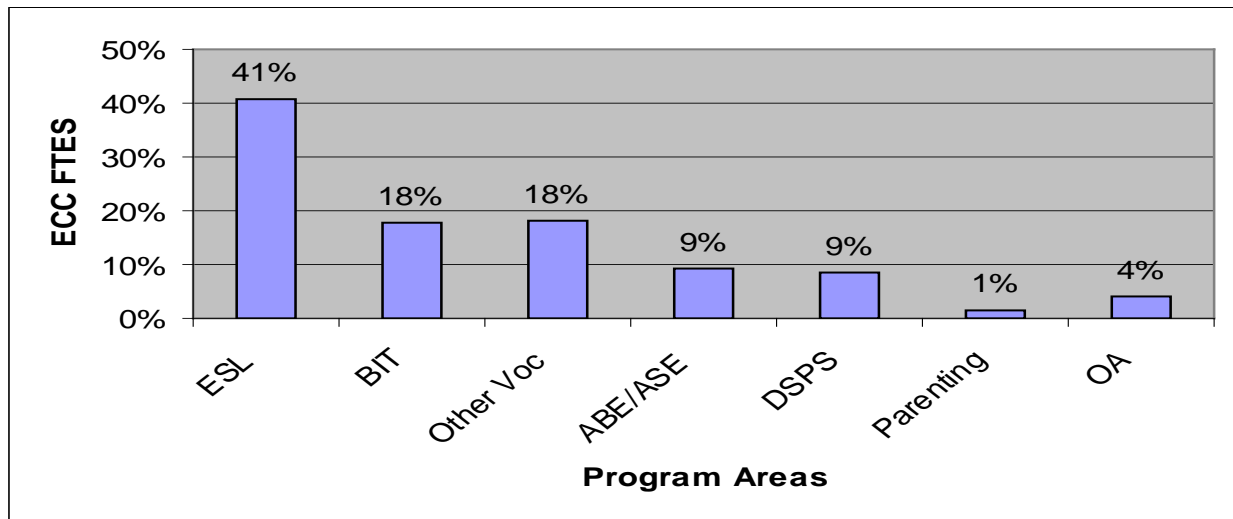
**Figure 10: Percent of FTES by Program Area – Cesar Chavez**



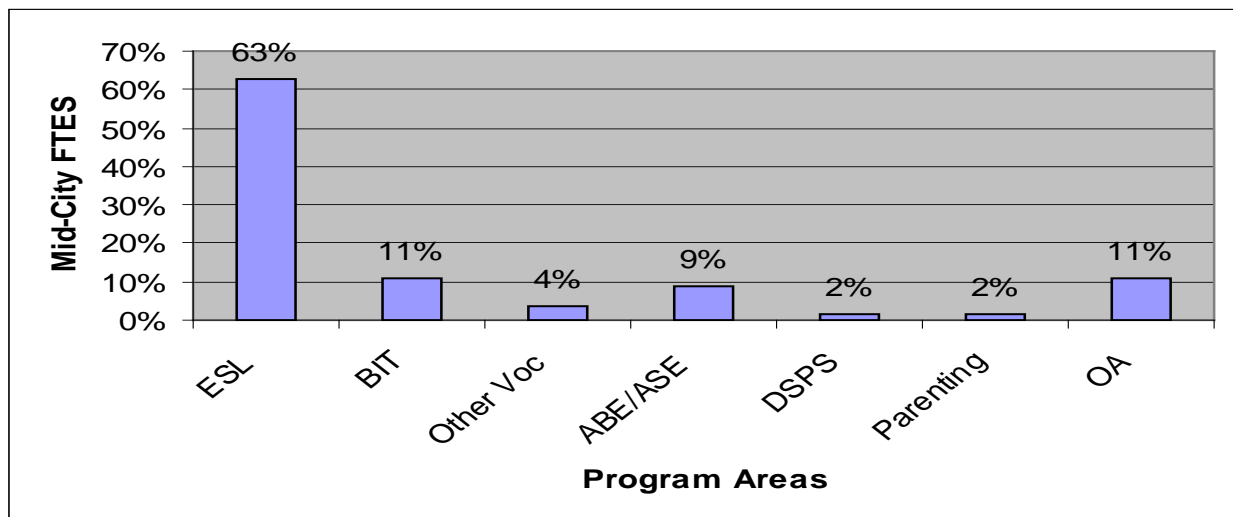
**Figure 11: Percent of FTES by Program Area – Centre City**



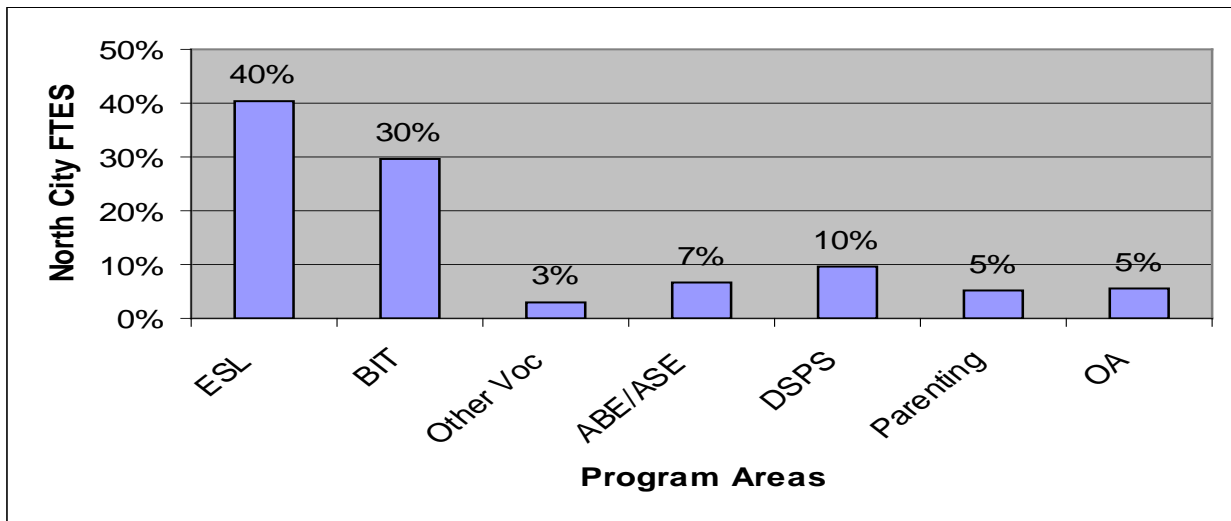
**Figure 12: Percent of FTES by Program Area - ECC**



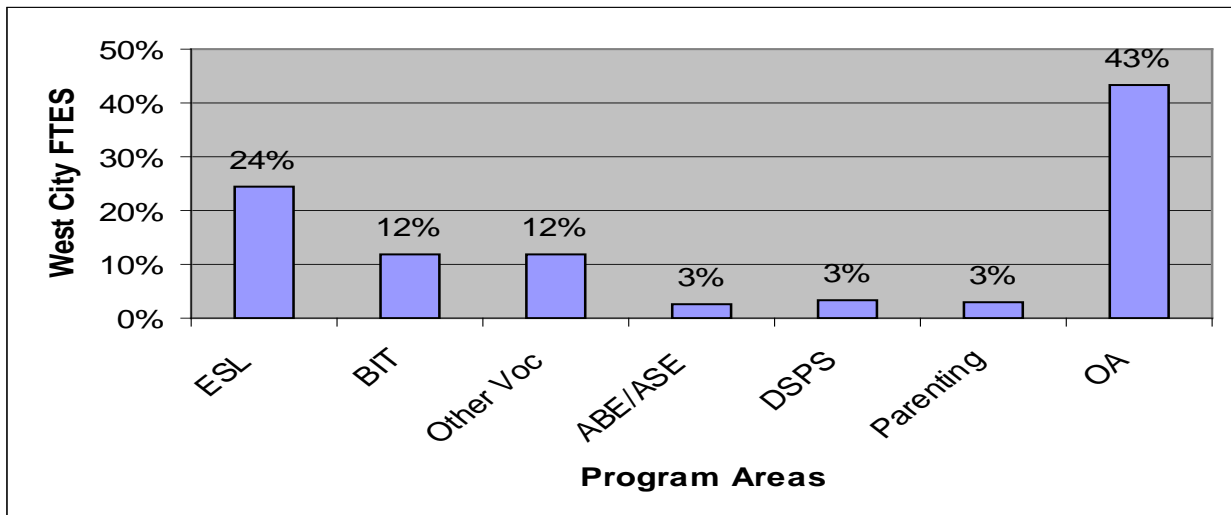
**Figure 13: Percent of FTES by Program Area – Mid-City**



**Figure 14: Percent of FTES by Program Area – North City**



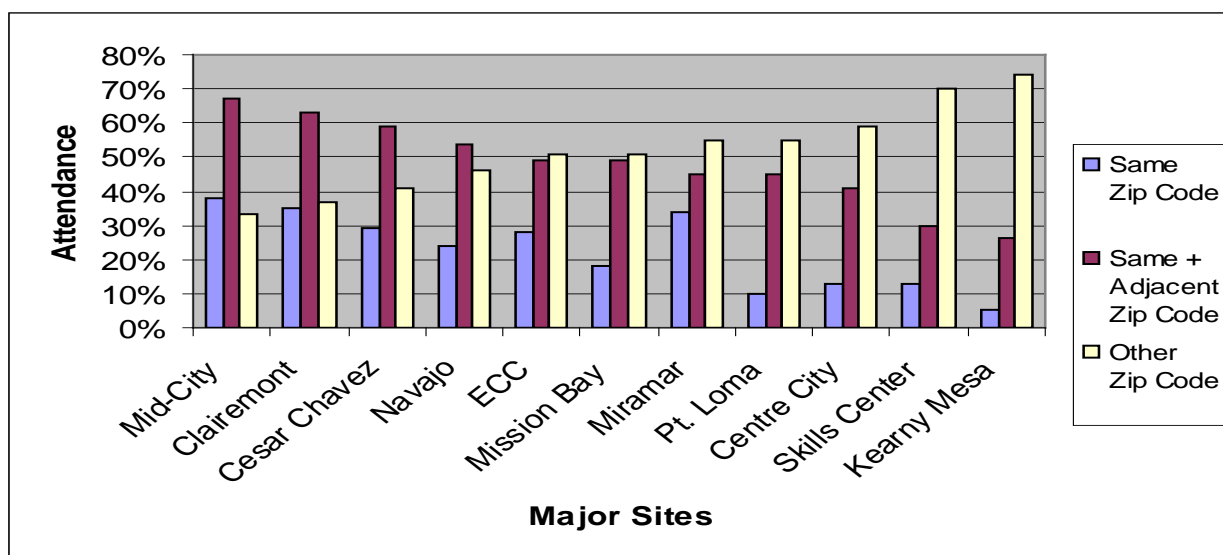
**Figure 15: Percent of FTES by Program Area – West City**



## Student Attendance Patterns

As a general rule, CE's students attend classes at those locations within close physical proximity to where they live. Although there are variations within CE's service area (see Figure 16) an analysis of the attendance patterns for the 10 major physical sites shows that approximately 23% of all students reside in the same zip code as the site they attend. If the adjacent zip codes are considered, the percentage increases to 48%. The two exceptions to this pattern are Kearny Mesa and the Skills Center – 26% and 30% respectively. The geographical dispersion of their enrollees is a function of their unique course offerings – Kearny Mesa is the location for most of CE's "high end" computer and network classes and the Skills Center is the home of most of CE's industrial training programs.

**Figure 16: Percent of Attendance by Zip Code**



## Student Outcomes

Adult learners enroll in Continuing Education for a variety of reasons. Some seek better communication skills, high school diplomas, enhanced employment options, or to make the transition from public assistance to unsubsidized employment. For example, data collected by the ESL Department in 2004-2005 from over 11,000 new and continuing ESL students indicated that students primarily enrolled to improve their communication skills (33%) and to get a job, a better job, or to enter job training (32%). Fifteen percent stated that their primary reason was to enter college or university. Although students may indicate a primary educational goal at enrollment, there are often multiple outcomes. Exit surveys conducted by Continuing Education on an exiting sample of students (N = 9,686 ESL students and 339 ABE students) in 2005 suggests that the vast majority of students report meeting their educational goals. The following



percentages reflect a duplicated count, that is, it indicates the number of responses received for a particular survey response, not the percentage of students reporting the response. Students are asked to select all the outcomes that apply to them on the survey item, thus the percentages will be higher than 100%.

- In terms of meeting personal reasons for enrollment, **40%** of ABE students and **58%** of ESL students surveyed, indicated that they had met a personal goal.
- With respect to meeting family needs for enrollment, ESL learners reported that while attending Continuing Education courses, they become more involved with their children's education (**15%**).
- Many students enroll to improve their capacity to function as a citizen. Approximately **25%** of ABE students and **21%** of ESL students reported that Continuing Education attendance resulted in improved ability to participate actively in society. These improvements include greater civic awareness, including voting, passing the citizenship test, and increasing involvement in community activities.
- Other outcomes include completing the requirements for high school completion, mastering course competencies, earning a certificate, and demonstrating the ability to apply new skills.

The following tables demonstrate that large numbers of Continuing Education students are progressing in their development of English and basic skills (CASAS benchmarks) and in achieving a high school diploma or GED.

**Table 1: CASAS 231 ESL/ABE/ASE BENCHMARKS**

<b>DISCIPLINE</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
ESL	2786	3469	3346	4061	4045	3949
ABE	125	102	129	113	99	74
CITIZENSHIP	8	34	49	276	251	211
EL CIVICS	--	--	--	760	2423	2428
ASE	245	423	316	460	375	415
<b>TOTAL</b>	<b>3164</b>	<b>4028</b>	<b>3840</b>	<b>5670</b>	<b>7193</b>	<b>7077</b>

**Table 2: HIGH SCHOOL GRADUATES**

<b>SITE</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
CENTRE CITY	13	13	8	8	10	3
CHAVEZ	4	4	4	2	3	5
ECC	12	20	23	10	8	22
MID-CITY	5	6	9	7	1	8
NORTH CITY	27	45	53	47	44	86
WEST CITY	6	4	1	2	3	3
<b>TOTAL</b>	<b>67</b>	<b>92</b>	<b>98</b>	<b>76</b>	<b>69</b>	<b>127</b>

**Table 3: GED COMPLETERS**

<b>SITE</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
CENTRE CITY	57	49	51	39	36	36
CHAVEZ	18	28	14	18	25	8
ECC	33	31	19	21	35	39
MID-CITY	58	59	21	32	29	40
NORTH CITY	67	82	72	49	47	40
WEST CITY	89	103	51	60	49	31
<b>TOTAL</b>	<b>320</b>	<b>352</b>	<b>228</b>	<b>219</b>	<b>221</b>	<b>194</b>

**Table 4: VOCATIONAL PROGRAM CERTIFICATES**

<b>PROGRAM AREA</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
APPLIANCE & REFRIGERATOR	29	35	30
AUTO (TECH, REPAIR & UPHOLSTERY)	101	91	75
MACHINE SHOP	20	12	17
PRINTING	8	10	12
ELECTRONICS (ASSEMBLY & TECH)	45	42	38
CULINARY ARTS	23	20	18
FURNITURE UPHOLSTERY	3	5	9
NURSING (CNA & HHA)	53	66	82
CLERICAL (ACCT, ADMIN ASST, FRONT DESK)	71	89	117
METAL TRADES (WELDING & PIPEFITTING)	95	66	61
WEB (SECURITY & DESIGN)	138	79	71
<b>TOTAL</b>	<b>586</b>	<b>515</b>	<b>530</b>

In terms of vocational and employment-related outcomes, exit surveys also indicate positive results.

- Approximately **30%** report that they found a job, improved their employment situation, acquired work experience, got a better job, or retained their current job due to enhanced vocational skills.
- Approximately **30%** report that they met their personal employment goals through contact with Continuing Education.

During the past year the District Office of Research and Planning has conducted two studies of noncredit students who have matriculated to District colleges.

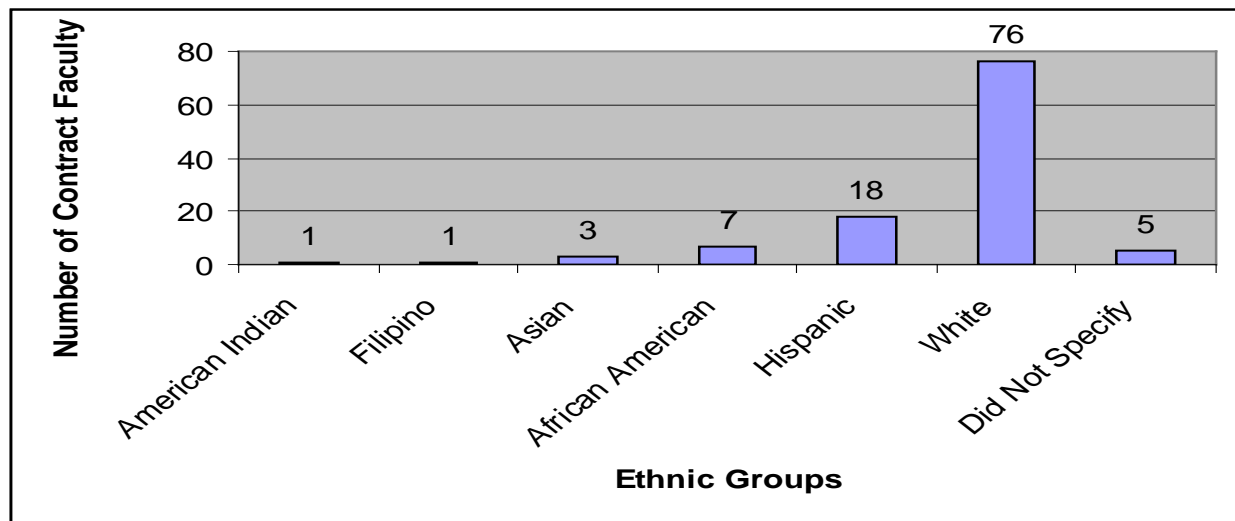
These studies have shown that:

- An average of 5,440 students who were previously enrolled in noncredit classes enroll each semester in a District college.
- They represent over 3,500 units of college FTES annually.
- They are older than the general college population – 35 versus 27.
- They are more likely to be married – 36% versus 19%.
- They are less likely to be white – 36% versus 47%.
- They are less likely to indicate that their educational goal is to transfer to a 4 year institution.
- They tend to enroll in mathematics, English or computer classes.
- They tend to come from noncredit programs in ESL, BIT or high school diploma.

### **Faculty and Staff Characteristics**

The composition of our faculty and staff is a key part of the Continuing Education Master Plan. The continuing diversification of our community and students will require continued efforts to diversify our faculty and staff to reflect our community. Figure 17 presents data on the ethnic composition of the Continuing Education contract faculty as of April 15, 2006.

**Figure 17: Ethnic Composition of Continuing Education Contract Faculty**

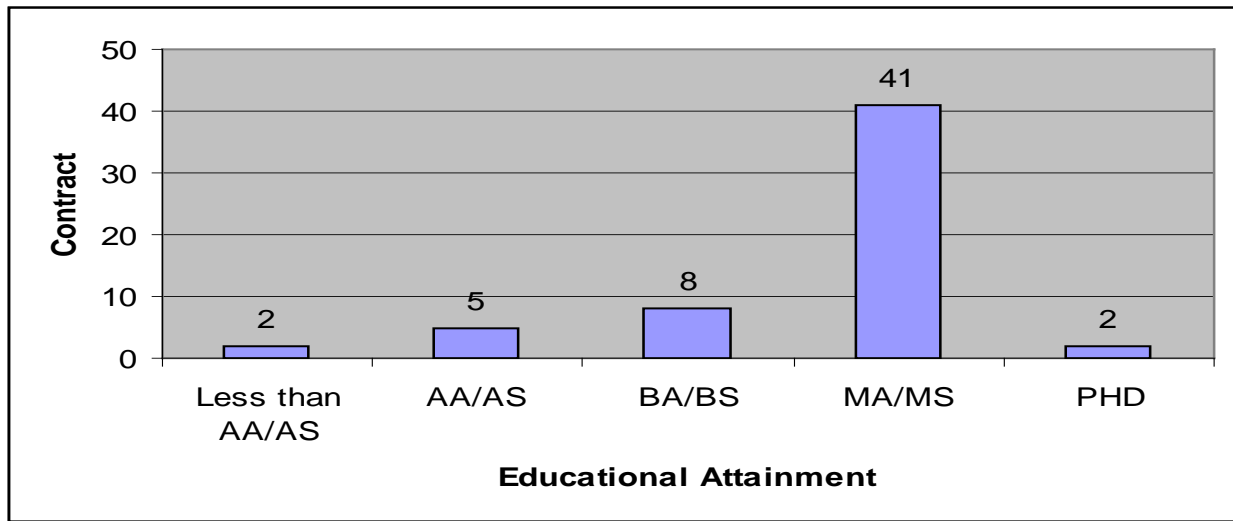


According to data compiled by the SDCCD, there were 111 contract faculty at the Continuing Education Campuses in Spring 2006. Of this group, 41 were male and 87 were female. With respect to racial and ethnic background, approximately 69% are white. The next largest grouping was Latino/Hispanic with 18 contract instructors. This group represents about 16% of the total Continuing Education faculty. African Americans were approximately 6% of the total contract faculty group. Asians comprise about 4% of the contract faculty, with Native Americans making up less than one percent of the contract faculty.

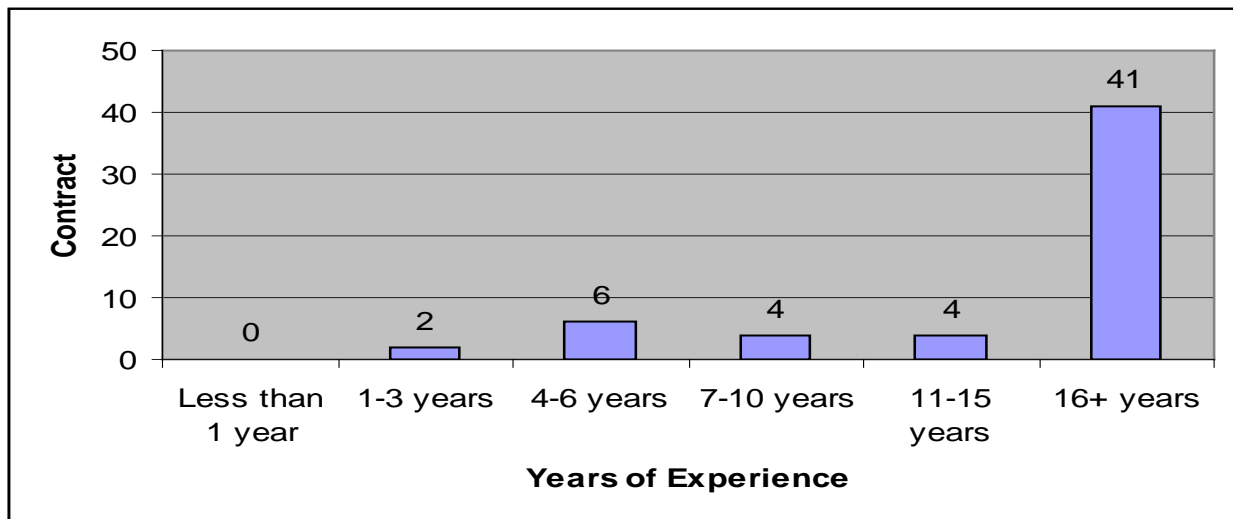
In comparing the diversity of the faculty with the diversity of the Continuing Education students, the ethnic and racial mix of the faculty is less diverse. For example, among students, Hispanics/Latinos comprise the largest group, approximately 36% of the student body. In terms of contract faculty, only 16% identified themselves as Hispanic. Another disparity in representation was in respect to Asians/Filipinos. While Asians and Filipinos comprise 15% of the student enrollments, they represent approximately 4% of the contract faculty. This discrepancy may be attributed Human Resources recruitment practices not being targeted enough and the high competition for candidates opting for employment in K-12 districts. Regardless of the reasons, Continuing Education will continue to strive to have our faculty and staff reflect the student community that we serve.

Continuing Education's contract certificated faculty are highly educated and experienced. During a recent survey 74% of the respondents indicated that they had obtained a Masters Degree or higher (Figure 18) and 72% indicated that they had 16 or more years of experience (Figure 19).

**Figure 18: Educational Attainment of Continuing Education Contract Faculty**



**Figure 19: Years Experience of Continuing Education Contract Faculty**

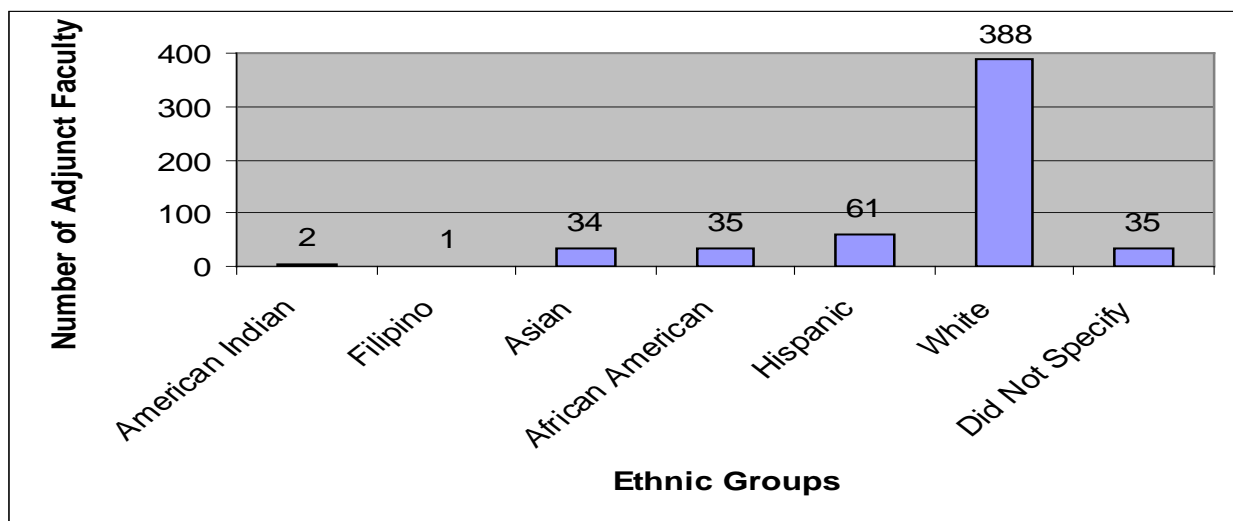


### **Adjunct Faculty**

Data compiled by the SDCCD show that as of Spring 2006, there were 556 adjunct faculty at the Continuing Education Campuses. This is approximately five times the number of contract faculty. One primary goal of the Continuing Education campuses is to increase the proportion of contract faculty. As was noted by the state legislature in the Community College Reform Act (AB 1725: 1987), it is desirable to increase the number of contract faculty because of the positive effects this has on students and

governance within the institution. Contract faculty are generally seen as more connected to the institution, are more available to students, and have a greater stake in the policies and practices of the institution. This is believed to improve the instructional outcomes for students, and the climate for shared governance. The ethnic composition of adjunct faculty is presented in Figure 20.

**Figure 20: Ethnic Composition of Continuing Education Adjunct Faculty**

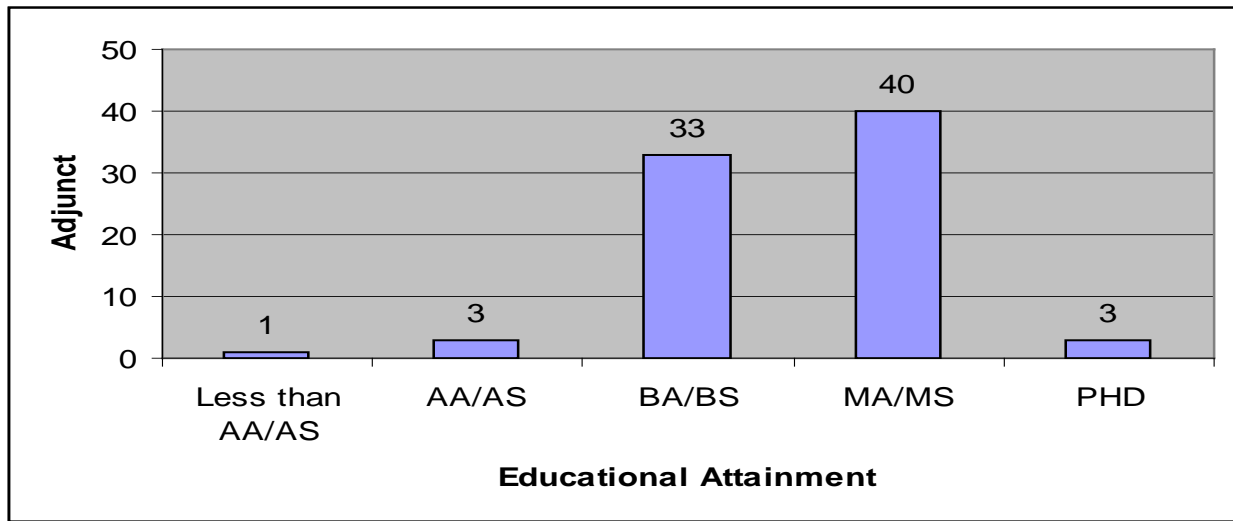


The profile for adjunct faculty is very similar to that of the contract faculty - the percentage of females is 72% and the ethnic breakdown approximates that of the tenured staff. Non Hispanic whites comprise 70% of the adjunct staff while African Americans, Asians, and Hispanics each represent 6% to 11% of the total group. It should be remembered however that as a group, the numbers and hence the profile of adjunct faculty in Continuing Education does not remain static. The number of faculty hired each year is volatile, and subject to funding, local, state, and federal policies, immigration trends, and local economic issues and trends. The chart above should be regarded primarily as a snapshot of this group at a point in time (2006).

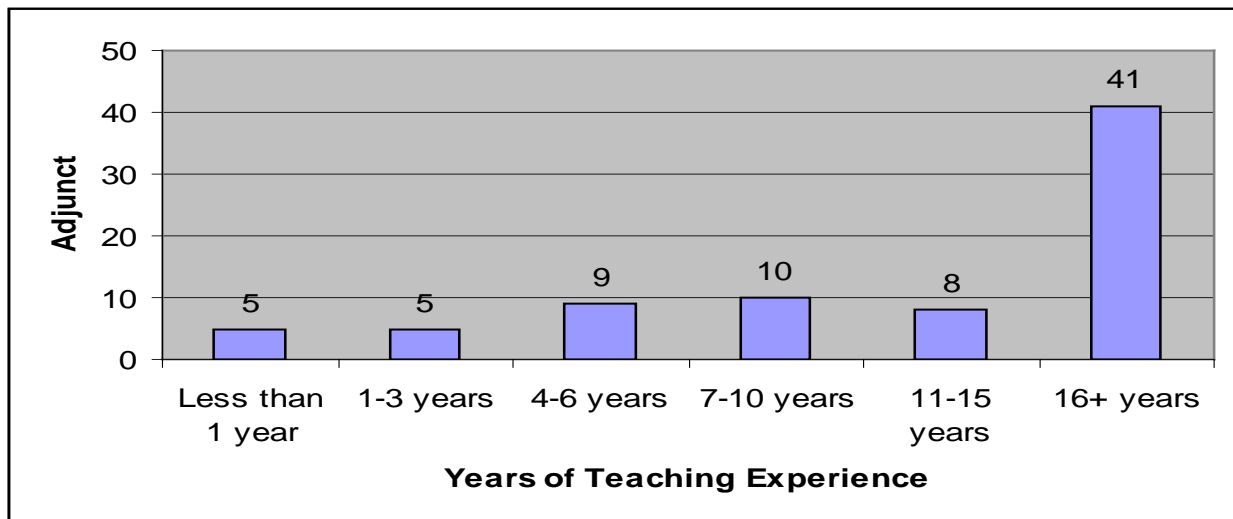
To improve the diversification of our adjunct faculty, Continuing Education, in collaboration with the Human Resources department of the SDCCD has revised the hiring procedures for adjunct faculty. For example, applicants for adjunct faculty positions are centralized and placed into an adjunct faculty hiring “pool”. This has served to make the process more equitable and provide greater choices for the hiring administrator in the screening and interview process for adjunct faculty.

The adjunct faculty in Continuing Education are also highly educated and experienced - 54% indicate that they have obtained a Masters Degree or higher (Figure 21) and 51% have 16 or more years of teaching experience (Figure 22). These percentages are very significant because the adjunct instructor pool is an important source of new contract instructors.

**Figure 21: Educational Attainment of Continuing Education Adjunct Faculty**



**Figure 22: Years of Teaching of Continuing Education Adjunct Faculty**

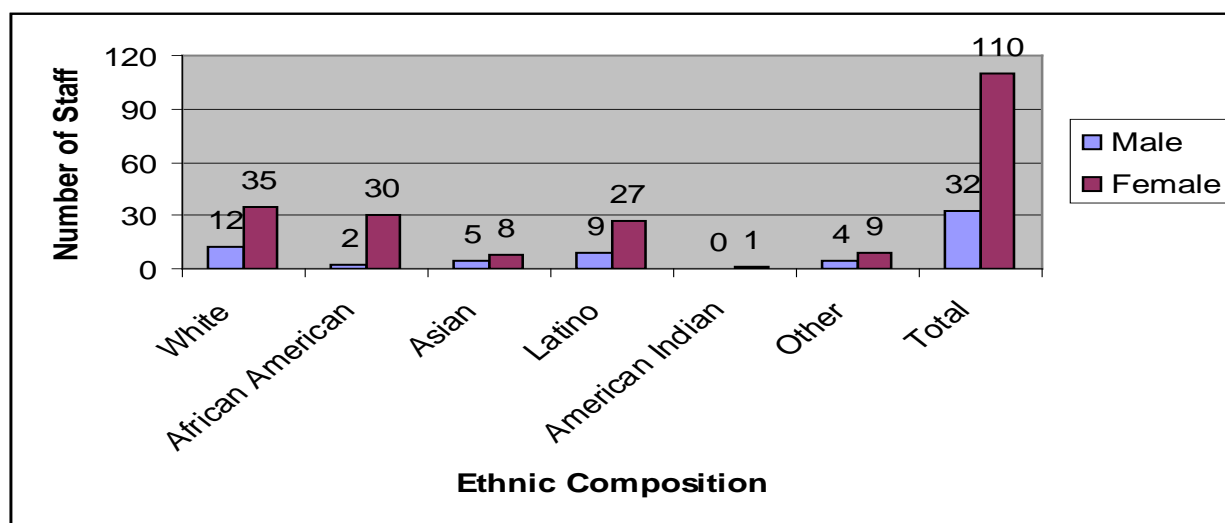


### Staff Characteristics

The gender and racial/ethnic composition of the Continuing Education contract classified staff is presented in Figure 23. The diversity of the staff is evident in the chart. This data show that the representation of various groups is generally reflective of the community of students served – 33% of the staff are white; 25% of the staff are Latino/Hispanic; 23% of the staff are African Americans and 9% of the staff are Asian/Filipino. The classified staff plays a key role in the smooth operation of the

Continuing Education Campuses. They interact with students, answer questions, and provide vital support to the instructional and student services mission of Continuing Education. Many of our staff are bilingual which greatly assists in serving the orientation and information needs of the diverse community of learners we serve. Their contribution to student success is strong, and as suggested by prior surveys conducted by the SDCCD Research Office, students are very satisfied with the services and treatment they received by staff in Continuing Education. This contributes to a positive climate for learning and growth.

**Figure 23: Gender and Ethnic Composition of Contract Classified Staff**

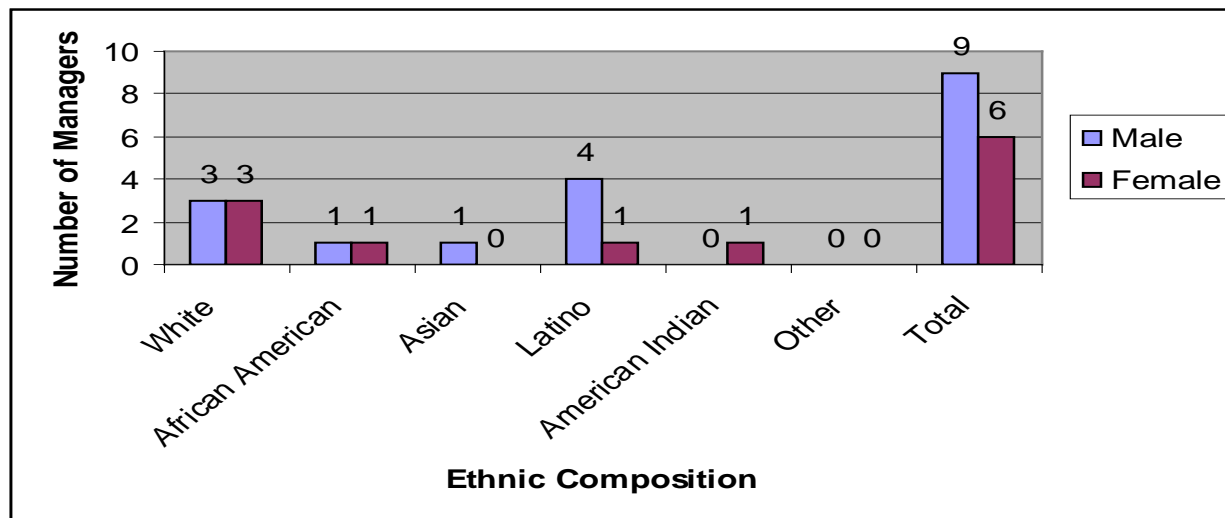


### Administrative Profile

The administrative staff of Continuing Education consists of 15 individuals – a President, two Vice Presidents, six Deans and six Associate Deans. These individuals, working in collaboration with faculty and staff leaders, have responsibility for the administration of one of the largest non-credit programs in the nation. Six of the administrators are white (47%), five are Hispanic (33%), two are African Americans (16%), one (7%) is a Native American and one is Asian. Six of the administrators (40%) are female.



**Figure 24: Gender and Ethnic Composition of Continuing Education Management**



### Summary

The Accreditation Manual for Post-Secondary, Adult Education, Regional Occupational Centers and Programs (ROC/P) and Job Corps provide entities undergoing re-accreditation an opportunity to prepare a student and community profile. The profile is intended to highlight the client base for Continuing Education, the identity and purpose of Continuing Education in the San Diego community, and describes to the extent possible, student needs and resources. The SDCCD/Continuing Education campuses 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 characteristics and needs of our community of learners.

Reviewing community 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 one and one-quarter million residents representing a growth of 8 percent from 2000 to 2006. In terms of growth among ethnic and racial groupings, demographers expect substantial growth to continue in our Asian and Latino learner communities. 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, while accommodating persons with disabilities will continue to be a priority in a community that stresses individual empowerment and giving voice and access to all members of the community.

Since San Diego Continuing Education's last full accreditation in 2000, FTES for Continuing Education have been dropping steadily. In 2002-2003, Continuing Education earned over 12,000 FTES, while in 2004-2005, Continuing Education earned just over 9,000 FTES. The aftermath of September 11<sup>th</sup>, a California state budget crisis, and low unemployment rates all contributed to this decline. Specifically the budget crisis led to a downsizing of Continuing Education's offerings, resulting in the loss of nearly 1,800 FTES. Elimination of Continuing Education as a separate institution within the SDCCD was contemplated as means to reduce costs.

This threat to Continuing Education has disappeared. Faculty and staff rallied to advocate for maintaining the integrity of Continuing Education as its own institution, and in 2004, the new Chancellor, Constance M. Carroll, strongly articulated her support for Continuing Education. As a result, Continuing Education has been able to add back many of the courses that were lost in the earlier part of this decade. In addition, a number of the administrative positions that were cut have now been restored and new faculty positions have been authorized. A Dean of Matriculation position has been created, and the Academic Senate was instructed to develop a five-year plan for new contracts.

Economic research data suggests that between 2000 and 2015, approximately 14,000 new jobs will be created annually. However this same data suggests 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. This data suggests the continued importance of providing high quality, relevant occupationally related communication and computation skills to our fast growing service area population. This would include continued expansion of our VESL, VABE, and CBET programs to improve the employability of our students while increasing their communication, parenting, and civic participation skills.

With respect to our ABE and High School Completion programs, we anticipate a growing need to provide these areas of instruction. 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. The high school diploma serves as an important credential function in our society and its completion helps students to gain access to employment opportunities. Also, data compiled by the District Research Office suggests that enrollment in our regional feeder high schools can be expected to increase. This suggests a growing need to serve students who leave high school before finishing their requirements for a diploma. Additional data also suggest that even among high school diploma graduates, many still need additional instruction in communication and computation skills. Continuing Education can help to meet these emerging and vital needs of our community.

The general literacy levels of San Diego residents also points to a continuing need for adult literacy services. The 2003 National Adult Literacy Survey (NALS) assessed prose, documents and quantitative literacy skills of adults in the United. When these three types of literacy are combined, approximately 20% of the adults in the San Diego area

scored in the Below Basic literacy level. This suggests an important need for the continued and expanded provision of adult literacy training and education in the San Diego region.

The demographics of our students show that we serve a diverse group. Of the nearly 40,000 students served in Spring, 2005, the majority were non-white, and a large proportion came from foreign countries. This is also evidence not only of the demographic and educational diversity of our learners, but also of the commitment of Continuing Education to meet the most pressing needs of our community.

## **CHAPTER II**

### **Expected Schoolwide Learning Results**

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

- Demonstrate a sense of community;
- Cooperate and interact in diverse groups;
- Demonstrate tolerance by respecting the rights and opinions of others;
- Identify, negotiate and resolve conflicts in a positive manner;
- Demonstrate leadership skills, for example, peer tutoring, and/or,
- Demonstrate the ability to complete a group or team project.

**2. SDCE students will be effective communicators and listeners. They will**

- Effectively express concepts, ideas, and needs;
- Demonstrate the ability to follow oral and/or written instructions and to complete steps in a task;
- Demonstrate active listening skills, asking for clarification when needed;
- Demonstrate comprehension through written, verbal, nonverbal, artistic and/or visual communication;
- Demonstrate comprehension of factors affecting communication, e.g. body language, social/cultural setting, and environment and/or,
- Use technology to facilitate communication.

**3. SDCE students will process information independently and cooperatively. They will**

- Establish long and short term personal, educational, and career/technical goals;
- Demonstrate the ability to solve problems and make decisions;
- Analyze and apply new information to real life situations;
- Identify and apply personal learning strengths;
- Demonstrate ability to provide and accept direction and feedback; and/or,
- Apply technology to acquire, analyze, and synthesize information.

**4. SDCE students will pursue life-long learning to adapt to changing conditions and to fulfill their roles as individuals, family members, workers and community members. They will**

- Demonstrate time management and/or resource management skills;
- Demonstrate knowledge of community resources including education, social, health, and recreation;
- Demonstrate responsibility for personal wellness and independence - physical, emotional and/or social;
- Demonstrate mastery of life skills including self-advocacy;
- Gain self confidence and participate in a variety of activities;
- Demonstrate ability to cope with change and stress;
- Identify supports and barriers to persistence; and/or
- Apply technology to find community resources.

**5. SDCE students will demonstrate learning gains or competencies relevant to their needs and course objectives. They will**

- Demonstrate mastery of skills embodied in the course outline;
- Transfer and apply learned skills to accomplish personal, academic, career and/or technical goals;
- Define long and short term goals by developing an organized plan and monitoring it from beginning to goal accomplishment;
- Demonstrate self-motivation and independent learning skills including the monitoring of one's progress; and/or,
- Demonstrate the ability to correctly select and use technology in personal community and/or work life.

These five Expected Student Learning Results were originally written for Continuing Education's last accreditation. Although all five ESLRs were retained, the wording of ESLRs three and four were changed in July, 2006, as a result of input from the Home Groups.

ESLR number three's wording was originally:

Students will identify, assimilate and synthesize information independently and cooperatively to make informed choices, solve problems and accomplish goals.

ESLR number four's wording was originally:

Students will continuously expand their knowledge to adapt to changing conditions to fulfill their roles as individuals, family members, workers and community members.

## **CHAPTER III**

### **PROGRESS REPORT**

As noted in the Community and Student Profile, Continuing Education (CE) has undergone significant organizational changes in the last six years. In the Spring of 2003, in response to various fiscal problems, the previous Chancellor implemented a plan to downsize the noncredit program and consolidate it with San Diego Community College District's (SDCCD's) three colleges. Initial implementation of this plan involved elimination of 41% of administrative positions including the President, Director of Administrative Services, Director of Research, two site Deans, two site Associate Deans, and the loss of 13 contract classified positions; six through transfers and seven through retirements. Fifteen percent of the instructional program was eliminated. Reduction of the instructional program, by approximately 1,800 FTES, led to a loss of approximately 43 FTE of adjunct faculty.

This mandatory reduction was further exacerbated by a golden handshake program that lead to six contract faculty retiring and their positions being frozen, coupled with the State's elimination of AB1725 Staff Development Funds and the Staff Development Coordinator. During the ensuing twelve months, there were further discussions regarding the process and timing for placing CE campuses directly under the administrative control of the SDCCD's three colleges and eliminating the noncredit program as a separate entity.

In July 2004, Dr. Constance M. Carroll became the new Chancellor. One of her first decisions was to reverse the previous Chancellor's decision to eliminate CE as a separate district entity and to restore a number of positions and classes that had been eliminated. During the past two years, a number of positive steps have been taken to restore CE to its pre-2003 state including the following:

- Restoration of President (filled on permanent basis in August, 2006)
- Restoration of Vice President of Administrative Services (filled on permanent basis in November, 2005)
- Restoration of one Dean and one Associate Dean
- Creation of Dean of Student Development/Matriculation (filled on a permanent basis in July, 2006)
- Hiring of 18 new contract faculty
- Restoration of three classified positions
- Restoration of approximately 126 sections of classes

CE designed its Action Plan with the intent that accountability and relevance to student achievement of the Expected School Wide Learning Results (ESLRs) would be key components. It also believed that creation of accreditation committees should also play an integral role in the action plan follow-up process, which would include the following steps:

1. Focus Groups will oversee defined steps and timelines in action items created from recommended needs.
2. Focus Groups will meet, as necessary, no less than twice a year, to examine progress of action items and assess benchmarks of success based on methods stated in action items.
3. Focus Groups will produce status reports regarding their action items.
4. Focus Groups will present reports, including any recommended changes or remediation steps, to the Leadership Team.
5. Leadership Team will meet, as necessary, at least once a year, to examine Focus Group reports.
6. Leadership Team will assess effects of the Action Plan on student achievement of the ESLRs.
7. Leadership Team will present an Annual Report on its findings/recommendations to President of CE.
8. President of CE will provide an oral summary of the report at Convocation Day and will distribute an electronic copy to all stakeholders.
9. The Leadership Team with input from Focus Groups and relevant Home Groups will review ESLRs and Mission Statement for appropriateness, as necessary, at least every two years.

Major organizational changes occurring over the last three years have disrupted this rather detailed follow-up plan. Although most of the Action Plan Items have been accomplished, the loss of 50% of Shared Governance Council; 53% of the Accreditation Leadership Team; and 25% of the Focus Group personnel, including three of the four Focus Group Chairs from the last accreditation, has greatly hindered a systematic reporting of accomplishments.

Prior to the downsizing of CE, members of the Leadership Team met frequently and reviewed the status of Action Plan items. CE's three-year interim report was the product of a collaborative effort of four Focus Groups. Our Leadership Team was well received by the Chair of our visiting team.

On a separate note, CE was one of the first adult or continuing education programs accredited under the new Focus-on-Learning Standards. In hindsight, perhaps CE was a bit optimistic with a 22-item Action Plan. As a result, our Action Plan was exceptionally thorough in covering critical areas identified in our self-study and by the visiting team. In our three-year interim report, we cross-referenced all

recommendations with Action Plan Items and will do so in the next section of this chapter when each Action Plan section is discussed.

### **Action Item #1 (Key Issues 1, 2, & 3 Organization for Student Learning)**

**All constituencies will be more knowledgeable about Continuing Education programs, practices, and policies.**

In 2002, CE conducted a communications survey with 483 individuals' responses including the following:

- 91% indicated they knew their campus programs well or very well
- 83% indicated they knew their campus policies and procedures well or very well
- 77% indicated they knew well or very well the practices at their campus to get things done

The survey was not re-administered in 2004 due to the loss of the research position and other internal changes. In the latest faculty and staff survey, September, 2006, the results include the following:

- 99% of the certificated staff indicate that they are familiar with CE's ESLRs
- 93% of the certificated and classified staff indicate they are familiar with CE's mission statement
- 77% indicate that they are aware of their role in various governing, planning, budgeting, and policy-making bodies in CE

Despite these relatively high percentages, SDCCD and CE have continued to take additional steps to improve faculty and staff knowledge about programs, policies and practices including the following:

- District Human Resources and Administrative Services has placed all District Policies and Procedures on the District website including all collective bargaining agreements, classification and compensation information, and a Who's Who
- District is sending all Board minutes out on the entire Distribution List (DL)
- CE has added additional public folders for committee minutes, accreditation reports, departmental communications, etc., and is attempting to increase the use of e-mail for the exchange of information

### **Action #2 (Key Issue # 5 & 6 Organization for Student Learning)**

**Improve and expand the measure of student progress and the reporting of successes to students, staff, and external constituencies.**

In 1996, the Goldmine Tracking System was developed for student data collection and evaluation, but proved inefficient for all district applications. A Student Manager System, which collects the same data, but evaluates and disseminates in more efficient



ways, was developed prior to the last accreditation to replace Goldmine. The number of vocational students who are a part of the Student Manager System has increased by over 5% per year since 2001 by including selected student information from Parent Education and Family and Consumer Sciences. Vocational English as a Second Language (VESL) and Vocational Adult Basic Education (VABE) programs are now also capable of using the Student Manager System. All necessary data from all disciplines is included on the district-database website.

Thirty and ninety day job placement follow-ups were not implemented due to the dissolution of the Placement Office attributable to retirements. A recent increase in Matriculation funds has enabled CE to reinstate, redesign, and expand the past Placement Office into a Career Development and Placement Services Department. An interim director has been appointed, an industry/community advisory board has been established, and the first meeting has taken place. Additionally, this office has been tasked with operating and maintaining the Student Manager System and tracking student placements and transfers to higher education.

SDCCD, CE, State/discipline websites, and individual discipline methods/practices have also served to publicize noncredit student outcomes and success stories. Noncredit outcomes are publicized in a variety of informal ways including the following:

- High School Commencement Programs
- ESL Newsletter including the publication of CASAS tests scores (most recent scores show a 16% increase over the last several years while the number of total tests taken declined 4%)
- Site bulletin boards sharing student success stories
- Articles published in District and local publications
- Department, CE, District and State websites
- Public presentations to the Board of Trustees
- Addition of CE Counselor joining an existing team of counselors from City, Mesa, and Miramar Colleges

### **Action Item #3 (Key Issue #1 Organization for Student Learning)**

#### **Continuing Education should increase faculty and staff participation in the Shared Governance process.**

Since the last accreditation, CE has taken a number of steps to increase participation of all personnel in the shared governance process and improve internal communications. Since 2001, CE has added six new members to the Shared Governance Council: two representatives from the Academic Senate, one Chair of Chairs, one Counseling Chair, one Public Information Officer, and one classified supervisory representative. Currently 50% of the Council's membership represents certificated or classified staff.

Each of CE's six campuses has a monthly Site Council meeting which includes classified, certificated, and management staff. Its role is to discuss campus-wide and Shared Governance issues. Additionally, Academic Senate, Classified Senate Department/Discipline groups, Matriculation Advisory Committee, and VTEA Advisory Committees meet regularly to discuss issues within their own domains.

Through publicly posted and DL-disseminated Shared Governance minutes, an ESL newsletter, and a newly instated weekly message from the CE President, internal communications have increased.

Continuing Education continues to offer all employees an opportunity to receive a District e-mail account. Within the next two years, the use of the Internet will be reinforced through on-line registration, attendance accounting, and timecard completion.

#### **Action Item # 4**

##### **Continuing Education will reduce faculty and staffs' concerns regarding workplace safety.**

Since the last accreditation, a number of steps have been taken to improve safety. Much-needed exterior lighting was installed at ECC. Emergency telephones were installed in all classrooms at Mid-City and classroom alarm system updates were completed at ECC. Police and Safety Officer positions were filled throughout the District, allowing for assignment of officers to Mid-City and Cesar Chavez during evening hours. Automated External Defibrillators (AEDs) were purchased for all six campuses. Key staff members were trained in their use.

Additionally, land adjacent to Cesar Chavez has been purchased and cleared in preparation for a new building and parking structure. Until construction begins, this space is providing additional off-street parking in closer proximity to classrooms. Lastly, in 2003, there were 74 reported crimes on CE's campuses. In 2004, there were 77 reported crimes on CE's campuses. In 2005, crimes significantly decreased by 36% with only 49 crimes reported.

#### **Action Item # 5 (Key Issue #2 Curriculum and Instruction)**

##### **Continuing Education will develop and utilize a formal instructional program review process for both vocational and non-vocational instructional areas in future strategic planning.**

Since its last accreditation, CE's Academic Senate has developed a process and a Program Review document. All program review committees are composed of a Manager, Counselor, Academic Senate Representative, Subject Matter Instructional Leader, Subject Matter Teaching Faculty, and a Student Services employee. Their first task is to establish a schedule and assignments to provide documentation that will

address various issues and questions that are part of the adopted program review document.

After the information/data has been collected, the review document is developed. A committee representative then makes a formal presentation to the Academic Senate. Once questions, comments, and/or concerns are addressed, revisions are made as necessary. The review document is then formally presented to the CE Shared Governance Council. When accepted, it is then available for strategic-planning use.

To date, this process has been used to review the Auto Technology and Certified Nursing Assistant Programs. Both program reviews were accepted. Currently, the Culinary Arts and Cisco training programs are under review. Graphics and Electronic Assembly are being considered for a review in Spring, 2007.

Because of ongoing issues of institutional priorities (including Title IV Review; Accreditation; Master Plan; Strategic Planning; Cornerstones; and Program Development) coupled with a smaller percentage of contract faculty compared to credit programs, the number of programs annually reviewed has been less than originally planned.

#### **Action Item #6 (Key Issue #3 Curriculum and Instruction)**

##### **Continuing Education will increase the number of contract faculty in Instructional Leader positions.**

In 1999, the San Diego Adult Educators (SDAE) and the SDCCD agreed upon the creation of twelve new Professor positions that would assume the role of Instructional Leader in their respective disciplines. New job descriptions distinguishing Associate Professors from Professors were developed and approved. In 2000-2001, these 12 positions were filled, and the individuals assumed their new responsibilities. For the first time general funds were allocated to provide 10% release time to support the non-classroom duties of the 25 Instructional Leaders. In 2001-2002, the membership of the Shared Governance Council was expanded to include an additional faculty member, the Chair of Chairs.

#### **Action Item #7**

##### **Continuing Education will increase its purchases of instructional technology and provide better support of its classroom usage through the hiring of more support staff and the provision of additional relevant staff training.**

Severe budget reductions in fiscal years 2002-2003 and 2003-2004 resulted in a drastic reduction in equipment purchases. The stabilization of funding in recent years has allowed CE to replace outdated equipment and upgrade existing equipment when necessary. The CE Technology Committee, consisting of representatives from faculty, counseling, management, and Information Technology (IT) support staff meets

throughout the school year to discuss technology priorities. Also, the Continuing Education VTEA committee meets periodically to review available funds and address technology needs.

Additionally, CE will receive a significant infusion of one-time funding, during fiscal year 2006-2007, from a Block Grant of almost \$400,000, and a Career Technical Equipment Grant of over \$300,000, to further address equipment needs. New facilities planned for ECC, West City, Centre City/Cesar Chavez, and North City will include the purchase of new equipment for most of the programs over the next four years.

### **Action Item #8**

#### **Continuing Education will increase the opportunities for professional development and research for faculty and staff.**

Historically, the major approach to professional development has been to send individuals to select conferences. The San Diego Adult Educators (SDAE) has made \$90,000 available to contract and adjunct faculty for professional growth activities over the last two years. These funds were in addition to regularly available categorical funds.

Over the past three years, the Counseling Department has had two staff development retreats annually. Counselors have also taken leadership roles in providing staff development in the areas of dealing with disruptive students, suicide intervention, multi-cultural training, and verbal, non-violent crisis intervention. In all of these professional development activities, specific efforts have been made to have staff from all campuses participate in the training.

In September 2003, CE entered into an Agreement with Alliant University to offer at least one class per semester of a Teacher of Speakers of Other Languages (TESOL) Master's Degree program at our Mid-City Campus. Nine teachers enrolled in the program. No classes are currently being offered due to lack of demand, but the option to open an Alliant class at Mid-City Campus still exists. Several of our ESL teachers have received Master's degrees through this program and a few are still enrolled.

Another professional development thrust has been in the area of learner persistence. Over 2005-2006, study-circles and seminars were provided focusing on learner-persistence issues. For 2006-2007, CE has received a small grant from CALPro to develop learning communities at each campus with the focus of these communities being learner persistence and were well represented at the CALPRO Meeting of the Minds symposium in December, 2006.

## **Action Item #9**

### **Continuing Education will expand the opportunities for the use of new instructional methodologies.**

Since 2001, Continuing Education has made three distinct efforts to provide students with alternate instructional methodologies including the following:

#### Synchronous Teleconferencing

For the last five years, CE has been using this methodology to deliver High School and GED classes to three campuses including ECC, North City, and Mid-City. During the Spring, 2006, the Disability Support Programs and Services (DSPS) program installed new equipment and the bandwidth between campuses was expanded. This methodology is being used to provide instruction in this area as well.

#### On-Line Instruction

In May 2001, SDCCD and SDAE modified their bargaining agreement to allow for instruction via the Internet. During the next two years, CE offered a total of 19 on-line computer science classes. During 2002, the ESL department offered its first on-line citizenship class. Despite a large demand by students, antiquated Title V regulations and District budget cuts has made the continued operation of these economically unfeasible. There have been renewed discussions during Fall, 2006, to reinstate the classes in the Spring, 2007.

#### WebCT

This methodology is being utilized in some classes and workshops to supplement classroom instruction. Additional training for faculty took place in November 2006.

## **Action Item #10**

### **Continuing Education will review the Academic Calendar and the scheduling of classes in order to improve the delivery of the instructional program.**

During the past six years, CE has re-examined its Academic Calendar every year and has made minor changes. Every Fall, before the annual meeting of the District's Calendar Committee, the Shared Governance Council has had a discussion regarding the Academic Calendar and has entertained suggestions for future changes. Suggestions adopted in the past include shortening the summer session by one week and starting the Fall semester three days later. Suggestions that have not been adopted include extending winter recess for an additional week or two, extending the Spring semester by two weeks, and starting the Fall semester eight days later and extending the Spring semester by eight days.

However, major changes to the Academic Calendar are somewhat limited due to San Diego Unified School District's calendar. Approximately 60% of CE's students are female and are dependent on the K-12 schools for childcare in order to attend classes.

## **Action Item # 11**

### **Continuing Education will increase the number of contract instructional assistants in its classrooms.**

Due to substantial cuts in categorical funding in 2003-2004, no new funding sources were available for additional contract instructional-support positions. While no additional contract instructional support positions have been added since 2001, the number of contract positions has not been reduced even though the overall size of the program has fallen by approximately 25%. In addition, hourly instructional-support is provided using available categorical funding.

A small number of contract instructional support positions are currently vacant due to difficulties recruiting qualified candidates. Changing classroom schedules and the need to adjust the standard work schedule to meet classroom demands also pose a problem. CE administration will begin filling Instructional Assistant positions in the Spring of 2007.

## **Action Item #12 (Key Issues 3 & 4 Organization for Student Learning, Key Issues 1 and 6 Curriculum and Instruction)**

### **Continuing Education wills develop/revise assessment instruments to more formally measure students' attainment of ESLRs.**

Due to the breadth of the instructional offerings, the broad range of cognitive outcomes, (lamaze to welding to GED Prep), and the need to develop ESLRs that encompass all students, CE had no choice but to write ESLRs that did not lend themselves to measurement by a standardized test. 19 of the 33 behavioral objectives incorporated in the five ESLRs use the word "demonstrate." In addition, certain disciplines are required to utilize standardized instruments (e.g. CASAS) that aren't necessarily aligned to our ESLRs in order to obtain supplemental funding.

As a result, instructional departments have continued to assess the attainment of ESLRs in a manner most appropriate for their subject matter and instructional outcomes. To ensure the ESLRs are measured, they have been incorporated into all course outlines and posted in each classroom.

## **Action Item #13 (Key Issue #4 Curriculum and Instruction)**

### **Continuing Education will develop a formal process for collecting and analyzing leaver/completer data on students enrolled in matriculated subjects.**

During the last six years, CE has implemented the following strategies:

- The Student Manager, the student-tracking database used in vocational programs, collects enrollment and completion information. The system is

capable of generating lists of students who drop out of programs. It can also separate students by stated goal including getting a job, retaining a job, or pursuing higher education. Data can be utilized to examine the correlation between assessment test scores and success/completion rates.

- In 2005, we re-visited the concept of a Career Development and Placement Center. This Center has been newly assigned to use the Student Manager and the District's Job Connect system to better-track employment outcomes.
- Counselors' follow-up with students who drop out of HS/GED and vocational classes by phone and/or e-mail. Up-to-date records are kept and continual communication with classroom instructors has become standard practice.
- Some campuses have followed up with graduates by hosting alumni events, graduation recognitions, and Photos-for-Success bulletin boards as a means of encouraging success and retention for students.
- In ESL, on a quarterly basis, surveys are sent to CASAS test examinees that left the program after indicating their goal was to get a job, retain a job, and/or continue their education. Students provide information regarding programs they are enrolled in, whether they received a diploma or certificate, and if they are employed. CASAS tallies responses and a report is generated out of TopsPro every year. Other projects promoting retention include production of an ESL Orientation Video, ESL Student Guide, and ESL Handbook.
- The District's Office of Institutional Research and Planning produced a report on "Student Movement from Credit to Non-Credit" in October 2005. This report shows how many non-credit students articulate to Mesa, City, and/or Miramar College, which classes they come from, and which credit classes they attend. It also shows success rates compared with prior noncredit students.

Challenges to follow up on leaver/completer data:

- CE has not had a dedicated research staff person since July, 2003
- Noncredit programs no longer have access to Unemployment Insurance (UI) wage data to track job placements
- Noncredit students are highly mobile; response rates on CASAS follow-up surveys register at 10-12%

#### **Action Item #14 (Key Issue #6 Curriculum and Instruction)**

**Continuing Education will seek additional sources of revenue to support additional classroom assessment activities.**

Since CE's last accreditation, many of its financial resources have declined rather than increased. In one of the two categorical funds that have increased, noncredit matriculation, the funds are inappropriate for classroom use.

	2000-2001	2006-2007	
Apportionment	\$24,635,923	\$23,760,584	**
Partnership for Excellence			*
VTEA	\$ 1,283,547	\$ 826,627	**
Noncredit Matriculation	\$ 1,789,737	\$ 2,559,434	**
Federal 231	\$ 623,025	\$ 1,223,550	**

\*Rolled into General Fund (apportionment)

\*\*Not adjusted for inflation

One funding source that has increased in the past six years is Federal 231 dollars. As a result of receiving increased funds, CE has implemented one-to-one performance-based speaking and writing assessments in ESL and Citizenship classes. In the past two years, over 6,000 individual assessments have been administered with an 87.2% pass rate in 2005-2006. At the present time, CE is spending over \$33,000 per year on this assessment project. This year the ABE/ASE Department has initiated CASAS testing and it is anticipated that additional 231 benchmarks, and additional 231 funding, will be obtained.

The ESL program has also expanded its assessment during placement at all campuses to include the CASAS ESL appraisal-reading test in order to improve the initial placement of new students.

#### **Action Item #15 (Key Issues 2 & 3 Support for Student Personal and Academic Growth)**

**All campuses and Student Services Departments will deliver a consistent base of essential matriculation services in assessment, orientation, counseling, coordination and follow-up.**

Progress towards achieving consistency has occurred in the following ways:

- The Interim Dean of Matriculation and Student Services, with broad input, developed a student-services template used as a student-services guide for each campus.



- In line with the CE Matriculation plan, students in all matriculated areas receive assessment, orientation, and counseling at all campuses.
- For the last three years, the counselors have formalized their department with regularly held, well-attended monthly meetings. Counselors share best practices, orientation materials, and create work groups around specific issues, such as suicide prevention. A packet was developed by counselors on this topic and distributed to all faculty.
- The CE Matriculation Advisory Committee (MAC) has regular meetings to review the on-going plan and activities to promote consistency and shared practices at all six campuses.
- The Dean of Matriculation and Student Development position was established and filled in July 2006.
- Steps have been taken to implement use of a student database at all campuses to track student activities and to follow-up and communicate with students in a more consistent manner.
- In 2006, a pilot to use CASAS for HS/GED/ABE students for pre- and post-testing was initiated. California High School Exit Exam (CAHSEE) preparation and testing has been made available to students at all campuses.

#### Challenges:

- In the area of assessment, research is needed to employ assessment testing in line with State-approved tests for matriculation, and to satisfy requirements for benchmarks under other specific funding sources. This requires specific research and CE has not had a dedicated researcher for three years.

#### **Action Item #16 (Key Issue #1 Curriculum and Instruction)**

**Students, faculty and staff will have reports on the rates of completion, average reading/math levels, placement rates, rates of progression to advanced courses, college transfers and other student outcome measures useful for educational planning and instruction.**

The verification of student progress is documented a variety of ways. To a large extent, it is dependent upon the discipline the student is studying. Verification of progress in ESL and some ABE courses is documented through the CASAS testing process, which measures student abilities at four points during the year and is reported to the state and federal government on an annual basis. Federal (231) funding is determined by the number of CASAS Benchmarks attained, meaning the measurable student progress is financially recognized for the institution. Students in ABE/GED/High School (ASE)

Programs have their progress documented a number of ways including students being given entry Test of Adult Basic Education (TABE) exams, pre/post Practice GED exams, actual GED exams, CAHSEE with students having the option to take practice CAHSEE pre-tests, completion of high school credits with associated exams and portfolio requirements, and obtaining a High School Diploma. In addition, this year, all ABE and ASE courses will begin a one-year pilot of CASAS testing, similar to that conducted by ESL. Students will take both pre/post CASAS exams. It should also be noted that students completing the GED and/or High School Diploma programs are recognized at Continuing Education's annual commencement ceremony.

Students in Vocational/Career training programs receive certificates upon successful completion of the program. Short-term vocational students are tracked through the Student Manager database system. Data from this system is used to document various types of information; including grades; drops; program completions; hours of attendance; student stated goals and employment/placement information. Reports are developed to answer/address accountability criteria requested by various grants, state requirements, and program or department needs including VTEA; MIS; Program Review activities; etc. Students who have completed their programs are invited to participate in the annual CE commencement ceremony held in June.

Another more global effort to enhance student success has been the beginning of a formal Program Review process implemented in Fall, 2003. The Certified Nursing Assistant and Automotive Technician programs have completed the review process and the Cisco and Culinary Arts programs are currently being reviewed. A critical and significant aspect of the review process is information on student enrollment and completion.

Through the monitoring of CE's articulation agreements with the three colleges in the SDCCD, we are able to document the success of students taking courses in CE who then transfer to SDCCD College programs. These articulation agreements facilitate the transition of students from noncredit programs to credit programs by providing college credits for approved courses taken in CE. Articulation agreements include Electronic Technician, Multimedia, Computer/Business Technology, Automotive Technology, and Machine Technology.

Sharing of waiting lists from campus-to-campus has not been totally incorporated into the Student Manager System. Information regarding waiting lists is informally shared among counselors, teachers, and administrators to provide opportunities for students willing to travel to another location.

Disciplinary records are kept following formal SDCCD procedures and are not a part of the Student Manager database. Students who have disciplinary action taken against them have this action recorded on the SDCCD's Integrated Student Information System (ISIS) mainframe database.

### **Action Item #17 (Key Issue 1 Support for Student and Academic Growth)**

**All constituencies will be more knowledgeable and aware of Continuing Education matriculation programs, services and benefits.**

During the past six years, progress has occurred in the following ways:

- The Matriculation Advisory Committee (MAC) holds regular meetings and maintains meeting minutes. Instructional leaders, counselors, administrators, and staff participate in these meetings. Materials are developed to promote programs and services to all students and to keep faculty informed.
- New faculty orientation took place in 2006 to inform faculty of services for students. Plans are to repeat and expand this event on an annual basis.
- A company was contracted to do an analysis of CE's website. The Discovery phase has been completed and the implementation of a more effective website is about to begin with the goal of completion in Spring, 2007. The goal is to create a website that will be a real communication tool for students, faculty and the wider San Diego community.
- Support is in place to hire a full-time Webmaster. The current person is part-time. The plan is to hire the full-time person in 2007 to maintain the newly designed website.
- The Counseling Department Chair is part of the Instructional Leaders' Group meetings, enhancing instructional and counseling faculty communication.
- Counselors have representation in the Academic Senate.
- The Counseling Chair is part of the ongoing Shared Governance Council.

Challenges:

- The loss of the Director, Research & Planning, left CE without resources to update and administer additional student surveys.

### **Action Item #18 (Key Issue 1 Resource Management and Development)**

**Continuing Education will receive an increased apportionment rate for non-credit classes that is greater than its present rate plus COLA.**

After a number of State Legislative efforts to raise the apportionment rate for noncredit programs, several of which were vetoed by the governor, the community colleges were finally successful in October, 2006. Governor Schwarzenegger signed SB 361, which not only provided a second round of equalization funding for credit classes, but also

provided a two-tiered funding formula for noncredit classes. Although details of the implementing language have not been finalized, legislation will allow certain programs in the areas of ESL, ABE/ASE, and short-term vocational training to receive an apportionment rate equal to the credit rate minus the cost of tuition.

#### **Action Item #19**

**Continuing Education will continue to receive that percentage of the District's VTEA revenue that is equal to the percentage that Continuing Education earns through its non-credit vocational program.**

For the past six years, the District has continued its practice of allocating VTEA resources to the colleges and CE based on their percentage of disadvantaged vocational students served and have actually reduced the percentage of the District funds withheld for administrative and District-wide activities from 18% to 13%.

The District's allocation has declined by 24% during the past six years, and CE's percentage of disadvantaged vocational students has declined by 12%. As a result, the total dollars available from VTEA for Continuing Education has declined from \$1,281,547 (2000-2001) to \$826,627 (2006-2007).

#### **Action Item # 20 (Key Issue #3 Resource Management and Development)**

**San Diego Community College District will develop a budget development timeline that allows Continuing Education sufficient time to develop a thoughtful tentative budget with the full input from faculty and staff via its "shared governance" processes.**

CE's Vice President/Administrative Services and the Vice President/Academic Senate are members of the District-wide Budget Development Committee. Regular meetings are held to review available state-issued budget information and to discuss District priorities. While the District cannot control the budget decision process at the State level, regular meetings of the District Budget Development committee ensure that information will be disseminated quickly and actions taken promptly.

#### **Action Item # 21 (Key Issue #4 Resource Management and Development)**

**Continuing Education will develop a more organized and efficient method of including faculty and staff in the development of site general fund tentative budgets.**

Over the past three years, there has been a concerted effort to make the CE budget development process more open and participatory. All budget allocations are reviewed and approved by CE's Shared Governance Council. Budget allocations within CE are based on an allocation formula, using prior-year FTES production as the basis for distributing general-fund-unrestricted-discretionary funds, as well as certain restricted

funds. General-fund allocations are based on a formula that provides for the same classroom productivity and workload among classified support staff. Campus Deans work with Site Councils, including representatives from campus faculty, counselors, and classified staff, to determine campus priorities and develop campus budgets. In addition, CE administration will review the budget process, during the fiscal year 2007-2008 development cycle, to increase awareness and participation in the budget process throughout CE.

## **Action Item #22**

**Continuing Education will inform Chancellor's Cabinet and the Board of Trustees of Continuing Education's Partnership for Excellence (PFE) needs in order to ensure an equitable distribution of new PFE funds.**

In Fiscal Years 1998-1999 and 1999-2000, SDCCD received substantial funds under the newly created Partnership for Excellence (PFE) program. At the time of the last self-study, a number of CE personnel were concerned that these funds may not have been divided equitably, and this was the genesis for this Action Item.

Since fiscal year 2000-2001, no new PFE funds have been made available, and existing resources were folded into operating budgets of the colleges and CE. Thus, this issue has become moot.

## CHAPTER IV

### A. ORGANIZATION FOR STUDENT LEARNING

#### A1. 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:

San Diego Continuing Education has established and communicated their Vision, Mission and Philosophy statements via the 2006 revision of the 1999-2005 Master Plan: *Meeting the Challenge of the New Millennium*. These statements can be viewed beginning on page iii of the plan.

The plan is available online, on compact disk and in hard copy. The electronic version has been sent electronically to every employee on the Continuing Education Distribution List (DL).

The success of this communication effort was evident in the certificated and classified surveys that were conducted in the fall of 2006 when:

- 97% of the classified staff and 87% of the certificated staff agreed or strongly agreed with the statement “I am familiar with the mission statement of CE”
- 88% of the classified staff and 76% of the certificated staff agreed or strongly agreed with the statement “CE programs, services and planning are consistent with its mission statement”
- 95% of the classified staff and 81% of the certificated staff agreed or strongly agreed with the statement “The mission statement defines CE’s purpose, its intended student population, and commitment to achieve student learning”

##### Guide Question 2:

**To what extent is the purpose defined further by adopted expected learning results for students that form the basis of the educational program for every student?**

Findings:

The Expected Schoolwide Learning Results (ESLRs) for Continuing Education have been revised as part of the self-study process for Accreditation. Faculty, staff, students,

and managers participated in reviewing and revising the ESLRs, which were originally developed in 2001. ESLRs represent “what each student should know, understand and be able to do upon exit from the school or by the time the student completes the planned program” (definition from *Focus on Learning: the Accreditation Manual*, WASC 2005-2006 edition).

Thus the basis of the educational program has the following characteristics: Students are taught interpersonal skills, encouraged to be effective *communicators* and *listeners*, independently *process information* and can adapt to change by adopting a philosophy of *life-long learning* and in all cases, *demonstrate their learning gains or competencies* by mastery of the Continuing Education course offerings.

#### **Evidence A1:**

- Revised Expected Schoolwide Learning Results (ESLRs)
- *Continuing Education Master Plan 1999-2005*, Revised 2006
- Course outlines and competencies
- Continuing Education Vision, Philosophy and Mission Statements
- Certificated and Classified Surveys
- Written Feedback from Home Groups

#### **Strengths A1:**

- Continuing Education Master Plan, Revised 2006
- A dedicated faculty and staff

#### **Growth Areas A1:**

- Further alignment and marketing of the Expected Schoolwide Learning Results including internal markets (the colleges) and external markets such as the communities we serve and the general public
- Establish a review process for the purpose and philosophy of Continuing Education Mission
- Use of multiple means to provide information about the program to students, parents and the general public
- Publication of student and community profile to support the schools’ purpose

## **A2. GOVERNANCE CRITERION**

### **Guide Question 1:**

**To what extent does the governing board adopt policies that are consistent with the school purpose and support the achievement of the expected school wide learning results for the school?**

Findings:

The Board of Trustees of the San Diego Community College District has a lengthy history of adopting policies, which are congruent with the school's purposes. Consistent with its intent to serve the community of San Diego, encourage diversity, promote cooperation and communication, the Board of Trustees has adopted such policies as 0003.0, Shared Governance.

As stated in Policy 0003.0, the Board consults collegially with representatives of the Academic Senates to respond to recommendations for policy development in areas such as curriculum, educational program development, standards or policies regarding student preparation and success, faculty roles and involvement in accreditation process, including self study and annual reports. In addition, the bi-monthly meetings of the Board of Trustees are open to input from Continuing Education's community, including faculty (Academic Senate, San Diego Adult Educators), administration, students, and general members of the San Diego community. In 2004, the Board of Trustees replaced policy 1011.0, "Citizens Councils" with Policy 1020.0, "Trustee Advising Council" which states "The purpose of this policy is to establish a Trustee Advisory Council to facilitate communication among citizens, Board members and educators".

The Board of Trustees efforts are reflected in the classified and certificated responses to an item included in the Fall 2006 surveys:

- 88% of the classified staff and 85% of the certificated staff agreed or strongly agreed with the statement, "The governing board establishes policies to assure the quality, integrity and effectiveness of the programs and services"

### **Guide Question 2:**

**To what extent does the governing board delegate implementation of these policies to the professional staff?**

Findings:

Through a process of inclusion, which encourages participation of all members of the learning community, the Board's policies are effectively communicated and



implemented by the professional staff. This is best summarized in policy 0003.0, Shared Governance, which states;

“To provide accessible, high quality learning experiences to meet diverse educational needs of the community, the District shall adopt policies for the appropriate delegation of authority and responsibility to the Academic Senates, and provide students and staff with an opportunity to participate in formulation and development of policies and procedures that have or will have significant effect on students and staff.” Because of this commitment to shared governance, numerous District and Continuing Education committees are delegated with the authority to implement the policies and procedures of the Board as defined by the adopted Master Plan. For example, the Instructional Council “is charged with providing the coordination of the curriculum district-wide and for development of district-wide guidelines for the improvement of instruction in the .... Centers of the District.” (Procedure 0020.2).

Student Services Council “is charged with the establishment, development and maintenance of all student services policies, procedures related matters district-wide .... identifies student needs and articulates those needs into programs and services...” (Procedure 0002.3).

Board policies and procedures are articulated in the Chancellor's Cabinet, of which Continuing Education's President is a member. The Continuing Education President, in turn, shares the information with Continuing Education's administration, faculty, and staff in bi-monthly Shared Governance Council meetings. Consistent with policy 0003.0, Shared Governance, decisions are reached through a democratic process.

The success of this Shared Governance policy can be found in the Fall 2006 classified and certificated staff surveys:

- 88% of the classified staff and 85% of the certificated staff agreed or strongly agreed with the statement “There is a clear delineation of authority and operational responsibility between the governing board and CE”
- 61% of the classified staff and 63% of the certificated staff agreed or strongly agreed with the statement “The faculty/staff exercises a substantial voice in matters related to educational policies, the hiring of staff and institutional policies”
- 81% of the classified staff and 80% of the certificated staff agreed or strongly agreed with the statement “In general I am aware of the faculty's/staffs' role in various governing, planning, budgeting and policy making bodies in CE”
- 77% of the certificated staff agreed or strongly agreed with the statement “The faculty is sufficiently involved through committees in decisions involving curriculum development”

### **Guide Question 3:**

#### **To what extent does the governing board monitor results?**

##### **Findings:**

The Governing Board monitors school results at its bi-monthly Board meetings, which routinely include a Chancellor's report as well as public and staff presentations. It is quite common for Continuing Education to make presentations/reports at these meetings. Often the Board will ask for research and special reports on issues that are of special concern. It should be noted that the public nature of the meeting allows for reports from any or all members of the Continuing Education community. It should also be noted that annually a Board Meeting is held at a Continuing Education campus and is devoted almost exclusively to Continuing Education. At this meeting, the Board hears numerous reports from faculty, staff, students and CE administration.

##### **Evidence A2:**

- Policy 0003.0                      Shared Governance
- Procedures 0003.3              Shared Governance – Student Services
- Procedures 0003.5              Shared Governance – Instructional Services
- Procedures 0020.2              Instructional Council
- Procedures 0020.3              Student Services Council
- Policy 1001.0                    Board Organization and Meetings
- Policy 1020.0                    Trustee Advisory Councils
- Organizational Charts
- Classified and Certificated Surveys

##### **Strengths A2:**

- Policies and procedures established by the Governing Board for oversight and monitoring
- Ability of the Governing Board to introduce new policies as needed

##### **Growth Areas A2:**

- Improve dissemination capabilities for Intra-District and public knowledge of policies and procedures
- Update, as needed, all policies and procedures and disseminate them to as wide an audience as possible
- Conduct due diligence reviews of all policies and procedures for any possible unintended consequences as a result of those policies

### **A3. SCHOOL LEADERSHIP CRITERION**

#### **Guide Question 1:**

**To what does the leadership make decisions that facilitate student achievement of the expected learning results?**

Findings:

Continuing Education's Master Plan/Mission Statement, developed through a shared governance process, clearly commits the institution to focusing on student achievement of the Expected Schoolwide Learning Results. As stated earlier, the ESLRs represent elaborations of the overall Master Plan. Thus, the question becomes how does school leadership focus the energies of the school on the student achievement of the ESLRs? The answer is simple, by encouraging active participation of all of the members of the school community in the process. This began with the articulation of the ESLRs, which was a collaborative product of the faculty, staff, and school leadership. Once approved by the Shared Governance Council, the ESLRs were then fully integrated into the curriculum and practice. This was accomplished through the myriad of committees/shared governance institutions. Among the committee/institutions that were charged with integrating the ESLRs were: Site Councils (each campus has its own joint committees made up of faculty, staff and administration), Instructional Leaders, Matriculation Committee, and the Academic Senate of Continuing Education. The overall accountability for the implementation was vested in the President's Council.

Classified and certificated opinions on this criterion were measured with two items on the Fall 2006 surveys with the following results:

- 81% of the classified staff and 79% of the certificated staff agreed or strongly agreed with the statement "Review of programs and services is integrated into CE's planning process"
- 81% of the classified staff and 83% of the certificated staff agreed or strongly agreed with the statement "Student learning outcomes are considered in program review and institutional planning"

#### **Guide Question 2:**

**To what extent does the school leadership empower the staff?**

Findings:

As stated above, the school leadership empowers the staff through its doctrine of shared governance. With the Continuing Education President's commitment to consensus and beginning with the President's Council, staff is empowered to play an active role in the leadership Continuing Education. The sheer volume of shared governance activities exemplifies this empowerment. Faculty and staff play

crucial/leading roles in a whole host of activities, from budget recommendations and priorities to staff/faculty evaluations, from staff development activities to the allocation of department resources, from the Academic Senate, from the design of matriculation processes to the evaluation of faculty professional development plans, from the development of site and discipline handbooks to the creation and presentation of Board and Community reports. As mentioned in response to Guide Question 1, each campus maintains its own site council, which is empowered to make recommendations as well as share pertinent site information.

### **Guide Question 3:**

**To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?**

Findings:

School leadership encourages commitment, participation, and shared accountability for student learning. Once again, the often mentioned shared governance process and institutions demonstrate school leadership's commitment by participating with faculty and staff. Furthermore, faculty, staff participation shows that the entire Continuing Education community accepts responsibility and shares accountability for student learning. One can point to the widespread participation of faculty and staff in a variety of areas. Examples of participation include: Site Councils, Prop S Meetings, Department Meetings, Curriculum Council, VTEA Meetings, Convocation Day Activities, Matriculation Meetings, Professional Development Meetings, District-Wide Forums, Associate Student Body Meetings, San Diego Adult Educator Meetings and forums, and District Wide Committees (e.g., Distance Education). It should be noted that many faculty volunteer their time because they are hourly instructors. Indeed, even among contract staff and faculty, participation often occurs without remuneration. Another example of the encouragement of shared responsibility has been the development of an e-mail system whereby any faculty member or staff can communicate with each other as well as school leadership almost instantaneously. This is complemented by an open door policy adopted by most of the school's leadership.

### **Evidence A3:**

- Faculty Bulletins
- Site Council Minutes
- Flex Day Materials
- Convocation Day Materials
- Departmental Committee Minutes
- Matriculation Committee Minutes
- Shared Governance Council Minutes
- Faculty and Staff Surveys

### **Growth Areas A3:**

- Wider participation of faculty, students, and staff in the shared governance process
- Continued monitoring of the match between ESLRs and student results for the purpose of constant improvement of the process

### **A4. STAFF CRITERION:**

#### **Guide Question 1:**

**To what extent are the leadership and staff qualified for their assigned responsibilities?**

Findings:

The certificated staff, counselors and administrators are qualified for their assigned responsibilities. All instructors are required to meet statewide minimum qualifications established by the Academic Senate. 74% of all certificated respondents on a recent survey indicated that they had earned at least a Masters Degree. The District seeks out qualified applicants by advertising in the Higher Education Recruitment Consortium (HERC), The California Community Colleges Registry as well as the SDCCD Web site. Faculty, staff and managers are subject to regular evaluations on a timely basis.

Faculty and staff are encouraged to continuously upgrade their skills through financial incentives in their salary structure. Since the last accreditation process, adjunct faculty and classified staff have received an additional salary column that encourages further education and the classified staff are reimbursed for books and fees upon completion of classes and move up a step for every 15 units completed.

#### **Guide Question 2:**

**To what extent are the leadership and staff committed to the school's purpose?**

Findings:

Continuing Education's philosophy, as evidenced in *San Diego Continuing Education Master Plan 2006-2009* states that we are a multicultural institution composed of six noncredit Continuing Education campuses. We share a commitment to access and excellence. Continuing Education is actively involved in the community through participation in community based and business collaboratives. Schools participate in Open Houses, Job Fairs and Cultural events inviting the community to its campuses. Many persons in the school community volunteer time and energy to these activities. A number of disciplines offer voluntary workshops, which are well attended. Even on Convocation Day, when adjunct faculty are not paid, a significant number join contract

faculty, staff, and managers in the day's activities. Many Continuing Education faculty and staff take advantage of staff development activities geared to specific areas of expertise such as those offered by the Employment Training Institute (ETI).

### **Guide Question 3:**

**To what extent do the leadership and staff engaged in ongoing professional development that promotes student learning?**

Findings:

Examples of staff development activities offered by the District and Continuing Education are: Continuing Education Convocation Day workshops, Discipline specific workshops, ETI (computer training offered at District Headquarters), CitiSite training (computer training), CE membership for online computer software training through vtc.com and lynda.com offering over 400 courses to all employees, Career Development workshops and career counseling offered at the Metro and South Metro Career Centers. As mentioned earlier, professional development is economically encouraged through the salary schedule, and the increased number of participants can be seen through the tremendous increase in the filings of professional development plans. In addition, Continuing Education houses its own Resource Library at ECC for ESL, Consumer Education, Parenting, Older Adult and ASE/ABE Programs. Continuing Education also provides sabbaticals annually, with the highest priority going to those requests for retraining. Additionally, classified workshops are frequently offered to upgrade skills.

These efforts by CE are confirmed in the classified and certificated surveys:

- 70% of the classified staff and 82% of the certificated agreed or strongly agreed with the statement "CE provides opportunities for continued professional and staff development"
- 75% of the classified staff and 90% of the certificated staff agreed or strongly agreed with the statement "As a group, the members of my department stay current in their fields of expertise"

### **Evidence A4:**

- Faculty and Staff Contract/Handbooks
- Evaluation Instruments
- ETI Schedules ([www.sdccd.edu](http://www.sdccd.edu))
- Hiring Policy 4200
- Hiring Procedures 4200.4, 4200.5
- Board Docket 690.1
- Faculty, Degrees, Certificates, and Awards
- Adjunct/Hourly Faculty Employment Intake Form (application packet)
- Employment Opportunities Brochures

- Classified Staff Development
- Classified and Certificated Surveys

#### **Strengths A4:**

- Professional, talented and dedicated faculty and staff
- Ample opportunities for staff development, conference and travel and individualized staff development activities

#### **Growth Areas A4:**

- Flex days for staff development for certificated staff
- Provide additional staff development activities for classified personnel
- Revisit District interpretation of ancillary activities

### **A5. SCHOOL ENVIRONMENT CRITERION**

#### **Guide Question 1:**

**To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?**

Findings:

Our Master Plan of 2006-2009 sets forth a philosophy of shared commitment to programs and services, access and excellence.

Continuing Education fosters a safe, secure, and a healthy school environment. The District and Continuing Education are committed to the fundamental principles of affirmative action and non-discrimination, the provision of a safe learning/work environment and to serving the needs of all staff and students. In accordance with State and Federal laws, SDCCD has at least eighteen policies.

The classified and certificated surveys showed four items on this criterion and generally the responses were very positive:

- 95% of the classified staff and 93% of the certificated agreed or strongly agreed with the statement "I am personally treated with respect at this institution"
- 87% of the classified and certificated staff agreed or strongly agreed with the statement "Policies and practices of CE clearly demonstrate commitment to issues of equity and diversity"
- 82% of the classified staff and 71% of the certificated staff agreed or strongly agreed with the statement "Safety hazards are addressed promptly"

- 77% of the classified staff and 58% of the certificated staff agreed or strongly agreed with the statement “CE systematically reviews the conditions of its physical resources to assure access, safety, security and a health learning and working environment”. Although a majority of the certificated staff was satisfied with their working environment there are a number (approximately 48%) of faculty at ECC, West City, Mid-City and North City who are less than satisfied

## **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:

Continuing Education is an adult program with high expectations of students. Expectations are communicated orally and in writing by faculty and verbally by counselors during orientation sessions. Instructional faculty demonstrates learning outcomes by showing specific examples of expected results. Students’ successes are publicly recognized during campus based, on-going award ceremonies, at June Graduation, and during special District and community events.

Disability support services are readily accessible to all CE students who need them.

Professionalism is reflected by employing highly qualified and California State credentialed faculty.

On the student survey there were several questions that measured CE’s success on this criterion:

- 87% of the students surveyed (1,417) agreed or strongly agreed with the statement “I feel valued as a student”
- 83% of the students surveyed (1,353) agreed or strongly agreed with the statement “I feel a sense of belonging in this school”
- 90% of the students surveyed (1,474) agreed or strongly agreed with the statement “I am treated with respect”

## **Evidence A5:**

- District Policies and Procedures, e.g. 4100.00, 4105.00
- Zero Tolerance Standards
- Faculty Support Packet
- Safety Tests
- Safe and Sound Brochure



### **Growth Areas A5:**

- On-going need to fill College Police vacancies
- On-going need to provide phones in all on and off site CE classrooms
- Replace water-based fire extinguishers with ABC coded extinguishers
- Post evacuation routes in each classroom and hallways
- Conduct fire and catastrophic evacuation drills on a quarterly basis
- Provide orientation to SDCCD, CE programs and services to non-matriculation students
- Provide instructional resource groups for DSPS students at all CE campuses

## **A-6 REPORTING STUDENT PROGRESS CRITERION**

### **Guide Question 1:**

**To what extent does the leadership and staff regularly assess student progress toward accomplishing the expected learning results?**

Findings:

The school leadership and staff conduct regular assessment of student progress toward accomplishing the expected schoolwide learning results (ESLRs) using a variety of testing instruments. Assessment is an important requirement of matriculation and other sources of funding, such as VTEA awards.

The initial assessment process begins prior to placement in ESL, ABE/ASE and Vocational Education classes. The ESL Department has begun to administer the CASAS ESL appraisal test measuring reading level in the placement office on several of the campuses. Students wishing to enter ABE/ASE and Heavy Vocational Education classes must take TABE tests measuring basic skills in reading and math. DSPS students are given the WAIS III and the Woodcock Johnson III for assessment of learning disabilities.

Students are encouraged to set personal, educational and employment-related goals (ESLRs # 3 and 5). Goal-setting is first identified in assessment and periodically conducted in the classroom. Progress towards those goals is regularly assessed. The ESL Department has made goal-setting its theme for this school year (2006-2007). Students have been asked to establish goals related to attendance and assessment, and forms have been developed for students to record achievement of those goals on a weekly basis.

The ESL and ABE classes conduct CASAS testing four times a year; the main focus of assessment is reading level, but an additional listening instrument is also available. Students generally receive timely results of their CASAS testing. ESL classes that teach EL Civics curriculum administer oral and/or written assessments. Students are

required to pass the assessment in order to receive 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. 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 Heavy Vocational Education 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. The ASE Classes have begun administering CASAS tests in English Language Arts and Math this fall semester (2006). In addition, criterion-referenced tests are frequently administered in ASE classes.

The Parent Education program administers needs assessments, goal-setting activities and pre and post tests. 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).

## **Guide Question 2:**

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

Findings:

The results of standardized CASAS tests are documented at the class and program level via a software system called Tops Pro. The rates of level completion in ESL and ABE 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 Shared Governance Council meetings.

The Student Manager System, a new software and web-based data collection system, is being implemented to document and report information about student progress. This system can be used to share information in-house and assist management/staff in documenting information for state and federal reports. The Heavy Vocational Education Department has already begun to use this software, and Student Services has begun to replace the existing Goldmine System with the Student Manager System. The Student Manager System documents intake information that includes assessment information and training goals, student progress indicated by course and program completion, as well as certificates earned and employment placement information.

The school Registrar monitors and documents student progress. Course completion is reported on a grade card and posted by the registrar on the student's cumulative record. The Registrar keeps an on-going list of students who have completed their GED, high school credits earned and high school diploma. Student successes are celebrated on Student Success Boards in the classrooms and in front of the Counseling Office (Mid-City). Student recognition ceremonies are conducted mid-year for students who have completed a high school credit or section(s) of the GED. Graduation ceremonies are conducted yearly.

Continuing Education provides many opportunities for our students to learn about resources in the community (ESLR #4). The Mid-City counselors have organized a Mid-City Resource Fair for the past three years, where community health, educational and recreational resources information is disseminated to the student body. Centre City conducted an Open House for the downtown community, and an instructor at Cesar Chavez took the lead in organizing the Chicano Park Day celebration. Cultural events, such as the World Day event at North City, encourage students of different cultures to work together and celebrate diversity (ESLR #1). Students who serve on the Associated Student Body have many opportunities to work cooperatively and develop communication and leadership skills (ESLRs # 1 and 2).

**Evidence A6:**

- Matriculation Committee Minutes
- Shared Governance Council Minutes
- Department and Continuing Education Newsletters
- 231 State of California Reports
- 2006 Commencement Program
- Student Manager Reports

**Strengths A6:**

- Variety of assessment and testing instruments
- Standardized CASAS Testing and reporting system
- Specialized testing instruments for DSPS students
- Implementation of a new software, web-based data collection system (Student Manager)
- Graduation and recognition ceremonies celebrating student successes

**Growth Areas A6:**

- A more comprehensive reporting system of annual data collection and student progress results needs to be developed and disseminated to each discipline annually
- A revision of the ESLRs for students in a Learning Center environment since it is difficult to measure some existing ESLRs in that environment

## **A7. SCHOOL IMPROVEMENT PROCESS CRITERION**

### **Guide Question 1:**

**To what extent does the leadership facilitate school improvement by implementing action plans that will ensure quality learning for all students?**

Findings:

In 2006 Continuing Education updated its Master Plan to the year 2009. This planning document entitled *Meeting the Challenge of the New Millennium* represents the collective vision for the future. The Expected Schoolwide Learning Results, derived from the goals and objectives outlined in the Master Plan, have been revised. A plan to implement the concentration of certain subject area class offerings at each of the six campuses is being executed. The results of a recent environmental scan will be used to facilitate quality of learning for Continuing Education. Emphasis on persistence has led to the development of Learning Committees and faculty attendance at workshops on Persistence and Student Learning Outcomes.

Given the shared goals and objectives, developed in the environment of shared governance, Continuing Education leadership facilitates school improvement but leadership varies according to style. Institutional committees are in place to insure that the goals and objectives are reached. Among these committees are:

- Noncredit matriculation
- Shared Governance
- Professional Development
- Curriculum Development
- Instructional leaders along with contract and adjunct instructors and members of Site Councils and the Academic Senate are also instrumental in facilitating school improvement

Generally campus plans have not been clearly communicated at the six Continuing Education campuses. The sheer size of Continuing Education often inhibits or impedes school improvement. Furthermore, the decentralized structure of Continuing Education has limited school-wide coordination of some efforts, but better communication between administration, staff and instructors via email has been implemented to correct the communication barriers and in turn to advance school improvement. The new President of Continuing Education has articulated an up-to-date strategic plan which focuses on the needs most important to students. This plan of action for building the future of Continuing Education will be based on a four Cornerstone Strategy:

- Increase Professional Development
- Expand Course Diversity
- Enhance our Image
- Grow Enrollments

## **Guide Question 2:**

### **To what extent does the leadership have school community support and involvement?**

Findings:

A key component of the Master Plan is the section entitled, "Involving the Community". The District goal is to:

"Encourage faculty, staff, student and community involvement with national, state, and local arts and cultural organizations. Participate and share actively in the cultural, intellectual and recreational pursuits of the community. Maintain a strong relationship with the business community and the community as a whole so that we may anticipate their future needs."

The Older Adult Discipline has collaborated with:

- Aging and Independence Services
- The San Diego Chapter of the Arthritis Foundation
- San Diego State University

Continuing Education could be much more proactive in working with the community to collaborate on joint projects. The seniors of San Diego are an untapped resource and Continuing Education needs to acknowledge them.

Advisory meetings allow the community to have a say in curriculum development and program implementation. Interaction with the industrial community is a very important element in shaping our programs. Most programs follow some form of data collection to determine the viability of what Continuing Education does. A broad-base collaborative effort to reach the community at large is established to ensure that our programs meet the standards that provide quality learning as outlined in our district Master Plan.

## **Guide Question 3:**

### **To what extent does the leadership effectively guide the work of the school?**

Findings:

Continuing Education has been under new leadership since August 2006. The new President chairs the Shared Governance Council which includes administrators, Academic and Classified Senate representatives, faculty union representatives and the Chair of Chairs. This shared governance body which guides the work and progress of Continuing Education meets bi-monthly for the purpose of strategic planning,

goal setting, problem solving, and reviewing resource allocations. It provides a consensus forum for all Continuing Education through their respective representatives. The agenda is posted electronically and is disseminated to the entire Continuing Education distribution list (DL). Minutes are kept and disseminated to the DL in a timely manner.

The Academic Senate assists in the guidance of Continuing Education by refining the minimum qualifications for hiring faculty, appointing faculty members to various Continuing Education and District committees and representing the faculty in shared governance decision making.

Continuing Education as a whole is guided in large part through this consensus-model approach to governance. In addition the President holds regularly scheduled meetings which are open to staff, faculty and students and are posted and disseminated to the DL.

There are clear guidelines of how Continuing Education is to function. The policies and procedures are available in writing or online.

#### **Guide Question 4:**

#### **To what extent does the leadership provide for accountability through monitoring of the school's action plan?**

##### **Findings:**

The school-wide action plan is reviewed between accreditation visits. Some disciplines have meetings to review previous goals, analyze progress and set new goals for the coming year, e.g., ESL Instructional Leaders meet at an annual retreat, ASE/ABE Department meets five to six times per school year, the Older Adult Instructional Leader, Resource Instructors, contract instructors and adjunct faculty hold electronic meetings several times each year. The Older Adult Physical Education and Nutrition/Health Resource Instructor and adjunct faculty usually meet three or four times a year.

The data collection gathered for students entering and leaving a program has seen an improvement for most Continuing Education campuses. Certificate programs have good participation in submitting the status of the student (drops, completions). Students are assessed by testing and counseling to determine if the student is a good fit for a desired program. Retention of students and follow-up has improved for most Continuing Education campuses. The vehicle to collect data is an improved and upgraded Student Manager System. Previously, GoldMine was the principle data collecting software.

The process for transiting students to a college program has improved. Some Continuing Education vocational programs are articulated to the colleges. Students

desiring to enter a college program can receive credit for the entire articulated noncredit program.

Follow up for CE students in the area of job placement is lacking. Reporting on a student after graduation is difficult to capture. UI wage data is unavailable to CE and follow-up surveys have a very poor response rate. A new system needs to be put in place to contact students to determine if they are employed.

**Evidence A7:**

- Minutes of Shared Governance Meetings
- Minutes of Discipline Committee Meetings
- Minutes of Disciplines and Collaborative Groups and Organizations
- Minutes of Academic Senate Meetings

**Strengths A7:**

- New direction in administrative initiatives
- Consensus style management across the board in Continuing Education
- Shared Governance model is implemented at all six campuses and at the executive level of Continuing Education

**Growth Areas A7:**

- Better name recognition of Continuing Education in the community
- Better communication of campus action plans to all constituents
- Better guidelines and indicators to evaluate the success of each Continuing Education campus
- Consistent implementation of District policies and procedures at each Continuing Education campus

## **B. CURRICULUM AND INSTRUCTION**

### **B1. WHAT STUDENTS LEARN CRITERION**

#### **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:

San Diego Continuing Education (SDCE) offers 170 courses to 60,000 students per year at six regional campuses and hundreds of off-campus sites with a faculty of 800 in the following nine state mandated areas:

- Parenting Education
- Basic Skills
- English as a Second Language
- Immigrant Education
- 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

Student attendance in our adult programs is voluntary; there is no compulsory attendance as in the K-12 system. They come with all levels of skills and abilities and do not return if courses/programs do not meet their needs. Curriculum must be challenging, coherent and relevant. A Student Satisfaction Survey was conducted which produced the following data:

- 91% reported that they were satisfied or very satisfied with the instruction
- 89% indicated that they felt that the courses would prepare them well for future employment and/or additional education
- 90% agreed or strongly agreed that they were satisfied with the course content
- 90% agreed or strongly agreed that they were satisfied with the quality of instruction
- 95% of the students reported that instructors clearly define how they will be graded
- 90% to 95% of the students reported that their classes: developed their critical thinking skills; their math and quantitative skills; their written and oral communication skills and increased their knowledge and appreciation of themselves and students from other cultures and countries



- 89% of the students reported that their classes developed their academic skills in written and oral communication
- 94% of the students agreed or strongly agreed that their classes developed their critical thinking skills
- 94% of the students indicated that their classes developed their academic abilities in math and quantitative skills
- 95% of the students agreed or strongly agreed that their classes developed their occupational competence
- 95% of the students agreed that they are more aware of and appreciate human differences after attending classes
- 94% of the students said that their education helped them to understand themselves better
- 91% of the students reported they learned about other parts of the world and other people
- 94% of the students indicated that they had gained interpersonal skills by interacting with people at school

Curriculum in the noncredit program is intended to prepare students to achieve academic, career and lifelong learning goals, including preparing to succeed in college level work. Noncredit course outlines, which are modeled after the title V requirements for credit courses, must be approved first by the Continuing Education Curriculum Council, next by the District Curriculum Instructional Council, the Board of Trustees, and then submitted to the State for approval. The course outline of record must contain the goals, objectives, content, scope, methods of instruction, and methods for determining whether State objectives have been met. The treatment of subject matter, use of resource materials, attendance, and achievement standards are all approved by the curriculum committee as appropriate for the enrolled students.

A review of the course outlines indicated that all courses include competency based objectives. Vocational course/program certificates of completion list all of the required competencies on the back of the certificate and certify that all competencies have been met by the student.

San Diego Community College District is committed to developing programs that allow SDCE vocational students to earn college credit. Formal articulation agreements exist to facilitate a smooth transition for SDCE students 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 (in process)

Continuing Education also has a history of meeting and continues to meet the challenge of preparing students for the ever-changing workplace of the 21<sup>st</sup> Century. This is accomplished through well-established partnerships with business and industry advisory committees. These strong collaborations between business and education provide the opportunity to share information and subsequently develop curriculum that meets the current and expected needs of the workforce.

Curriculum development is in line with the local and state economic needs and the community. In addition to the partnerships mentioned above, the community college system also relies on demographic, economic and other reports that indicate important factors. 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. This feeds the workforce with well-trained individuals with the most current knowledge and upgrades the skills for those looking for promotions and advanced career opportunities.

Continuing Education also meets the community needs by providing short-term classes offered at a flexible schedule of various hours and days. The results are a substantial contribution to the local and state economy by educating and preparing a skilled workforce.

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:

- 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
- National Steel and Shipbuilding Company (NASSCO) Collaboration
- High School Diploma issued jointly by San Diego Community College District and San Diego Unified School District

A Faculty/Administrator Survey was done which addressed the challenging nature, coherence, and relevance of the curriculum for each student.

- 89% of the faculty and 100% of the administrators felt that SDCE identifies and seeks to meet the varied educational needs of its students through diverse programs
- 75% of the faculty responded that in courses they teach, they integrate interpersonal skills to a great extent
- 68% of the faculty indicated that they integrate an appreciation of diversity to a great extent in the courses they teach
- 66% of the faculty integrates information processing skills in the courses they teach to a great extent
- 60% of the faculty use goal setting to a great extent in the courses they teach
- 38% of the faculty apply technology to a great extent in the course they teach
- 72% of the faculty address life long learning skills to a great extent in the courses they teach
- 93% of the faculty responded that they provide students with a syllabus that specifies learning objectives consistent with approved course outlines
- 86% of the faculty and 100% of the administrators responded that they are pleased with the quality of teaching and instruction in CE

As part of the self-study 130 classes were randomly selected to be observed 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. A tally of the class observation forms confirmed that students are actively engaged in the learning process and in the achievement of the ESLRs. A variety of learning activities were noted both in the class observation process as well as during the student and teacher interviews.

Tabulation of the student interview forms indicated that the top four reasons students were taking classes was to:

- Gain personal growth/knowledge
- Improve skills
- Get a job/get a better job
- Improve communication

Most also plan to take another course in SDCE.

The student interview forms also indicated the following as the top ways students know they were learning in class:

- Self-perceived progress or reported improvement in applied tasks
- Teacher/counselor comments
- Demonstration of skills learned – completed projects

- Long and/or short term goals met
- Peer/Family feedback
- Periodic tests

#### **Evidence B1:**

- Sample Course Outlines
- Course Catalog
- Classroom Observations
- Instructor Interviews
- Student Interviews
- Student Satisfaction Survey
- Faculty/Staff Survey
- Articulation Agreements
- Policy 5300 – Course Approval Process
- Class Schedule
- Course Outline Format
- Convocation Day Agenda
- Advisory Committee Minutes
- High School Diploma and GED Brochures
- Form 456 – Curriculum Submittal to State
- Vocational Certificates
- ESL Level Completion Certificates

#### **Strengths B1:**

- Development of new courses/programs to meet industry and community need (Culinary Arts, Professional Bakeshop Skills, Interactive Media, NASSCO Welding Program, Certified Nursing Assistant)
- Articulation Agreements
- CASAS testing to measure attainment of student learning goals in ESL, ABE, and ASE
- Instructional Leader positions in all disciplines
- Variety of course offerings
- Use of national standards where available

#### **Growth Areas B1:**

- Revise program review process to make it more manageable and ensure that it is completed every 2 years on all programs
- Institute use of CurricUNET for noncredit curriculum process
- Upgrade course outlines to align with new standards when they are released by the California State Chancellor's Office
- Develop options for students to study online or through distance learning

- Develop plans for additional student follow-up

## **B2. HOW STUDENTS LEARN CRITERION**

### **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. 90% of the faculty agreed or strongly agreed that current educational research informs their teaching. 90% of the faculty agreed or strongly agreed that they used both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving the stated learning goals.

All disciplines 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. Some faculty reported that they routinely survey their students to learn their needs and develop new classes based on this information. Instructional Leaders hold regular department meetings to discuss current trends and information. Faculty and administration also subscribe to many list serves that provide research based information and articles.

### **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:

The fact that SDCE faculty is well versed in a variety of strategies to enhance student learning is supported by the classroom observations as well as by the interviews and surveys that were completed. On the Faculty/Staff Survey, 74% agreed or strongly agreed that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

The instructor interview process data supported that faculty use a variety of teaching modalities and learning experiences:

- 88% reported using interactive classroom tasks

- 73% used peer tutoring and mentoring
- 60% report using problem solving and/or conflict reduction
- 60% used group/team projects or presentations
- 55% used role assignments for classroom management, e.g. helping new students, handing out books, etc.

The instructor interview results also confirmed that various forms of communication to facilitate learning are used in the classroom including speaking, reading, writing, active listening and technology.

90% of the students reported that they were satisfied with the content of their courses, 88% said that their classes were interesting, and 90% reported satisfaction with the overall quality of the courses and programs.

### **Evidence B2:**

- Discipline Workshop/Training Schedules, Meeting Minutes
- Meeting of the Minds Symposium – CalPro – Study Circles on Learner Persistence
- Staff Development Activities – Travel/Conference
- SDCE Research Committee Materials
- SDCCD Districtwide Research Committee Materials
- Classroom Observations, Teacher Interviews, Student Interviews
- Local, State and National Committee Memberships
- Grants – CBET, Nutrition, Multimedia
- Student Educational Contract (SEC's) for DSPS Students
- Newsletters and Publications – Dialogue
- Completion/Placement Data
- Advisory Committee Minutes
- Articulation Agreements
- New Teacher Orientation
- Student Success Stories
- National Center for the Study of Adult Learning and Literacy (NCSALL)
- ESL Instructor Resource List in Public Folders
- Resources in Public Folders

### **Strengths B2:**

- Learning Community Development
- Staff Development Activities
- Use of current technology in classrooms
- Project based instruction

## **Growth Areas B2:**

- Hire campus based researcher for SDCE
- Reinstitute Flex Days for Professional Development activities
- Develop SDCE Professional Development Plan for 3 years and provide release time for instructors to attend activities
- Review academic calendar and schedule of classes to improve program delivery
- Increase classroom support staff
- Emphasize student learning outcomes in lesson design and delivery
- Development of internship program

## **B3. HOW ASSESSMENT IS USED CRITERION**

### **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/learning process in Continuing Education. Assessment consists of teacher observations, pre and post testing, projects and practical demonstrations, literacy surveys and self evaluations by students.

In a sample survey of 51 ESL teachers, 63% reported giving tests every week and 53% reported doing assessments daily. Standardized assessment tools are used to place students into the program. There is a regular use of teacher developed weekly or biweekly tests to measure student progress. Standardized reading tests are administered 4 times a year to over 10,000 ESL students. Performance based assessment in speaking and writing are administered in EL Civics classes. VESL students earn completion certificates in pre-vocational modules through completing listed competencies. Some classes use a portfolio system to document completion of competencies for level completion. Students also take assessments on software used in the labs.

Since ASE/ABE student needs are directly tied to successfully passing the GED, high school courses, CASHEE and Basic Skills development, constant assessment is a necessity. The ASE/ABE students are provided with initial assessment by Student Services. Upon entering the classroom, the students are provided with additional assessments and are informed of their initial placement as well as their progress. The assessment may vary from criterion referenced exams, module completions or formal standardized tests (e.g. GED practice tests). Pre and post testing is also part of assessment. Students have folders where their academic progress is recorded and progress reports are provided.

The students in the Heavy Vocational classes are assessed on a regular basis. Students entering the program are required to pass a safety test before being allowed to work with any equipment in the labs. Assessment is based on the quality of the students' work (e.g. welding students have their welds inspected and certified by an independent agency) and this determines whether they receive their certificate of completion. Students in the Certified Nursing Assistant (CNA) program are required to pass a state approved test before becoming certified.

Students in the Business Information Technology (BIT) programs use the Course Technology Skills Assessment Manager (SAM) tests to measure success. BIT students wishing to articulate the classes for college credit need to demonstrate competency at an 80% level.

Certificates of Completion in the various programs are awarded when the students have demonstrated proficiency of the stated competencies. The students in the court ordered parenting classes take a pre and post test and must pass the post test to earn their certificate of completion. Students enrolled in Culinary Arts take the County of San Diego Food Handlers Exam as part of Module One: Safety and Sanitation. Also, extensive written tests as well as skills tests are used to evaluate students' success in each of the six Culinary Arts modules.

In the DSPS program, each student has a Student Education Contract (SEC) which helps define what will be taught in the classroom. This contract is devised with the student's disability verification and assessment results in mind. Teachers report that the relationship between assessment and curriculum in non-agency classes is: 1) Pretest for class placement; 2) set goals; 3) needs assessment for selected goals; 4) instruction; 5) reassess and finally 6) revisit each previous step to modify as necessary.

In the Continuing Education Faculty/Administrator Survey Data, 85% of 148 faculty surveyed responded that they agree or strongly agree to the question "I am pleased with the quality of teaching and instruction here". The Student Satisfaction Survey reports that 81% of the students rate Assessment Services as very important or important. When asked to rate their level of satisfaction with Assessment Services, 87% of the students who responded indicated that they were satisfied or very satisfied.

## **Guide Question 2:**

**To what extent are the assessment results the basis for measurement of each student's progress toward the expected learning results?**

Findings:

The assessment results are a major factor in the measurement of Continuing Education's students' progress. Assessment is used to determine if or how much progress the student is making as a result of the instruction. It is also used to determine the level of instruction required to further the progress of the student.



The faculty survey results show that 73% of the faculty agree or strongly agree with the comment “Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes”. In the Student Satisfaction Survey, 75% of the students reported they agree or strongly agree that “instructors clearly define how I will be graded”. When asked about “satisfaction with the course content in their classes” 90% of the students agreed or strongly agreed. 89% of the students agree or strongly agree with the “overall quality of instruction”.

### **Guide Question 3:**

**To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**

Findings:

Continuing Education faculty respond to assessment results by adjusting, recreating, and adding to, curriculum as needed to respond to the needs of the students. At monthly discipline meetings, faculty use the results of the wide variety of assessment tools, including teacher generated quizzes and tests, to evaluate and improve curriculum and instruction.

Continuing Education ESL faculty use assessment as the basis for identifying student language levels and curriculum needs. CASAS testing results related to rate of level completion prompted the ESL department to develop new curriculum on life-skill reading and test-taking skills in the Summer of 2006. In ESL, informal assessment takes place on a daily basis. In a survey of 51 instructors, 88% reported that they use test results to review content not sufficiently mastered. 84% use test results to seek other sources of lesson materials. 54% use test results to create new curriculum.

The faculty agree or strongly agree (85%) that “Continuing Education identifies and seeks to meet the varied educational needs of its students through diverse programs”.

### **Evidence B3:**

- Sample Portfolios
- EL Civics assessments
- GED practice tests, High School Diploma, CAHSEE
- Student Showcases, Exhibitions, and Projects
- Student Goal Forms
- TopsPro CASAS test results
- Special Projects
- Student Manager reports
- Vocational Certificates
- ESL Certificates
- Certificate tests

- Grant Summaries
- Student Satisfaction Survey
- Faculty/Staff Survey
- Written feedback from Home Groups

### **Strengths B3:**

- Completions based on proficiency of stated competencies
- High rates of attendance, persistence and completions
- A wide variety of assessment tools administered in programs that give evidence to frequent and integrated teacher and student assessment
- The provision of materials appropriate to helping the teaching/learning process
- The evaluations from pre/post testing have resulted in new curriculum development
- End-of-semester evaluations guide faculty in planning and improving curriculum and instruction
- Increased number of performance based assessments
- New goal setting forms for documenting attendance and test performance, monitored by learners themselves

### **Growth Areas B3:**

- Better use of assessment data for program review and improvement
- Improved consistency of assessment instruments within disciplines
- Creation of a forum to allow sharing of assessment techniques by instructors
- Additional teacher training to address various forms of assessment
- Additional manpower and resources to conduct more formal assessments in ESL – particularly writing
- The development of level exit assessment for all levels of ESL, and level placement testing for multi-level ESL classes

## **C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **C1. STUDENT CONNECTEDNESS CRITERION**

#### **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 system of support services, activities and opportunities. Students in different programs and at the six campuses have diverse needs depending on their reasons for attending Continuing Education classes.

In the 1997-1998 fiscal year, SDCE began to receive noncredit Matriculation funding. Matriculation is a comprehensive process to provide students with accurate and timely information to help them 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 provide services directly to students to enhance their 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 did have counseling services for DSPS, High School and vocational programs. The new funding increased the numbers 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 serve all the matriculated areas listed above.

The Focus Group C-Support for Personal and Academic Growth chose to look at all components of the matriculation process. The evidence and feedback covers admissions, assessment, orientation, counseling/advisement and follow up, all of which relate to how students are connected to services. Input was collected from all campuses and disciplines. A feedback survey was conducted with 74 students immediately after attending an orientation. In addition, a formal student satisfaction survey was conducted with 1,631 students. Home Groups gave input on criteria question C1. In addition staff at each campus completed a matriculation checklist. This was completed by counselors, classified staff and administrative personnel. The co-chairs of the committee met with each campus to discuss the input and feedback from the checklist.

## Admissions

- The matriculation plan of 2005 included the activities of conducting a website usability study and upgrading the website regarding admissions and student services. In 2006 the usability study took place and the redesign of the website is currently in process, with expected completion by Fall 2007. It is believed these changes will create a better connection between students and the SDCE community in an ongoing vital way, listing news of interest, current activities and information about staff and students
- The class schedule is undergoing changes to be more user-friendly, beginning in Spring 2007
- Word of mouth is still the most common way students learn about SDCE
- Over 90% of students surveyed felt the registration process was important and were satisfied with the process.

## Orientation

- 98% of students surveyed felt they learned what services were available at the school
- Overall the students felt the orientation experience was positive and helped them to enroll in the school and to feel welcomed
- Of those familiar with orientation, 94% agreed they became more familiar with SDCE's programs and services
- 92% agreed orientation is effective in helping students adjust to being in school
- 82% felt it should be mandatory
- Orientation materials show a consistency of information provided to all incoming students in designated disciplines and at all six campuses

## Assessment

- 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
- To meet the State Matriculation guidelines, SDCE's assessment tools must be re-evaluated and validated for compliance
- 93% of students surveyed thought assessment services were important; 97% were satisfied
- 13% did not feel assessment results were clearly explained; 11% did not feel assessment was offered frequently and at times that met their needs

## Counseling/Advisement

- SDCE has a counseling department with a department chair and with 16 full-time general counselors and four Disability Support Programs and Services (DSPS) counselors. In addition there are temporary adjunct counselors supporting the full-time permanent staff. 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.

- SDCE in 2005 initiated the Career Development and Placement Services (CDPS) program to provide a consistent program and delivery of career and job search services to students at all six campuses and to provide support and resources to the counseling faculty and to track placement outcomes. Workshops and individual career counseling take place on a regular basis at all campuses
- Mini-Career centers exist at each campus
- Specially funded programs such as CalWORKS and Gender Equity/New Horizons exist to serve specific students who qualify for services
- Open houses are held at some campuses
- Vocational certificate programs are developing alumni associations and sponsoring events which connect alumni to currently enrolled students

Of those who know about counseling:

- 89% felt counselors were concerned with their success
- 95% felt counselors are interested in helping students
- 89% felt counselors care about them as an individual
- 90% felt DSPS services are available when they need them
- 82% of classified staff refer to various services on campus

#### Additional Opportunities and Activities for Students

- Associated Student Body (ASB) activities on campus (sponsor and coordinate school functions)
- Of those who know about ASB, 80% think it is important; 87% are satisfied with ASB
- Scholarship opportunities exist for students
- Some classes have web-based discussion boards so students can interact and support each other

#### **Evidence C1:**

- San Diego Continuing Education Student Satisfaction Survey Results Fall 2006
- San Diego Continuing Education Faculty/Administrator/Classified Staff Survey Results Fall 2006
- Orientation examples from all SDCE campuses and disciplines
- Matriculation Checklists from all SDCE campuses
- Written Feedback from Home Groups
- SDCE Matriculation Plan October 2005
- Minutes from Matriculation Advisory Committee, Counseling Department Meetings

- CDPS schedules for services; CDPS newsletter and feedback surveys
- Orientation Feedback Surveys

### **Strengths C1:**

- Comprehensive Matriculation Plan (2005, updated annually)
- Matriculation Advisory committee/regularly scheduled meetings and minutes
- Counseling Department regularly scheduled meetings
- Close working relationship between DSPS counselors and general counselors
- Bilingual counseling support is available for Spanish speaking students
- Funds to support adjunct counseling positions (matriculation)
- Redesign of web site currently under development (communication/connection)
- Newsletters (CDPS, Centre City , North City Business Information Tech)
- Recognition ceremonies (certificates, bulletin boards, cultural events....)
- CDPS - Consistency of services offered (CHOICES assessment and career information, job search skills workshops)
- Learning community and learner persistence research and study groups to increase faculty and staff understanding of SDCE's student population

### **Growth Areas C1:**

- Data collection needs to be comprehensive, efficient and at all SDCE campuses
- Need to fill an SDCE-focused research position
- Assessment - the need for aligning with current State Chancellor's Office guidelines; connect better with students' understanding of course selection
- Ongoing, regularly scheduled plan for surveying satisfaction and student success research
- Institutionalize new faculty and staff orientations and professional development to coordinate understanding of student support services and connection between instruction and counseling
- Communication strategies – more efficient design of SDCE committees to communicate student services issues on a regular basis amongst stakeholders

## **C2. COMMUNITY/BUSINESS INVOLVEMENT CRITERION**

### **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. In striving to support students, instructional faculty and counselors connect them to the community in a number of ways, including the following:

- Guest speakers from business and industry speak to classes
- Community experts provide information on available resources
- Field trips to expand community knowledge
- Referral 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)
- Career Centers and career speakers
- MOU's 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)
- Joint High School Diploma Program with San Diego Unified School District (SDUSD)
- Newly formed Career Development and Placement services (CDPS) Advisory Board to give guidance to the job placement program for SDCE students
- Students and staff are aware of time for public comment at each SDCCD Board meeting

Business and community members are kept informed of Continuing Education through a variety of communication methods and maintain active involvement, as follows:

- 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, etc.)
- Outreach table at the San Diego County (Del Mar) Fair, as well as numerous student entries receiving awards and being on display
- New SDCCD Board of Trustees Advisory Council includes selected community members who meet with the Board to provide input on all aspects of SDCCD

In addition, Continuing Education faculty, staff, administrators 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
- SDCE-wide Hurricane Katrina relief efforts, including ASB donations to the Mississippi Community College Adult Education Program for books and supplies
- 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

## **Evidence C2:**

- Written feedback from all Focus Groups
- Minutes from Vocational Advisory committee meetings
- Flyers for special events
- ASB outreach materials
- Announcements of community fairs, award ceremonies, etc.
- MOU's with community agencies/schools
- 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



**Strengths C2:**

- 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
- Increased distribution of SDCE class schedule provides improved community outreach

**Growth Areas C2:**

- Expand the use of advisory committees, increasing membership and participation
- Develop mechanisms for more effective communication and transition for SDCE students between noncredit and credit programs
- Initiate a change in the Educational Code to allow SDCE to collect apportionment for Work Experience, thus increasing student opportunities in the business community

## **D. RESOURCE MANAGEMENT AND DEVELOPMENT**

### **D1. RESOURCES CRITERION**

#### **Guide Question:**

**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:

#### Sufficient Resources – Facilities

Since our last accreditation, the District has passed two bond issues (Proposition S in 2002 and Proposition N in 2006) which will result in significant facility improvements for Continuing Education. While facility replacements and improvements are planned at most Continuing Education campuses in the next two to four years, only one facility (Centre City) was renovated since the last accreditation. As a result, faculty, staff and student survey results and Home Group reports indicate mixed results regarding satisfaction with Continuing Education facilities.

For example, while 91% of both certificated and classified staff members responding to the satisfaction survey indicated that the quality of their assigned work space was important or very important, only 60% of each group responded that they were satisfied or very satisfied with their assigned work space. In addition, only 49% of certificated staff members responding were satisfied or very satisfied with the adequacy of classrooms, while 47% reported being dissatisfied or very dissatisfied (it should be noted, however, that 63% of students responding to a similar survey reported that they were satisfied or very satisfied with classrooms).

Students, faculty and classified staff all indicated lower levels of satisfaction with parking facilities in our September surveys, with only 54% of faculty, 58% of certificated staff, and 57% of students stating that they were satisfied or very satisfied with parking. Recent developments, however, have contributed to this decrease in satisfaction, as available parking decreased at the Centre City campus following facility renovations and new tenants at the North City campus (housed in a rented facility) have increased demands for parking at that facility.

Facility construction and improvements funded through both Proposition S and Proposition N will significantly improve facility conditions at all Continuing Education campuses and address faculty, staff and student satisfaction levels. The planned construction activities include the following:

- Construction of a new vocational training facility at the Educational Cultural Complex (construction to begin in 2007 and be completed in 2008)
- Construction of a new building for the West City Campus, including additional classroom space to incorporate the Culinary Arts program (currently housed in a classroom on the campus of Mission Bay High school), and demolition of the existing West City Campus facility (construction to begin in 2007 and be completed in 2008)
- Construction of a new facility to combine activities at the current Centre City and Cesar Chavez campuses (design to be completed in 2007, with construction to begin in 2008)
- Acquisition of the North City Campus facility (currently rented from an outside owner) and renovation of the facility or construction of a new facility on the current site (review and design work to be completed in 2007 with construction to begin in 2008)
- Construction of an additional wing at the Educational Cultural Complex, to eliminate classrooms currently housed in relocatable buildings on campus (design work to be completed in 2008)
- Renovation of administrative office space in the Educational Cultural Complex building (design work to be completed in 2008)
- Acquisition of land and construction of a new facility to incorporate programs at Linda Vista Presbyterian Church (a rented facility) and on the campus of Clairemont High School (land acquisition to be completed in 2007)

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. Over 60% of both faculty and classified staff responding to our survey agreed or strongly agreed that Continuing Education maintains and upgrades physical resources, and 68% of faculty and 82% of classified staff agreed or strongly agreed that Continuing Education addresses safety hazards promptly. 60% of students responding to our survey agreed that safety hazards are addressed promptly. As an example, the following safety and security improvements were completed in 2006:

- Installation of emergency telephones in all classrooms at the Mid-City campus (while emergency telephones are now standard in all newly-constructed classrooms and will be included in the previously discussed future facility construction, emergency telephones were not included when the Mid-City campus was completed in 2000)
- Installation of additional exterior lighting on the Educational Cultural Complex campus

In 2007, the District will complete an upgrade of the heating, ventilation and air conditioning system at the Mid-City campus to address ongoing staff and student dissatisfaction with the effectiveness of the system originally installed in the building.

In addition to District-owned and leased facilities, Continuing Education also conducts many classes at off-campus facilities for which no rent is paid. 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. Many of these classes are part of our Older Adult program, and the Older Adult Home Group reported issues with facility conditions and safety at certain off-campus locations. Continuing Education will work to establish a system to review these off-campus locations periodically to ensure that unacceptable facility conditions are addressed and that the facility is maintained at the level of safety and cleanliness observed when the facility was first certified acceptable for classes.

#### Sufficient Resources – Technology

Continuing Education periodically reviews and upgrades technology equipment and software through the use of VTEA funding and other continuous and one-time funding sources. During 2006, Continuing Education reinstituted periodic Information Technology meetings including managers, faculty, and information technology support personnel. As a result of these meetings, the following items were accomplished during 2006:

- Installation of additional network access lines at four Continuing Education campuses to improve distance learning transmission quality and internet access response time
- Identification and replacement of outdated equipment in certain labs, classrooms and offices throughout Continuing Education

While we continue to strive to improve and upgrade technology, it is important to note that 74% of certificated and 79% of classified staff were satisfied or very satisfied with technology resources and 70% of students surveyed agreed or strongly agreed that our computer labs are equipped with updated computers and software.

#### Sufficient Resources – Staff Development

While 68% of certificated staff and 59% of classified staff agreed or strongly agreed that Continuing Education provides training in the application of information technology, certain Home Groups reported that more resources should be made available for faculty and staff training. Home Groups reported that professional development activities seem particularly sensitive to budget fluctuations. During the accreditation period, San Diego Adult Educators (SDAE) devoted resources to fund individual professional development activities for faculty members. While this program ended June 30, 2006, 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.

#### Sufficient Resources – Staffing

Home Groups reported the need for more instructional assistants. While resources are not currently available to hire additional Instructional Assistants, there are currently vacant positions that will be reallocated and filled during fiscal year 2007 to address this

concern. Home Groups also expressed concern regarding the use of interim managers at Continuing Education. While interim managers existed since the last accreditation, permanent managers have been hired to fill these positions during 2006. The following appointments and staffing reallocations have been accomplished in 2006:

- Continuing Education President hired in August 2006 (filled with interim assignments in previous years)
- Associate Dean, Cesar Chavez Campus hired in August 2006 (filled with interim assignment in previous years)
- Vice President of Administrative Services hired in November 2005 (position vacant in recent years)
- Vacant 50% Instructional Assistant position assigned to Culinary Arts program (to be posted and filled in 2007)
- Two vacant 100% Instructional Assistant positions in the ASE/ABE program to be divided to create four part-time positions to better meet program needs (to be posted and filled in 2007)

#### **Evidence D1:**

- Proposition S Citizen Oversight Committee Reports
- Proposition S Schedule of Construction Activities
- Proposition N Schedule of Construction Activities
- List of Facility Work Orders
- Professional Development Plan for Fiscal Year 2007
- Minutes from Continuing Education Information Technology Meetings
- Instructional Assistant Hiring Plan
- Interim Financial Reports – Fiscal Year 2007
- District Approved Budget – Fiscal Years 2006 and 2007
- Certificated and Classified Survey
- Student Satisfaction Survey
- Written Feedback from Home Groups

#### **Strengths D1:**

- Inclusion of faculty and information technology staff in technology purchasing decisions
- Hiring of permanent administrative staff to replace interim positions
- Response to safety and security concerns
- Facility replacement and renovation plan

#### **Growth Areas D1:**

- Need to review facility and safety conditions at off-campus facilities on an annual basis
- Increase professional development opportunities for faculty and staff

- Fill or reassign vacant positions in a more timely manner
- Identify additional sources of funding for Instructional Assistants

## **D2. RESOURCE PLANNING CRITERION**

### **Guide Question:**

**To what extent do the governing authority and the leadership implement responsible resource planning for the future?**

Findings:

#### Resource Planning – Budget Development

Continuing Education budgets are currently prepared as a series of individual budgets that are combined to create an overall operating budget for the institution. Participation in each of these individual budget processes involves different areas of management, faculty and staff, based in large part on the source of the funding. For example, Continuing Education's General Fund budget is allocated to campuses based on a combination of contract staffing level and prior year FTES generation, while VTEA and Matriculation funds are allocated by committees comprised of management and representatives of the Disciplines served through these funds.

Survey results indicated that 68% of certificated and 64% of classified staff agreed or strongly agreed that budget information is accessible, and 66% of certificated and 71% of classified staff agreed or strongly agreed that Continuing Education's budgets reflect priorities and planning goals. Regarding level of participation, 56% of certificated and 61% of classified staff agreed or strongly agreed that faculty and staff participates in budget development. Home Groups reported that, while the distribution of funds seems appropriate, departments do not play a significant role in planning. To address these concerns and levels of satisfaction, as part of the budget development process for Fiscal Year 2008 Continuing Education will form a Budget Development Committee consisting of management, faculty and staff to review District and Continuing Education allocations and to report results to constituent groups.

Home Groups also reported a concern that adjunct faculty does not have an equal opportunity to participate in the policy and decision making process due to a lack of funding for additional adjunct compensation and some confusion regarding the ability of adjunct faculty to participate in ancillary activities without increasing contract-related workload. Continuing Education is reviewing current District policies regarding adjunct faculty participation in ancillary activities, and (if appropriate) will include these activities in the budget planning process for fiscal year 2008.

#### Resource Planning – Facilities

The planning process to develop the new West City Campus and the Educational Cultural Complex Vocational wing included faculty and staff from the existing facilities as well as representatives of additional programs to be housed in these new buildings.

The planning committees for the combined Cesar Chavez/Centre City campus and for the North City campus both include faculty and staff representatives. In addition, student input will be solicited during the planning process. When surveyed in September, 70% of certificated and 80% of classified staff agreed or strongly agreed that learning needs are central to the planning, development and design of new facilities.

**Evidence D2:**

- Detail Budget – Matriculation – Fiscal Year 2007
- List of members of facility planning committees

**Strengths D2:**

- Distribution of General Fund allocation among Continuing Education campuses based on FTES generation
- Individual Discipline Faculty participation in development of Categorical Funding Budgets

**Growth Areas D2:**

- Communication of budget priorities, budget results, and District allocation information to faculty and staff throughout Continuing Education
- Inclusion of additional Continuing Education faculty and staff in the budget planning process
- Review of District policies regarding Adjunct Faculty participation in ancillary activities

## CHAPTER V

### STRATEGIC ACTION PLAN

#### ACTION PLAN

AREA FOR IMPROVEMENT: \_\_\_\_\_ ASSESSMENT \_\_\_\_\_

OBJECTIVE: \_\_\_\_\_ Better Use of Assessment to Improve Student Success \_\_\_\_\_

CRITERIA REFERENCED: A6, B3, C1 \_\_\_\_\_

STUDENT OUTCOMES ADDRESSED: ESLRs 1-5 \_\_\_\_\_

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
1. Review of Current Assessment Practices	December 2007	Instructional Leaders	Time	Written Report to Vice President of Instruction	Public Folders Written Communication
2. Identify Legal Assessment Issues and Requirements	December 2007	Chair of Chairs and Dean of Matriculation	Time	Written Report to Vice President of Instruction	Public Folders Written Communication
3. Develop and Prioritize CE Assessment Plan	June 2008	Chair of Chairs Dean of Matriculation Instructional Leaders	Time	Completion of Plan	Shared Governance Council



## ACTION PLAN

AREA FOR IMPROVEMENT: INCREASED RESEARCH

OBJECTIVE: Increase Data Driven Decisions

CRITERIA REFERENCED: A6, B2, C1

STUDENT OUTCOMES ADDRESSED: ESLRs 1-5

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
1. Established CE Research Committee	Fall 2006	Vice President of Instruction	Time	Minutes Purpose of Committee Research Request Form and Instructions Research Preparation Checklist	Public Folders Written Communication
2. Assess Current Data Collection	May 2007	CE Research Committee	Time	Minutes	Public Folders Written Communication
3. Identify Research Needs	October 2007	CE Research Committee Vice President of Instruction	Time	Minutes	Public Folders Written Communication
4. Communicate Needs to District Research Office	December 2007	Chair of CE Research Committee	Time	Submission of Needs List	Public Folders Written Communication
5. Hire CE Campus Based Researcher	December 2007	District Hiring Committee	Time	Researcher Hired	Public Folders Written Communication
6. Prioritize Research Projects	February 2008	Campus based Researcher and CE Research Committee	Time	Prioritized List	Public Folders Written Communication Minutes

## ACTION PLAN

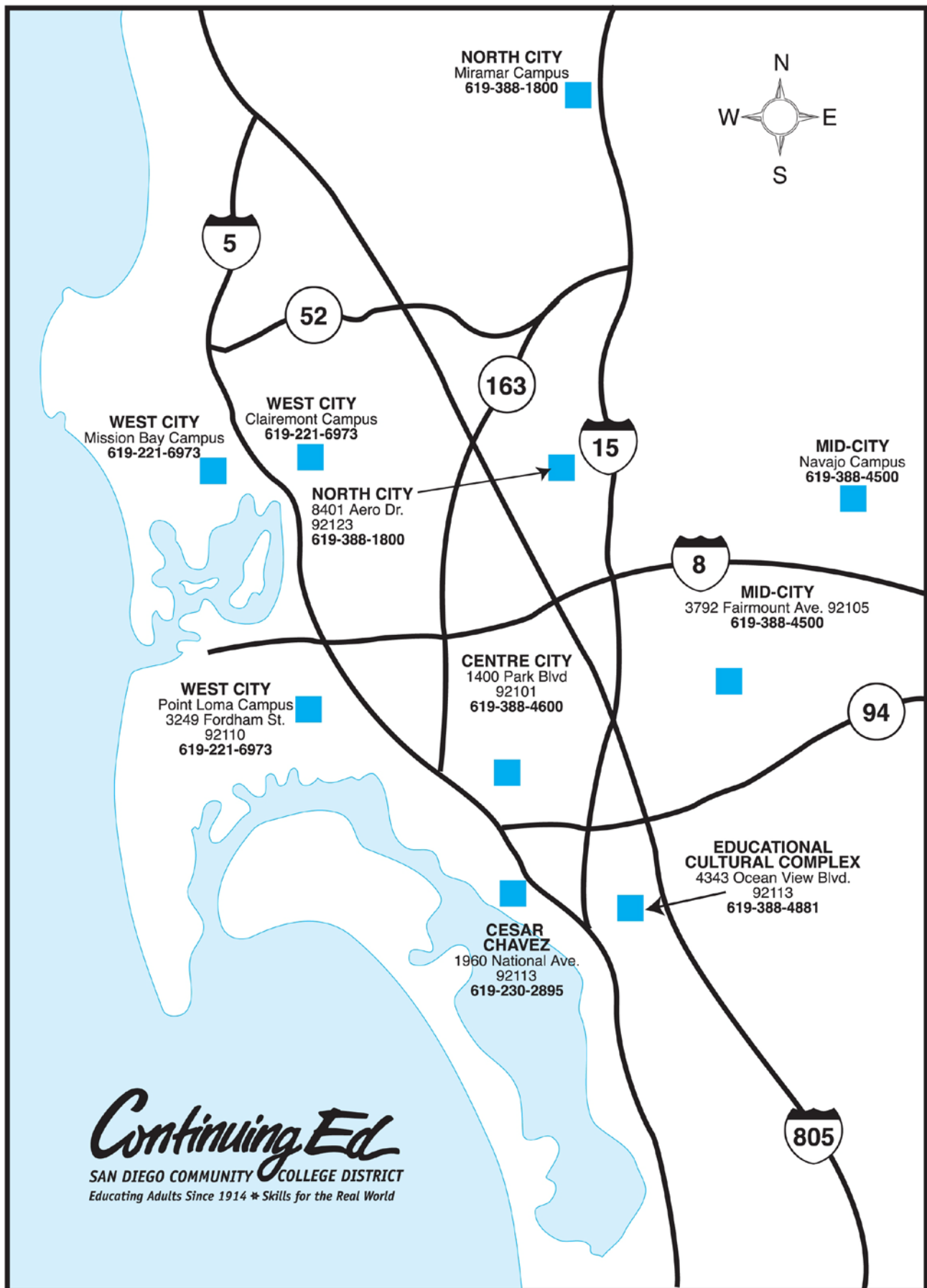
AREA FOR IMPROVEMENT: PROFESSIONAL DEVELOPMENT

OBJECTIVE: Expand and Improve Professional Knowledge of all CE Employees

CRITERIA REFERENCED: A4, B2, C1, D1

STUDENT OUTCOMES ADDRESSED: ESLRs 1-5

SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS
1. Create CE Professional Development Committee; Select Members and Convene Committee	Spring 2007	Vice President of Instruction	Time	Agendas Minutes	Public Folders Web Site and other Written Communication
2. Conduct Needs Assessment	June 2007	Professional Development Committee; Vice President; Academic Senate	Time General Fund and District Research Office	Tabulation of Results	Public Folders Web Site and other Written Communication
3. Develop Professional Development 2 Year Plan	October 2007	Professional Development Committee	Time Various Funds	Completion and Submission of Plan	President and Shared Governance Council
4. Implementation of Plan for 2007-2008	June 2008	Chair of Professional Development Committee	Time General Funds and Categorical Funds	Various Evaluation Instruments	Quarterly Reports to President and Shared Governance Council
5. Revise Plan for 2008-2009	Spring 2008	Chair of Professional Development Committee	Time Various Funding	Completion of Revised Plan	Quarterly Reports to President and Shared Governance Council



## **WASC SELF STUDY TIMELINE**

November 13, 2005	Four Continuing Education personnel attend first WASC training on Focus on Learning
February 21, 2006	Jan Jarrell appointed WASC Coordinator
February 24, 2006	Continuing Education submits its request for scheduled accreditation visit
March 2006	Finalization of Leadership Team and Focus Groups and selection of Home Group chairs
March 29, 2006	Three Continuing Education personnel attend second WASC training
April 21, 2006	Leadership Team meets for the first time to review Home and Focus Group tasks and to establish preliminary timeline
May 12, 2006	First Draft of revised Student and Community Profile uploaded to Accreditation Plus website for review
May 15, 2006	WASC establishes date for 2007 accreditation visit
May 22, 2006	Letters of invitation mailed to Focus Group members and chairs
June 9, 2006	Home Groups complete their review of the ESLRs
June 15, 2006	Leadership Team meets to review feedback on ESLRs and to make final recommendations
June, 2006	Focus Groups meet to review criteria and assigned tasks
June 30, 2006	Home Groups complete their review of the Student and Community Profile
July 1, 2006	Jan Jarrell assumes duties of Accreditation Coordinator
July, 2006	Classes selected for observation, faculty observers trained and classes observed

July 14, 2006	Revised ESLRs sent to Continuing Education Distribution List on email and posted on Accreditation Plus website
July 28, 2006	Presentation on Learning Community project for Leadership Team, followed by meeting to discuss Convocation Day activities related to accreditation (including process to solicit feedback on Criteria Guide Questions)
August 14, 2006	Jan Jarrell accepts teaching position with City College and is replaced by Jim Smith
August 30, 2006	Focus Group B Chair provided with data from classroom observations
September 5, 2006	Home Groups meet during Convocation Day and review criteria of the four focus groups. Home Group Chairs submit written notes to Accreditation Chair
September 13, 2006	Leadership Team meets to review 2001 Action Plan and prepare Chapter III responses
September 9-27, 2006	Faculty and staff surveys conducted and responses returned
September 21, 2006	Faculty observers are debriefed and provide input on observation process
September 22, 2006	Three Continuing Education personnel attend third and final WASC training
September 26, 2006	WASC notifies Continuing Education of the Chair for the 2007 Accreditation Visit
October 10, 2006	Faculty and staff survey results in the form of Pivot Tables provided to all four Focus Groups
October 16, 2006	Second draft of Community and Student Profile and first draft of Chapter III sent to Leadership Team and Focus Groups for review
October 9-16, 2006	Student survey conducted and 1,500 responses sent to District Research and Planning for tabulation
November 1, 2006	First meeting with Chair of Visiting Committee

November 6, 2006	First draft of report from Focus Group A – Organization for Student Learning submitted
December 19, 2006	First draft of report from Focus Group C – Support for Student Personal and Academic Growth submitted
December 21, 2006	First draft of report from Focus Group D – Resource Management and Development submitted
January 2, 2007	Second meeting with Chair of Visiting Committee
January 3, 2007	First draft of report from Focus Group B – Curriculum and Instruction submitted
January 10, 2007	Final draft of Self-Study (minus Action Plan) sent to Leadership Team for review
January 17, 2007	Leadership Team meets to approve final draft of the Self-Study and to develop Action Plan
February, 2007	Production and mailing of Self-Study to Visiting Committee
March, 2007	Distribution of Self-Study to Continuing Education Faculty, Staff and Administrators. Presentation of Self-Study to Board of Trustees
April 22-24, 2007	Visit by Accreditation Team

San Diego Community College District  
**Faculty/Administrator Survey for Accreditation**

Please read the following direction before answering the survey:

- >> BUBBLE in your answers like this: ☒ ☐ ☐ ☐ ☐
- >> Don't mark your answer like this: ☐ ☐ ☐ ☐ ☐
- >> Use black/blue pen or #2 pencil
- >> For confidentiality purposes, please tear off the stapled label and send your completed survey to the Office

**Part I**

Continuing Education offers instructional programs, student services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with Continuing Education, please mark the level of **IMPORTANCE** and your **SATISFACTION** with the areas listed below:

LEVEL OF IMPORTANCE						LEVEL OF SATISFACTION				
very important	important	not important	very unimportant	not		very satisfied	satisfied	not satisfied	very dissatisfied	not
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dept. Teaching Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of Classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adequacy of Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assigned Working Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Technology Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Finan. Resources-CE Budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Physical Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Staffing Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	DSPS (Disability Support Programs & Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Job Placement Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Associated Student Body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Parking Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Please rate your level of agreement with the following statements:

- |   | <i>strongly agree</i> | <i>agree</i>          | <i>disagree</i>       | <i>strongly disagree</i> | <i>NA</i>             |
|---|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------|
| 1. I am familiar with the mission statement of Continuing Education.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 2. The Continuing Education programs, services, and planning are consistent with its mission.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 3. The mission statement defines Continuing Education's purpose, its intended student population, and commitment to achieving student learning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 4. Improving institutional effectiveness is valued throughout Continuing Education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 5. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 6. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 7. The governing board's decision-making reflects the public interest.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 8. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 9. Continuing Education's leaders encourage all members of its community to take the initiative in improving institutional effectiveness.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 10. The faculty exercises an important or extensive role in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 11. The faculty is sufficiently involved through committees in decisions involving curriculum development.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 12. In general, I am aware of faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 13. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 14. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 15. 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 16. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 17. Have your performance evaluations been conducted according to your contract guidelines?   |                       |                       |                       |                          |                       |

☐ Yes ☐ No









18. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff who are directly responsible for the students' success.

☐ ☐ ☐ ☐ ☐

19. Continuing Education provides opportunities for continued professional and staff development.

☐ ☐ ☐ ☐ ☐

20. As a group, the members of my department stay current in their fields of expertise.

☐ ☐ ☐ ☐ ☐

21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.

☐ ☐ ☐ ☐ ☐

22. Continuing Education designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.

☐ ☐ ☐ ☐ ☐

23. I am personally treated with respect at this institution.

☐ ☐ ☐ ☐ ☐

24. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.

☐ ☐ ☐ ☐ ☐

25. I am familiar with Continuing Education's Expected Learning Results for Students (ESLRs).

☐ ☐ ☐ ☐ ☐

26. Review of programs and services is integrated into Continuing Education's planning process.

☐ ☐ ☐ ☐ ☐

27. Student learning outcomes are considered in program review and institutional planning.

☐ ☐ ☐ ☐ ☐

## Curriculum and Instruction

28. Continuing Education identifies and seeks to meet the varied educational needs of its students through diverse programs.

☐ ☐ ☐ ☐ ☐

29. In the courses that you teach, to what extent do you integrate the following student learning results.

	To a great extent	Somewhat	Not at all
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation of Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Processing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Long Learning Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.

☐ ☐ ☐ ☐ ☐

31. I am pleased with the quality of teaching and instruction here.

☐ ☐ ☐ ☐ ☐

32. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

☐ ☐ ☐ ☐ ☐

33. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

☐ ☐ ☐ ☐ ☐

34. Current educational research informs my teaching.



### Support for Student Personal and Academic Growth

35. In general, do you feel that student support services in Continuing Education are adequate to meet student needs?



36. Student Services at my campus has sufficient staff and resources to meet student needs.



37. Student Services at my campus has sufficient facilities to meet student needs.



38. Do you refer students for various services available on campus? (i.e., Counseling, DSFS, Financial Aid, etc.)

☐ Yes

☐ No

39. Official Continuing Education Communications such as the class schedule and web site are precise, accurate, and current.



### Resource Management and Development

40. Continuing Education systematically maintains and upgrades its physical resources to support its programs and services.



41. Continuing Education systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.



42. Safety hazards are addressed promptly.



43. The grounds are pleasing and adequately maintained.



44. The exterior features of the campus buildings are well maintained.



45. The interior of the classrooms, offices, and restrooms are adequately maintained.



46. The exterior lighting of Continuing Education is adequate and kept in working order.



47. Technology planning is integrated with institutional planning.



48. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.



49. Continuing Education provides training in the effective application of information technology to faculty and staff.



50. Continuing Education systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.



*Strongly agree* *agree* *Disagree* *strongly disagree* *not*

- |   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 51. Budget information is accessible throughout Continuing Education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. Continuing Education's budget reflects its priorities and planning goals (general funds and others).  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. Faculty and staff have appropriate opportunities to participate in budget development for Continuing Education through its shared governance processes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. The District resource allocation process is appropriate to support Continuing Education.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. Systematic assessment of effective use of physical resources is integrated in institutional planning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Student learning needs are central to the planning, development, and design of new facilities.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Part III: Demographics

#### 57. Gender

- ☐ Female ☐ Male

#### 58. Ethnic/Racial Grouping

- |   |  |
|---|--|
| <input type="radio"/> Asian/Pac Islander                  | <input type="radio"/> Hispanic                     |
| <input type="radio"/> African American/Black Non Hispanic | <input type="radio"/> American Ind./Alaskan Native |
| <input type="radio"/> White Non Hispanic                  | <input type="radio"/> Other Non-White              |
| <input type="radio"/> Filipino                            |  |

#### 59. How long have you been employed in Continuing Education?

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ 11-15 years
- ☐ 16 or more

#### 60. What is your work status?

- ☐ Full Time Contract
- ☐ Partial Contract
- ☐ Priority Rehire
- ☐ Adjunct

61. Please indicate your certificated status:

- ☐ Classroom Instructor
- ☐ Non-Classroom Instructor
- ☐ Manager
- ☐ Counselor

- ☐ 15 hrs. per wk.
- ☐ 10-14.75 hrs. per wk.
- ☐ 6 to 9.75 hrs. per wk.
- ☐ Less than 6 hrs. per wk.

63. Your primary work site:

- ☐ Centre City
- ☐ Cesar Chavez
- ☐ ECC
- ☐ Mid-City
- ☐ North City
- ☐ West City
- ☐ Headquarters

64. What is the highest degree that you have earned?

- ☐ Less than an AA/AS
- ☐ AA/AS
- ☐ BA/BS
- ☐ MA/MS
- ☐ PhD

65. If you are also teaching elsewhere, please indicate one or more of the following:

- ☐ Adult Education in another district
- ☐ Elementary education
- ☐ Secondary education
- ☐ Community College
- ☐ 4-Year College or University

66. What type of professional growth activities have you participated in during the last 3 years (you may mark more than one):

- ☐ College classes
- ☐ Workshops & conferences of less than 1 day
- ☐ Conferences of more than 1 day
- ☐ Industry related training
- ☐ Other (Please Specify): \_\_\_\_\_

67. What is your primary work location?

- ☐ On campus
- ☐ Off campus

68. What is your primary work schedule?

- ☐ Day
- ☐ Evening

69. In what discipline do you teach the majority of your hours?

- ☐ ABE/HSDP
- ☐ ESL/Citizenship
- ☐ BIT
- ☐ Older Adult
- ☐ Home Economics
- ☐ Heavy Voc.
- ☐ DSPS
- ☐ Parenting

San Diego Community College District  
**Classified Staff Survey for Accreditation**

Please read the following direction before answering the survey:

- >> BUBBLE in your answers like this: ● ○ ○ ○ ○
- >> Don't mark your answer like this: ⊗ ○ ○ ○ ○
- >> Use black/blue pen or #2 pencil
- >> Please send your completed survey to the Instructional Services (Room 113) at EOC no later than Friday, September 23, 2006.

**Part I**

Continuing Education offers instructional programs, student services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with Continuing Education, please mark the level of **IMPORTANCE** and your **SATISFACTION** with the areas listed below:

LEVEL OF IMPORTANCE						LEVEL OF SATISFACTION				
very important	important	not important	very unimportant	None		very satisfied	satisfied	neutral	very dissatisfied	None
○	○	○	○	○	Counseling	○	○	○	○	○
○	○	○	○	○	Depart. Teaching Resources	○	○	○	○	○
○	○	○	○	○	Quality of Instruction	○	○	○	○	○
○	○	○	○	○	Availability of Classes	○	○	○	○	○
○	○	○	○	○	Adequacy of Classrooms	○	○	○	○	○
○	○	○	○	○	Assigned Working Space	○	○	○	○	○
○	○	○	○	○	Technology Resources	○	○	○	○	○
○	○	○	○	○	Finan. Resources-CE Budget	○	○	○	○	○
○	○	○	○	○	Physical Facilities	○	○	○	○	○
○	○	○	○	○	Staffing Resources	○	○	○	○	○
○	○	○	○	○	DSPS (Disability Support Programs & Services)	○	○	○	○	○
○	○	○	○	○	Job Placement Services	○	○	○	○	○
○	○	○	○	○	Associated Student Body	○	○	○	○	○
○	○	○	○	○	Parking Services	○	○	○	○	○

Part II: Please rate your level of agreement with the following statements:

- |  | <i>strongly agree</i> | <i>agree</i>          | <i>disagree</i>       | <i>strongly disagree</i> | <i>NA</i>             |
|--|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------|
| 1. I am familiar with the mission statement of Continuing Education.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 2. The Continuing Education programs, services, and planning are consistent with its mission.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 3. The mission statement defines Continuing Education's purpose, its intended student population, and commitment to achieving student learning.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 4. Improving institutional effectiveness is valued throughout Continuing Education.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 5. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 6. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 7. The governing board's decision-making reflects the public interest.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 8. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 9. Continuing Education's leaders encourage all members of its community to take the initiative in improving institutional effectiveness.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 10. The staff exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 11. In general, I am aware of staff's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 12. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 13. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 14. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 15. Have your performance evaluations been conducted according to your contract guidelines?  |                       |                       |                       |                          |                       |

☐ Yes ☐ No







16. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff who are directly responsible for the student success.

☐ ☐ ☐ ☐ ☐

17. Continuing Education provides opportunities for continued professional and staff development.

☐ ☐ ☐ ☐ ☐

18. As a group, the members of my department stay current in their fields of expertise.

☐ ☐ ☐ ☐ ☐

19. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.

☐ ☐ ☐ ☐ ☐

20. Continuing Education designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.

☐ ☐ ☐ ☐ ☐

21. I am personally treated with respect at this institution.

☐ ☐ ☐ ☐ ☐

22. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.

☐ ☐ ☐ ☐ ☐

23. I am familiar with Continuing Education's Expected Learning Results for Students (ESLRs).

☐ ☐ ☐ ☐ ☐

24. Review of programs and services is integrated into Continuing Education's planning process.

☐ ☐ ☐ ☐ ☐

25. Student learning outcomes are considered in program review and institutional planning.

☐ ☐ ☐ ☐ ☐

### Curriculum and Instruction

26. Continuing Education identifies and seeks to meet the varied educational needs of its students through diverse programs.

☐ ☐ ☐ ☐ ☐

27. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

☐ ☐ ☐ ☐ ☐

### Support for Student Personal and Academic Growth

28. In general, do you feel that student support services in Continuing Education are adequate to meet student needs?

☐ ☐ ☐ ☐ ☐

29. Student Services at my campus has sufficient staff and resources to meet student needs.

☐ ☐ ☐ ☐ ☐

30. Student Services at my campus has sufficient facilities to meet student needs.

☐ ☐ ☐ ☐ ☐

31. Do you refer students for various services available on campus? (i.e., Counseling, DSPS, Financial Aid, etc.)

☐ Yes ☐ No



32. Official Continuing Education Communications such as the class schedule and web site are precise, accurate, and current.



## Resource Management and Development

33. Continuing Education systematically maintains and upgrades its physical resources to support its programs and services.



34. Continuing Education systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.



35. Safety hazards are addressed promptly.



36. The grounds are pleasing and adequately maintained.



37. The exterior features of the campus buildings are well maintained.



38. The interior of the classrooms, offices, and restrooms are adequately maintained.



39. The exterior lighting of Continuing Education is adequate and kept in working order.



40. Technology planning is integrated with institutional planning.



41. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.



42. Continuing Education provides training in the effective application of information technology to faculty and staff.



43. Continuing Education systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.



44. Budget information is accessible throughout Continuing Education.



45. Continuing Education's budget reflects its priorities and planning goals (general funds and others).



46. Faculty and staff have appropriate opportunities to participate in budget development for Continuing Education through its shared governance processes.



47. The District resource allocation process is appropriate to support Continuing Education.



48. Systematic assessment of effective use of physical resources is integrated in institutional planning.



49. Student learning needs are central to the planning, development, and design of new facilities.



**Part III: Demographics**

50. Gender

- ☐ Female      ☐ Male

51. Ethnic/Racial Grouping

- ☐ Asian/Pac Islander      ☐ Hispanic  
☐ African American/Black Non Hispanic      ☐ American Ind/Alaskan Native  
☐ White Non Hispanic      ☐ Other Non-White  
☐ Filipino

52. How long have you been employed in Continuing Education?

- ☐ Less than 1 year  
☐ 1-3 years  
☐ 4-6 years  
☐ 7-10 years  
☐ 11-15 years  
☐ 16 or more

53. What is your work classification?

- ☐ Supervisor  
☐ Operations  
☐ Classified Hourly  
☐ Police  
☐ Office Technical  
☐ Other

54. Please indicate your area of responsibility:

- ☐ Student Support Services (Student Services Asst., etc.)  
☐ Instructional Support Services (Instructional Asst., Lab Technician, etc.)  
☐ Administrative Support Services (Human Resources, Business Operation, etc.)  
☐ Facilities, operation, and maintenance (Police, Custodians, Media Tech, etc.)  
☐ Other

55. Your primary work site:

- ☐ Centre City
- ☐ Cesar Chavez
- ☐ ECC
- ☐ Mid-City
- ☐ North City
- ☐ West City
- ☐ Headquarters

56. What is your work status?

- ☐ Part-time
- ☐ Full-time

57. What is the highest degree that you have earned?

- ☐ Less than an AA/AS
- ☐ AA/AS
- ☐ BA/BS
- ☐ MA/MS
- ☐ PhD

58. What type of professional growth activities have you participated in during the last 3 years (you may mark more than one):

- ☐ College classes
- ☐ Workshops & conferences of less than 1 day
- ☐ Conferences of more than 1 day
- ☐ Industry related training
- ☐ Other (Please Specify): \_\_\_\_\_

**SAN DIEGO CONTINUING EDUCATION  
SAN DIEGO COMMUNITY COLLEGE DISTRICT**

## Student Satisfaction Survey

**Dear Students:**

This 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.

**Directions:**

- 1) Fill in the circle completely, like this: ●      ○      ○      ○      ○  
Do not mark your answer like this: ✕      ○      ○      ○      ○
- 2) Use black/blue pen or #2 pencil.

**Part I: Student Services**

Please rate how important you think the following services are:

	Very Important	Important	Unimportant	Very Unimportant	Don't Know
1. Course Registration Process	○	○	○	○	○
2. Instruction	○	○	○	○	○
3. Bookstore	○	○	○	○	○
4. Assessment Services	○	○	○	○	○
5. Associated Student Body	○	○	○	○	○
6. Counseling Services	○	○	○	○	○
7. DSPS (Disabilities Support Programs and Services)	○	○	○	○	○
8. Student Services Office	○	○	○	○	○
9. Parking	○	○	○	○	○

Please rate how satisfied you are with the following services:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
1. Course Registration Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assessment Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Associated Student Body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Counseling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. DSPS (Disabilities Support Programs and Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Student Services Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Part II: Student Experiences

Please rate your level of agreement with the following statements:

### Enrollment and Course Registration

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I did not have any problems with the registration and enrollment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Staff were helpful throughout the enrollment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall, I was satisfied with the enrollment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The information presented in the class schedule is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The information presented on the Website is clear and easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Orientation

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. By attending a student orientation, I became more familiar with Continuing Education's programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The student orientation I attended was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student orientation is effective in helping students adjust to being in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. It should be mandatory for all students to attend a student orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Assessment**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The English assessment test helped me enroll in the appropriate class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The math assessment test helped me enroll in the appropriate class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Counselors/staff clearly explained the assessment results to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assessment tests were offered frequently and at times that met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Counseling Services**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The counseling session(s) helped me clarify my educational goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The counseling session(s) helped me select courses I need to attain my educational goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Counselors are concerned about my success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Counselors care about me as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Counselors are interested in helping students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. DSPS services are always available when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. DSPS staff are polite and willing to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Follow-up of Student Educational Progress**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. Counselors help me to understand my educational progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Counselors help me improve my academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Curriculum and Instruction**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I feel at ease talking with my instructor(s) outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In general, instructors attempt to be fair and objective in their presentation of course materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In general, instructors clearly define how I will be graded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Instructors care about their students' success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Instructors have been available for help outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I believe my courses will prepare me well for future employment and/or additional education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Overall, I am satisfied with the course content in most of my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Most of the classes I took were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am satisfied with the overall quality of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Physical Facilities**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. In general, classroom facilities are adequate for instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Computer labs are equipped with updated computers and software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The availability of computer labs is sufficient to meet my educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There is adequate study space on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Safety hazards are addressed promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The grounds are pleasing and adequately maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Campus Climate**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. Staff have been helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel valued as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel a sense of belonging in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel safe on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am treated with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students have a substantial voice in matters related to programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Academic Development**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. My classes (i.e. English, math, etc.) developed my academic skills in written and oral communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My classes developed my critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My classes developed my academic abilities in math and quantitative skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My classes developed my occupational competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personal Development**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I am more aware of and appreciate human differences after attending this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My education helped me to understand myself better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have learned about other parts of the world and other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have gained interpersonal skills by interacting with people at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part III: Demographics**

The following questions are for categorization purposes only.

1. How many hours do you spend at school in a typical week?
 

<input type="radio"/> 1-5 hours	<input type="radio"/> 11-15 hours	<input type="radio"/> More than 25 hours
<input type="radio"/> 6-10 hours	<input type="radio"/> 16-25 hours	
  
2. What is the highest level of formal education you have completed?
 

<input type="radio"/> 8th Grade or Below	<input type="radio"/> Some College	<input type="radio"/> Graduate School
<input type="radio"/> Some High School	<input type="radio"/> AA Degree	<input type="radio"/> Graduate Degree
<input type="radio"/> High School Graduate/GED	<input type="radio"/> BA Degree	
  
3. What school do you attend primarily?
 

<input type="radio"/> Cesar Chavez	<input type="radio"/> Educational Cultural Complex	<input type="radio"/> North City (Aero, LVPC, Miramar)
<input type="radio"/> Centre City (Sk Center)	<input type="radio"/> Mid-City (Navajo)	<input type="radio"/> West City (Midway, Clairemont, Mission Bay)
  
4. How long have you been attending San Diego Continuing Education classes?
 

<input type="radio"/> 1-5 months	<input type="radio"/> 1-2 years	<input type="radio"/> More than 5 years
<input type="radio"/> 6-12 months	<input type="radio"/> 2-5 years	
  
5. When do you attend classes primarily?
 

<input type="radio"/> In the daytime	<input type="radio"/> Both daytime and evening
<input type="radio"/> In the evening	
  
6. What type of classes do you attend primarily?
 

<input type="radio"/> ESL	<input type="radio"/> DSPS
<input type="radio"/> HS Diploma/GED/ABE	<input type="radio"/> Business Information Technology (computers)
<input type="radio"/> Vocational (Certificate Programs)	<input type="radio"/> Parenting

If you have additional comments, please write them here.

**COMMENTS**

*Thank you for your participation!*



## CLASSROOM OBSERVATION FORM FOR 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 Expected Schoolwide Learning Results. Please check the activities that you observe and write examples of evidence or comments on the right side.

**ESLR 1: SDCE students will demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.**

<b>Students Are Engaged in the Following Activities:</b>	<b>Check if observed</b>	<b>Evidence/Comments</b>
<p>A. Demonstrating a sense of community</p> <ul style="list-style-type: none"> <li>- students appear relaxed and comfortable</li> <li>- good rapport between teacher and students is evident</li> <li>- good rapport among students is apparent</li> </ul>		
<p>B. Performing classroom tasks in a variety of groupings</p> <ul style="list-style-type: none"> <li>- pairs</li> <li>- small groups</li> <li>- whole group activity</li> </ul>		
<p>C. Demonstrating respect for the rights and opinion of others</p>		
<p>D. Negotiating and resolving conflicts</p>		
<p>E. Exercising leadership</p> <ul style="list-style-type: none"> <li>- peer tutoring</li> <li>- lead a group</li> <li>- take responsibility for classroom tasks</li> </ul>		

**ESLR 2: SDCE students will be effective communicators and listeners.**

Students Are Engaged in the Following Activities:	Check if observed	Evidence/Comments
A. Verbally expressing themselves		
B. Following verbal or written directions		
C. Demonstrating active listening skills/comprehension <ul style="list-style-type: none"> <li>- ask questions</li> <li>- answer questions</li> <li>- ask for clarification</li> <li>- demonstrate comprehension through demonstration</li> </ul>		
D. Using technology <ul style="list-style-type: none"> <li>- computers</li> <li>- audio equipment</li> <li>- VCR</li> <li>- Overhead projector</li> <li>- Adapted Technology</li> </ul>		
E. Demonstrating appropriate non-verbal communication <ul style="list-style-type: none"> <li>- eye contact</li> <li>- gestures</li> <li>- raising hands</li> <li>- nodding approval/disapproval</li> </ul>		

**ESLR 3: SDCE students will process information independently and cooperatively.**

<b>Students Are Engaged in the Following Activities:</b>	<b>Check if observed</b>	<b>Evidence/Comments</b>
A. Solving a problem or making a decision		
B. Applying knowledge or life skills to a real life situation  <ul style="list-style-type: none"> <li>- role play activity</li> <li>- real life task</li> <li>- simulation in the classroom</li> </ul>		
C. Use of higher order thinking skills (critical thinking), e.g. assimilate information, synthesize, summarize, compare/contrast, analyze		
D. Using different learning strengths  <ul style="list-style-type: none"> <li>- aural</li> <li>- oral</li> <li>- visual</li> <li>- kinesthetic/tactile</li> </ul>		
E. Receiving and providing feedback on performance  <ul style="list-style-type: none"> <li>- student to student</li> <li>- teacher and student</li> </ul>		

**ESLR 4: SDCE students will pursue life-long learning to adapt to changing conditions and to fulfill their roles as individuals, family members, workers and community members.**

<b>Students Are Engaged in the Following Activities:</b>	<b>Check if observed</b>	<b>Evidence/Comments</b>
<p>A. Demonstrating resource management</p> <ul style="list-style-type: none"> <li>- have organized classroom materials</li> <li>- have appropriate supplies/tools for learning</li> </ul>		
<p>B. Demonstrating time management skills</p> <ul style="list-style-type: none"> <li>- students are on task in a timely manner</li> <li>- come to class on time</li> <li>- completing tasks/assignments on time</li> </ul>		
<p>C. Demonstrating self-confidence by</p> <ul style="list-style-type: none"> <li>- raising their hands</li> <li>- participating actively in classroom activities</li> <li>- sitting in the front of the class</li> <li>- asking questions or clarifying</li> </ul>		

**ESLR 5: SDCE students will demonstrate learning gains or competencies relevant to their needs and course objectives.**

<b>Students Are Engaged in the Following Activities:</b>	<b>Check if observed</b>	<b>Evidence/Comments</b>
A. Participating in a lesson that is relevant based on objectives included on the course outline or syllabus		Learning objective (s): _____ _____
B. Participating in a lesson that is taught at the appropriate level to enable potential mastery of the objective(s)		
C. 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		

**Additional Comments on Classroom Observation If Necessary**

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**SAN DIEGO CONTINUING EDUCATION  
CLASS OBSERVATION TALLY  
2006**

SUBJECT AREA	# OF CLASS OBSERVED	ESLR 1					ESLR 2				
		a	b	c	d	e	a	b	c	d	e
ABE	2	2	2	0	0	1	2	2	1	1	2
BIT	23	22	11	7	1	14	14	17	18	11	20
DSPS	7	4	1	4	0	3	6	0	5	4	1
ESL	35	32	27	21	5	21	19	21	25	27	22
HSDP	3	1	2	0	0	0	2	1	2	0	2
HOME EC	9	9	8	7	0	7	9	7	7	7	3
H VOC	8	5	2	3	0	3	4	5	3	4	5
OA	35	29	8	14	2	15	24	17	23	24	11
PARENT	8	8	6	4	4	6	7	5	8	7	5
<b>TOTAL</b>	<b>130</b>	<b>112</b>	<b>67</b>	<b>60</b>	<b>12</b>	<b>70</b>	<b>87</b>	<b>75</b>	<b>92</b>	<b>85</b>	<b>71</b>

SUBJECT AREA	# OF CLASS OBSERVED	ESLR 3				ESLR 4	
		a	b	c	d	a	b
ABE	2	1	1	2	2	1	2
BIT	23	12	14	19	15	14	16
DSPS	7	1	6	7	4	2	6
ESL	35	16	20	27	30	29	33
HSDP	3	2	0	2	0	2	1
HOME EC	9	6	5	8	7	7	7
H VOC	8	4	3	4	5	3	4
OA	35	11	15	26	17	9	24
PARENT	8	4	6	6	5	6	8
<b>TOTAL</b>	<b>130</b>	<b>57</b>	<b>70</b>	<b>101</b>	<b>85</b>	<b>73</b>	<b>101</b>



## INSTRUCTOR INTERVIEW FORM FOR 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 (SEC's)
- ☐ 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 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
- ☐ DVD's/VHS/CD's
- ☐ 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
- ☐ Attend workshops in my content area
- ☐ Interact with members of the community/industry in which my students live and work

☐ Other: \_\_\_\_\_

9. What else are you doing to promote achievement of the Expected Schoolwide Learning Results (ESLRs)?

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10. What do you do to promote learner persistence in your class?

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**SAN DIEGO CONTINUING EDUCATION  
INSTRUCTOR INTERVIEW RESULTS  
2006**

<b>1. How do your students use interpersonal skills to learn and work cooperatively?</b>	<b>ABE (2)</b>	<b>BIT (22)</b>	<b>DSPS (7)</b>	<b>ESL (33)</b>	<b>HSDP (3)</b>	<b>HOME EC (10)</b>	<b>H VOC (8)</b>	<b>OA (36)</b>	<b>PARENT ED (7)</b>	<b>TOTAL (128)</b>
Problem solving and/or conflict reduction	2	15	7	17	1	7	5	16	7	77
Field trips	2		3	3		6	2	11	3	30
Group/team projects or presentations	2	13	6	21	1	10	8	14	2	77
Role-playing		3	6	28		4	2	7	7	57
Action projects for school improvement	1	1	2			4	2	6		16
Community Projects	1	1	4	3		8	5	12	1	35
Interactive classroom tasks	1	19	7	28	3	10	7	30	7	112
Role assignments for classroom management, e.g. helping new students, handing out books, etc.		9	4	26	2	9	4	12	5	71
Peer tutoring/mentoring		18	7	27	3	9	7	20	3	94
Internships	1	2	2			1	3			9

<b>2. What forms of communication do you facilitate/use in your classroom?</b>	<b>ABE (2)</b>	<b>BIT (22)</b>	<b>DSPS (7)</b>	<b>ESL (33)</b>	<b>HSDP (3)</b>	<b>HOME EC (10)</b>	<b>H VOC (8)</b>	<b>OA (36)</b>	<b>PARENT ED (7)</b>	<b>TOTAL (128)</b>
Active listening, including clarification	2	21	7	33	3	10	8	34	7	106
Speaking	2	21	7	31	3	10	8	31	7	120
Reading	2	18	5	30	3	10	8	17	6	99
Writing	2	13	6	29	3	8	7	11	7	86
Non-verbal communication	2	8	5	21	1	9	7	28	6	87
Use of technology	2	14	4	27	3	6	8	20	5	89

<b>5. How do you determine if students have demonstrated learning gains of competencies relevant to their needs and course objectives?</b>	<b>ABE (2)</b>	<b>BIT (22)</b>	<b>DSPS (7)</b>	<b>ESL (33)</b>	<b>HSDP (3)</b>	<b>HOME EC (10)</b>	<b>H VOC (8)</b>	<b>OA (36)</b>	<b>PARENT ED (7)</b>	<b>TOTAL (128)</b>
Document outcomes	2	10	4	10	1	5	5	9	1	47
Student questionnaires	2	6	4	11	1	5	2	9	6	46
Follow-up surveys	2	5	3	4		4	2	7	2	29
Tests	2	12	3	25	3	6	6	6	2	65
Applied performance	2	15	5	27	1	9	8	28	5	100
Projects or products completed	2	17	5	15	1	10	7	13	3	73

6. What formal and informal assessments do you use in your classroom or program?	ABE (2)	BIT (22)	DSPS (7)	ESL (33)	HSDP (3)	HOME EC (10)	H VOC (8)	OA (36)	PARENT ED (7)	TOTAL (128)
Textbook tests	2	10	1	15	3	3	6	1	1	42
Teacher made tests	2	12	3	28	3	6	7	7	3	71
Student/peer feedback	2	14	6	27	1	9	7	29	7	102
Demonstrate industry standards	2	15	2	5		7	8	7		46
Portfolios	2	11	3	7	1	7	3	5	1	40
Standardized tests	2	6	1	21	3		5	5		43
Teacher/Counselor feedback	2	12	6	25	3	8	6	27	3	92
Family feedback	1	2	4	7		8	2	18	5	47

7. Describe ways you use technology in your classroom.	ABE (2)	BIT (22)	DSPS (7)	ESL (33)	HSDP (3)	HOME EC (10)	H VOC (8)	OA (36)	PARENT ED (7)	TOTAL (128)
Computers/laptops	2	22	5	20	2	5	6	8	1	71
Overheads/projectors	2	19	2	23	2	4	8	6	2	68
DVD's/VHS/CD's	2	13	3	22		8	8	21	6	83
Portable word processors, language master machines, smartboards	2	2	2	8	1	2	2			19
PowerPoint	1	12	1	6	1	4	5	3	1	34
Email	1	14	5	10	1	6	4	3	1	45
Internet/websites	2	22	5	19	3	7	6	15	4	83
Referrals to computer labs	2	10	5	13	2	3	3	1		39
PDA's		3					2			5
Digital Photography		12	1	9		7	3	6	2	40



<b>8. What strategies do you use to provide a relevant course of study for your students?</b>	<b>ABE (2)</b>	<b>BIT (22)</b>	<b>DSPS (7)</b>	<b>ESL (33)</b>	<b>HSDP (3)</b>	<b>HOME EC (10)</b>	<b>H VOC (8)</b>	<b>OA (36)</b>	<b>PARENT ED (7)</b>	<b>TOTAL (128)</b>
Teach to the objectives of the district course outline	2	12	4	26	3	8	8	21	7	91
Use of a course syllabus	2	20	5	29	3	10	8	27	6	101
Needs assessment forms	2	8	5	22	3	4	3	9	5	61
Pre-post interviews with students/surveys	2	13	5	19	1	7	5	19	2	73
Preview and access new materials	2	15	5	23	2	8	7	24	5	91
Attend workshops in my content area	2	11	2	25	2	8	7	23	6	86
Interact with members of the community/industry in which many students live and work	2	14	5	18	2	7	8	25	6	87

## STUDENT INTERVIEW FORM FOR 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.

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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 tests
- ☐ Cumulative exam
- ☐ Teacher/Counselor comments
- ☐ Student educational contracts (SECs)
- ☐ Checklists of competencies mastered
- ☐ Demonstration of skills learned (e.g. completed projects)
- ☐ Pre-post tests
- ☐ Collection of my work in a portfolio
- ☐ Peer/Family feedback
- ☐ Self-perceived progress or reported improvement in applied tasks
- ☐ Long and/or short term goals met
- ☐ Peer Tutoring
- ☐ Receipt of grade/certificate/diploma
- ☐ Other \_\_\_\_\_

6. How has this class helped you?

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7. How do you think we can make this class better?

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# SAN DIEGO CONTINUING EDUCATION

## STUDENT INTERVIEW RESULTS

### 2006

1. Why are you taking this class? (What skill/knowledge do you expect to gain?)	ABE (4)	BIT (31)	DSPS (13)	ESL (57)	HSDP (6)	HOME EC (20)	H VOC (16)	OA (69)	PARENT ED (8)	TOTAL (224)
High School Diploma/GED	2	1		13	5					21
Improve Skills	4	21	8	44	1	16	13	26	6	139
Get a job/get a better job	4	17	5	31	3	13	12	1		86
Improve communication	4	11	4	41	3	1	2	9	3	78
Personal growth/knowledge	4	22	7	33	2	17	12	58	6	161
Citizenship	4	1		14		1				20
Transfer to College	1	6		14	3	2	3			29
Other	4			2		4			4	14

2. What do you plan to do when you finish this course?	ABE (4)	BIT (31)	DSPS (13)	ESL (57)	HSDP (6)	HOME EC (20)	H VOC (16)	OA (69)	PARENT ED (8)	TOTAL (224)
Take another course in Continuing Education	13	27	7	49	2	13	7	54	7	179
Look for a job/better job	6	16	4	30	1	6	9	1		73
Enter employment training	2	9	4	11	1	2	5			34
Enroll in a college course of program	4	9	2	21	2	4	8	1	1	52
Other	5	1	2	1	1	5	3		2	20

<b>4. In you class, do you do any of these things? Check all that apply.</b>	<b>ABE (4)</b>	<b>BIT (31)</b>	<b>DSPS (13)</b>	<b>ESL (57)</b>	<b>HSDP (6)</b>	<b>HOME EC (20)</b>	<b>H VOC (16)</b>	<b>OA (69)</b>	<b>PARENT ED (8)</b>	<b>TOTAL (224)</b>
Participate in classroom discussion	4	27	13	56	3	21	16	60	8	208
Follow and give directions	4	27	9	51	6	20	15	52	8	192
Read	4	28	10	57	6	21	16	36	8	186
Write	4	25	8	55	6	17	14	43	7	179
Work in pairs or groups	4	17	6	54	2	18	16	33	8	158
Check your won progress	4	23	7	38	6	20	15	42	7	162
Go on field trips	2			6		12	4	21	3	48
Listen to guest speakers	3	14	8	26	3	13	12	30	6	115
Work on class projects	3	22	5	28		19	13	23	8	121
Report to the whole class	3	7	4	33		15	5	21	6	94
Help with classroom tasks or jobs	4	12	5	36	1	18	14	35	7	132
Help other students	4	27	8	51	3	20	15	43	8	179
Take tests and quizzes	4	17	2	46	6	9	14	15	4	117
Use the computer	4	31	7	29	3	9	8	7	1	99
Access the internet	4	26	5	22		9	7	5		78
Use other learning tools	3									3
Video	3	9	5	27	3	13	13	18	2	93
Tape recorder	4		2	23	1	5	3	26	4	68
Books	4	15	3	42	5	15	13	18	6	121
Equipment	1	14	1	16		15	15	27	3	92
Telephone/fax machine, etc.	1		2	6				1		10
Produce a product	2	15	4	5		19	13	18	4	80
Do assignments outside of class	4	21	7	49	1	18	10	27	6	143
Homework	3	20	8	49	3	18	9	22	6	138
Community assignments	2	3	2	5		12	6	13	4	47

5. How do you know you are leaning in this class?	ABE (4)	BIT (31)	DSPS (13)	ESL (57)	HSDP (6)	HOME EC (20)	H VOC (16)	OA (69)	PARENT ED (8)	TOTAL (224)
Periodic tests	4	19	4	45	6	9	12	6	4	109
Cumulative Exam	3	12	2	15	2	5	9		2	50
Teacher/Counselor comments	4	20	7	51	4	15	16	34	6	157
Student educational contracts (SECs)		2	1	1		1	5			10
Checklists of competencies mastered	4	11	2	10	3	6	10	2	2	50
Demonstration of skills learned (e.g. completed projects)	4	25	6	28	2	18	13	34	7	137
Pre-post tests	3	13	1	19		7	9	3	3	58
Collection of my work in a portfolio	2	15	5	20	4	14	11	12	4	87
Peer/Family feedback	4	15	8	35	2	16	7	33	6	126
Self-perceived progress or reported improvement in applied tasks	4	23	8	32	6	17	14	48	6	158
Long and/or short term goals met	4	22	9	28	5	16	15	26	6	131
Peer Tutoring	4	11	5	25		10	12	16	4	87
Receipt of grade/certificate/diploma	4	16	1	23	1	7	11	3	5	71
Other									2	2