

VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

SAN DIEGO CONTINUING EDUCATION

**4343 Ocean View Blvd.
San Diego, CA 92113**

March 13-16, 2017

ACS WASC Postsecondary Manual, 2013 Edition (Updated)

This report represents the findings of the evaluation team that visited name of the institution on dates of visit.

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Chapter 1 — Introduction

INTRODUCTION-San Diego Continuing Education (its evolved name¹ since 1981) has provided, mostly free or low cost (books and equipment) adult education services to the city of San Diego since 1914. The self-study reports it is currently the largest non-credit continuing education school in California and serves over 44,000 unduplicated students, representing over 170 countries annually. Formerly a part of the San Diego Unified School District, with voter approval in 1972, it became one of four institutions within the San Diego Community College District which are governed by a locally elected 5 member Board of Trustees. The board additionally has three annually rotating student trustee positions. SDCE has five program based dedicated campuses and two satellite facilities on the campuses of Mesa and Miramar Community Colleges. Each campus has been or is being renovated (along with the three community colleges) with new learning facilities, infrastructure projects and equipment improvements funded by voter passed Propositions S(2002) and N(2006). There are also over 100 community and neighborhood offsites.

SDCE had been accredited by WASC in 2007. The school requested and was granted to be re-accredited in 2010, aligning its accreditation process with that of the SDCCD (Community Colleges). A mid term report was filed in 2013 and an addendum in 2014 with no additional revisions from WASC.

In keeping with the community college system, the schools' self study began with a review of the WASC criteria by the SDCCD Board of Trustees in 2014. An Accreditation steering committee was established reflective of the schools participatory governance structure wherein all faculty and staff participate in institutional committees that drive decision-making, the implementation of initiatives, and strategic planning. Through that committee, the four focus groups (WASC Criteria 4,5,6, and 7) and ten work groups were established consisting of administrators, faculty members, counselors, and staff. The Leadership Team began meeting in the fall of 2014 under the guidance of the then VP Instruction and Student Services. It consist of the schools President, Vice Presidents, Deans, Academic and Classified Senate Presidents, and two ESL faculty members. The current Vice President, Instruction serves as the self-study chair.

Post-secondary is also a common understanding for the term continuing education. In that SDCE provides an avenue for :

- Adults needing to complete their high school education or in need of remedial coursework with basic skills in reading, writing and computation to enable them to be ready for and successful in college-level coursework.

¹ The name Continuing Education is somewhat of a misnomer in that it is an all-encompassing term within a broad list of post-secondary learning activities and programs and is used extensively by professionals to denote educational courses or hours that will be obtained to maintain their licenses or certifications.

- Adults whose goals are to increase their job preparation or augmenting certifications and skills or short-term career technical education to obtain the skills needed for job entry or re-entry, as well as career advancement or change.
- Immigrants with English language skills needed to gain employment, become citizens or pursue further academic study.
- Basic skills or vocational education for students with disabilities to enable them to achieve maximum independence.

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- Parenting , and Older adult programs.

SDCE may want to consider a rebranding of its name that would assist its community in recognizing the nature of their course offerings which may be of benefit to them in reaching their short and long term pre-collegiate educational goals.}

Administrative personnel changes since July 2015 include a new President, Vice President of Administrative Services, and the Vice Presidents of Instructional Services and Student Services split into two autonomous positions.

The fiscal crisis in California, which began in 2008-2009 and had caused a reduction in counseling, programs as well as a hiring freeze. With the California voter passed Proposition 30 (now scheduled to fully sunset in 2030) providing increased funding for community colleges, beginning in 2013, the school with various grants and its noncredit FTES increases (same rate as SDCCD credit colleges for courses which lead to college and career readiness), began financially rebounding. Staffing and course offerings have been restored to the levels seen prior to the fiscal crisis. SDCE additionally received 75% of the possibly 3 year Adult Education Block Grant (AB104) awarded to the San Diego Adult Education Regional Consortium. Additional funding sources will be covered in Chapter 3, Criterion 8.

A Strategic Planning Committee was formed to create the schools 2016-2021 Strategic Plan and identify institutional goals and objectives. Joint Accreditation/Strategic Planning meetings have since been held and were instrumental in forming the school's Action Plan with qualitative analysis assistance from the Office of Institutional Effectiveness which will also be tasked with monitoring, reporting and distributing the progress of the action plan.

Institutional, Community, and Student Characteristics

SDCE is authorized to offer classes in eight of the ten state supported non-credit program categories set forth in title 5 (section 58160) and in all nine state supported noncredit categories set forth in the California Education Code Section 84757(a).

Based upon their 5 year averaged FTES count, 42% of the student enrollment is in ESL, 16% Emeritus, 14% BIT, 8% ABE/ASE, 6% CTE, 5% Hospitality and Consumer services, 4% Disability Support programs and services, 3% Parent Education and 1% Health Careers. Between 2010-2016, 33 new certificate programs were added in five out of SDCEs' nine instructional programs for a total of 73 certificate programs offered by SDCE in spring 2016. Sixty new courses were added across all SDCE instructional programs 2010-16).

SDCE reports in a study of exit courses 2009/10 – 2013/14, several course attendance and persistence rates. The ESL program average attendance hours and attendance rate in (ME) Managed Enrollment courses (105 hours; 43%), were higher than in (OE) Open Enrollment courses (76 hours; 33%); however, the average class sizes were comparable (26 and 25 respectively). When considering course times, both ME and OE course types displayed similar patterns: the average attendance hours and rate in morning courses were higher than evening courses, and the average class size in morning courses was comparable to evening courses. The average persistence rate for students in ME courses was slightly higher than for students in OE courses (60% and 58% respectively). Morning and evening ME courses displayed equal persistence rates (60% each), whereas morning OE courses displayed a higher overall persistence rate than evening courses (67% and 52% respectively).

The school has studied it's 2010-2014 overall persistence rates through the office of Institutional Research and Planning and also by age, ethnicity, and gender. The school has used results

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such as these in managing how and when to offer different types of classes and programs. Currently the only program able to track industry certification is CNA with the NNAAP CNA certification which has a 92% passing rate. There is no mechanism to obtain information related to the student passage of certifications in other programs such as A+, Security+, CISCO or Adobe.

SDCE offer classes during the Fall, Spring and Summer semesters. Class Schedules are distributed throughout the San Diego Communities and neighborhoods serviced and are online for enrollment in many classes. The school advertises in several print media circulated throughout the same communities. The school's website is extremely thorough in providing both information and access to stakeholders. They have chosen to provide online information in English only and justify that decision by noting the inability to provide language translation in the over 100 languages spoken by their students.

Classroom utilization is one of the additional challenges faced by the school. Efficient scheduling and enrollment management are hindered by the lack of quick access to data about available classrooms, classroom sizes, and room utilization. SDCE is presently conducting a survey of classroom space utilization to maximize the use of facilities to support student success and inform enrollment management decision-making. SDCE is piloting an electronic room scheduling tool with the implementation of PeopleSoft in the district. Visiting committee members met with the Chancellor, a Vice Chancellor and two Board Members who expressed unwavering support and appreciation for SDCE and have anticipated and allocated the additional budget funds it will take to customize the tracking system offered by the ERP program.

Of 706 SDCE employees reported in 2014, 1-2% were supervisory or managerial, 60% adjunct faculty, 15% contract faculty, 13% classified staff, and 9% nonacademic hourly. The SDCE workforce ethnic breakdown is comprised of 54% white, 20% Latino, 8% African American and 9% Asian employees. Over 100 of those employees were added within the past year.

The first three days in the Fall and the first two days in the Spring are FLEX days, during which faculty are encouraged to attend institutional and program professional development workshops. Both full and part-time (contract and adjunct faculty) employees receive hours which can be used for professional development based upon their hours worked. Monies that remain from unused sabbatical hours are also allotted to staff for staff development. An online Faculty Certification Program which includes Distance Education Guidelines, online teaching pedagogy, and the nuts and bolts of Blackboard Learn 9.1, is now required for instructors who are or will teach online courses using the District learning management system.

SDCE serves the following San Diego communities and neighborhoods through its campus and offsite locations:

- Educational Cultural Complex serves Southeast San Diego, Southcrest, Skyline, Paradise Hills, Memorial Park, South Park, and Encanto.
- Mid-City Campus serves City Heights, Chollas View, Rolando, Normal Heights, North Park, College, University Heights, Kensington, Talmadge, East San Diego, Allied Gardens, and San Carlos.
- West City Campus serves Clairemont, University City, La Jolla, Pacific Beach, Mission Beach, Sorrento Valley, Point Loma, Ocean Beach, and Old Town.
- César E. Chávez Campus serves Downtown San Diego, Mission Hills, Hillcrest, Golden Hills, Barrio Logan, and Southeast San Diego.
- North City Campus serves Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, Tierrasanta, Mira Mesa, and Scripps Ranch.

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- CE Mesa College serves Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, and Tierrasanta.
- CE/Miramar serves Mira Mesa and Scripps Ranch.

Residents within San Diego who are 25 years of older have an 87.3% High School graduation rate. The unemployment rate in San Diego county was 4.7% in March 2016. The median home price of homes sold in San Diego County in November 2014 was \$430,000.

Some of the workforce challenges summarized from a report (November 2015) by the San Diego Workforce Partnership in the self study are: employers expecting more education and technical expertise from the workforce, 42% of the adult population at or nearing retirement, and report of a lack of soft skills such as communication and problem solving in workers. Opportunities cited in that same publication include an expected growth rate of 20,565 or more middle-skill job openings every year through 2019. Cited in the self study, According to the California Employment Development Department San Diego Projections Highlights, between 2012 and 2022, Job growth projections in retail, hospitality, and health care that require less than a high school education are expected to be the largest growing and Jobs that require a high school diploma or equivalent are expected to provide a large number of jobs as well.

SDCE students are ethnically diverse. The self study reports the largest represented groups between 2010 and 2014 were Latino and White (33%) each. Asian/Pacific Islander students constituted 14% of the student population and about 60% of SDCE students are from historically underrepresented groups. For that same period, 65% of students report English as their primary language and 35% other than English. Their enrollment was reported as 64% female and 36% male. Over 40% of SDCE students are over the age of 50, 15% 40 to 49, 19% between 30 and 39, 10% 25 to 29 and 13% between 18 to 24 years of age.

Student income levels are among the most severely economically impacted. Between Fall 2010 and Fall 2014, 43% on average reported making between \$0-2,999. 22% of students at SDCE and Districtwide reported making \$33,000 or more a year.

The school chose SLO #3 and 4 to discuss their student achievement data. Student and Employee feedback data from the Student and Employee Satisfaction Surveys conducted by the SDCCD Office of Institutional Research and Planning demonstrated high satisfaction with the achievement of both SLO #3 and #4. The Accreditation Classroom Observation Study also documented the effectiveness of all four of the institutional SLO's.

Institutional SLO #3: Critical Thinking- SDCE students critically process information, make decisions, and solve problems independently or cooperatively. based upon the stated goals of surveyed students and technology trends, course offerings have been adjusted with 60 new courses added from the fall 2010 to Spring 2016.

As goals, averaged FALL 2010-2014 surveyed students reported, 35% of the SDCE students had not earned a degree and over one quarter (27%) had never attended college. (as a non-credit institution, data was not provided in self study on student population need for high school diplomas offered by SDCE as their highest level of educational achievement. Data on city of San Diego HS completion only was. In the 2015 FACT BOOK (p. 14) 7% of students between 2010 and 2014 reported a HS Diploma/GED certificate as their goal.

As outcome, between 2010 and 2015, 95% of the certificates awarded were for Completion (3% of certificate completion was for High School Diplomas. Of 3,729 program completions for that same period, 1,572 were for ESL, 819 CTE. Although the school provided a breakdown of the types of CTE awarded and percentages, an analysis of those completions vs enrollments to determine the programs effectiveness was not provided. Several Elements of the Older adult program were cited for their critical thinking qualities, along with course additions.

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Institutional SLO #4:

Personal and Professional Development

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

The school offers 73 certificate programs in an attempt to service the short and long term goals of its students. The school additionally collaborates with its community partners to share helpful resources, obtain job placements, and determine the up to date requirements of jobs and their availability.

SDCE students have first priority in transferring to the credit colleges. In a Noncredit to Credit Student Transition Study, the enrollment and course taking patterns of prior Noncredit students were tracked to determine the rate at which students in Continuing Education noncredit courses migrate or transition into credit college courses and what their outcomes were. Student enrollment and placement are studied at first enrollment in the credit colleges, and longitudinal cohort analyses track student enrollment, retention, success, attainment of 30+ units (milestone), awards, and transfer out four to six years from first enrollment in the credit colleges. Non credit students were found to be more successful.

Since noncredit students do not have a noncredit program/major identified in the system, there is no tracking from the noncredit program the students originated. SDCE does not presently have the ability to track students who transfer. The new ERP should provide them with the capacity to track this data.

A combination of managed and open enrollment was instituted for several classes after evaluating student completion rates and engagement leading to completion of courses and coursework. See information given above.

The school chose several examples of programs highlighting well what the programs offer but no analytical data evidence of outcomes of programs utilized or effectiveness.

Online School Program and courses.

SDCE has partially online classes. Classes are offered in Business and InformationTechnology, Emeritus, ESL/Citizenship, and Parent Education programs. Plans are to develop fully online courses. Faculty who are or will provide online classes are required to complete the SDCCD Online Faculty Certification program equipping them with online teaching pedagogy, the nuts and bolts of Blackboard learn 9.1, and distance learning education guidelines.

Chapter II: Progress Report

As a result of the 2010 Self Study the SDCE identified three priority areas of focus. The SDCE has made significant progress in addressing each priority area.

1. Technology

Technology has been replaced and upgraded throughout the SDCE locations. A technology committee is in place to monitor technology disposition in the school. Teleconferencing technology has been updated and will be maintained. Technology has been put in place for data collection to help guide decision-making. Online registration is now available for all SDCE campuses and college campus locations. The district is shifting to the PeopleSoft Enterprise Resources Planning data system.

2. Student Learning Outcomes (SLOs): Use of Results

By 2013 each instructional program developed program level SLOs. Faculty was provided staff development in the use of SLOs. Student attainment of the SLOs is measured in multiple ways with instruction differentiated appropriately. Data collected from SLO assessments is used for program improvement and planning. SLO assessment results are released to stakeholder communities through a variety of media. Program changes have been made to facilitate student achievement of SLOs.

3. New Ways to Deliver services in relation to budget

SDCE has implemented online advisement practices. The SDCE provides a safe, healthy, and nurturing environment through regular evacuation drills, review of accident reports, and is developing “shelter in place” procedures for campus emergencies.

Student achievement of SLOs is monitored to determine need for new services. Programs used research based strategies to modify instructional practices. Budget information is accessible to faculty and staff.

The WASC Visiting Committee identified two additional items to address. Significant progress has also been made on the committee recommendations:

1. Continue to expand the participatory governance structure to include more input from the community and student stakeholders.

Several new committees have been formed. These are:

- Faculty Hiring Committee
- Classified Hiring Committee
- Program Review Committee
- SDCE Technology Committee
- Access, Retention, and Completion Committee

Community input in decisions regarding the school has increased significantly. Input is acquired through Career Technical Education industry advisory boards, community partner forums, and program-specific collaborations between the programs and local organizations.

2. Continue to build on relationships with the community colleges in order to strengthen their understanding of the SDCE programs and promote transitional pathways for SDCE students into higher education.

SDCE Faculty Senate leaders participate in meetings with senators from the other SDCCD credit colleges. Bridge programs have been created to facilitate student transition to the

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credit colleges. Counseling and instructional faculty meet with their counterparts at the SDCCD credit colleges. ESL Transition to College classes have been developed and students take college class visits. The various programs collaborate with SDCCD credit college programs in their disciplines and faculty workgroups meet regularly to discuss improvements in understanding, promote collaboration, and develop effective and successful transition outcomes.

Over the last six years, the administrators, coordinators, faculty, staff, and students worked collaboratively to implement and monitor the action plan. Primary responsibility for completion of the action plan goals rested with the Office of the Vice President of Instruction and Student Services and the Office of Administrative Services. Responsibility also fell on the institutional Deans and program chairs. Groups utilized in the process included Program Review committee, master and strategic planning groups, and the Associated Student Body. The plan was reviewed by the Academic Senate, Classified Senate, Executive Governance Council, and the Administrative Governance Council.

In early 2015 SDCE began a major restructuring of the governance system. The Office of the Vice President of Instruction and Student Services was separated into two offices: The Office of Instructional Services and the Office of Student Services.

Significant developments since the last accreditation visit in 2010 include:

- Implementation of an integrated planning model
- Structural reorganization of upper administration (cited above)
- Utilization of restricted funding through the Adult Education Block Grant, Student Success and Support Program, Student Equity Plan and the Career Technical Education Enhancement Fund
- Creation of the San Diego Adult Education Regional Consortium
- Strengthening of the relationships with SDCCD credit colleges to increase their understanding of the SDCE programs and promote transitional pathways for SDCE students into higher education
- Construction, renovation, and/or expansion of four of SDCE's major locations
- Restoration and expansion of class offerings and faculty and classified staff positions to and above the levels present before California state budget crisis in 2008-2009
- Expansion of the existing participatory governance structure with the establishment of new committees to include more input from the community and student stakeholders:
 - SDCE Technology Committee
 - SDCE Safety and Facility Committee
 - Diversity Advisory Committee
 - Faculty Hiring Priority Committee
 - Classified Hiring Priority Committee
 - Program Review Committee
 - Program Review Committee
 - Planning and institutional Effectiveness Committee
 - Access, Retention, and Completion Committee
- Incorporation of course specific SLOs into course outlines and syllabi, and development of an SLO training and support system for faculty.

Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

SDCE has substantial systems and committees in place as described throughout its self-study report that supports its mission statement. SDCE has included its vision, mission, philosophy, and core value statements in addition to evidence and indicators supporting these statements. A message in the Core Values states "*We place students at the center of all we do,*" is powerful and evident and echoed throughout other Chapters. SDCE has mission statements for all of its programs, including student counseling services, which exceeds the institutional mission statement, by highlighting specifics and comprehensive details for each program and course, which is also evident in other chapters of the self study. SDCE notes its population demographics, locations within the communities served, and wide-range of programs designed to serve the needs of these communities and students served. SDCE notes its processes for developing and assessing SLOs, and a variety of other systems and committees designed to enhance curriculum, instruction, student services, and many other key issues; substantial evidence is noted in Chapter II, which highlights the efforts. Other evidence that supports SDCE exceeding its mission statement efforts include:

- Strategic Planning Committee development of the mission statement from 10/15 through 4-16
- Board adoption along with other internal bodies
- Substantial evidence of SLO alignment and integrated planning approach (1.3)
- Dissemination efforts of all developed statements
- Systemic review of the mission within SDCE's Six-Year Planning Cycle
- Focus on student equity and success (SSSP)
- Grant funding and decision alignment to mission
- SLOs for each course and alignment to institutional SLOs
- Comprehensive SLO development process

The visiting committee agrees with SDCE that the following are:

Strengths:

1. A broad program of instruction providing lifelong learning opportunities to a large number of students with a variety of personal, academic, and career goal
2. Revised mission and vision statements reflecting the school's commitment to accessible, equitable, innovative education
3. SLOs based on the consideration of demographic studies, projected community impact, requirements of the local workforce, and demands of the labor market
4. Understanding of the diverse nature of SDCE student population

The visiting committee has added:

Strength:

1. Organizational cultural shift toward data driven decision making and continual improvement across the organization

The visiting committee agrees with SDCE that the following are:

Key Issues:

1. While the Mission Statement is commonly recognized throughout the campus community, it is less clear that the external community is meaningfully aware of SDCE's mission
2. Need a more robust and systematic process of SLO review and revision under the direction of the Office of Institutional Effectiveness
3. On-going use of both qualitative and quantitative data is needed to create new programs that would meet student and community needs and establish effective and efficient methods for delivery of educational services
4. Need to strengthen commitment to collaboration with local industry through industry advisory boards to increase the understanding of workforce requirements and labor market demands

ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The SDCE is a school within the San Diego Community College District (SDCCD). The Board of Trustees of SDCCD composed of five elected members and a student member governs the school. Elected board members serve four-year terms. The board decisions are guided by recommendations by staff and board policies. The administration of the District includes the Chancellor, college Presidents, Vice Chancellors, Directors, and central administrative and supervisory personnel. The Business and Technology Services, Communications and Public Relations, Facilities Management, Human Resources, Instructional Services and Student Services departments support campus and overall operations and support ongoing services and programs. The SDCE has fifteen standing committees whose purpose is to assure the effective participation of all constituencies in decision-making and compliance with state law and regulations.

The SDCE works to create an environment supportive of collegial collaboration and consultation. The current and former presidents make decisions by consensus using the participatory governance structure. The current SDCE President has been proactive in initiating institutional changes to operating procedures, programs, and culture that have been positively received by staff. All stakeholder groups have input in decision-making and the self-evaluation process through the various committees. The one stakeholder group that seems to have had less input is the students. Of the several new committees only two, the Diversity Advisory Committee and the Associated Student Body Committee, have student representation as an identified committee member. In conversations with ASB representation, the ASB leadership stated they were not involved, or at least had no awareness of involvement in the self-study process.

In spring of 2016 the SDCE added a Dean of Institutional Effectiveness who plans, organizes, and directs systems and processes for all aspects of institutional effectiveness. Employees are surveyed every three years to measure employee satisfaction. Conversations with instructors confirm a high degree of employee satisfaction. Employees feel supported and have adequate supplies necessary to insure quality instruction.

The school has a well defined infrastructure of policies and procedures that guide the operation of the SDCE. All policies and procedures undergo a comprehensive review every six years. Any change to policy or procedure involves a set of clearly defined steps. Students are able to provide input through the Associated Student Body (ASB). ASB groups are established at all five SDCCD campuses.

The school self study provides an excellent description of current structures and systems. Many

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new structures recommended in the previous self study and visit were implemented in the last 2 years. While the narrative does not clearly indicate the rationale for key issues, subsequent conversations and interviews during the site visits confirm that the school has looked in depth at areas of growth that confirm the key issues identified.

The visiting committee agrees with SDCE that the following are:

Strengths:

1. Strong consistent leadership at the top executive levels, including the governing board
2. Strong oversight and internal controls that have resulted in four straight years of “perfect” audits
3. The Chancellor’s emphasis on communication and transparency

The visiting committee agrees with SDCE that the following are:

Key Issues (Prioritized):

1. We need more formal evaluations of our governance structure
2. We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution
3. We need a systematic review of leadership job descriptions to assure that planning of similar descriptions is comprehensive and integrates resources
4. We need to establish a repository for historical records of institutional planning efforts and processes

The visiting committee has added:

Key issue:

5. Include student representation on more committees and in the institution’s collegial decision-making process

ACS WASC Postsecondary Criterion 3: Faculty and Staff

SDCE has implemented a myriad of check and balance systems to ensure a strict adherence to ethical hiring policies, practices and procedures while ensuring that qualified candidates are offered employment opportunities.

The San Diego Community College District (SDCCD) Employment Office facilitates all new employment, as well as promotions and transfers, related to faculty and classified job opportunities. The recruitment and hiring process for all employees are in agreement to the SDCCD Board policies and administrative procedures. Faculty, staff, and administrators participate in all phases of the process, up to and including applicant screening, interviewing, and selection, in accordance with SDCCD and best practices.

SDCE has an evaluation process and a clearly designed timeline for its employees with the goal of ensuring regular evaluative feedback. While the evaluation components may differ based upon employee classification, the evaluation process is viewed by the stakeholders as a mechanism for growth, to assess overall effectiveness, encourage professional growth and make informed decisions regarding retention, tenure, promotion and salary advancement if applicable. Faculty have regularly scheduled evaluations comprising of information from both formal and informal observations in addition to feedback from up to four sources (self, peer, administrator and student evaluations). Tenured teaching staff are formally evaluated once every three years while probationary teachers are evaluated on a yearly basis and Adjunct faculty who teach less than 50% are evaluated continuously as needed while those Adjunct faculty who teach more than 50% are evaluated every three years. The classified staff members

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have varying evaluation timelines based upon employment status however the evaluation tools and forms used are consistent for all classified staff. SDCE utilizes an external firm to develop a survey which is used for the management evaluation. The manager in conjunction the supervisor work collaboratively to identify the survey participants. The evaluation timeline is indicated in the Management Employee Handbook.

The SDCE Professional Development (PD) program is designed to provide faculty and staff with training which will directly support student learning and academic success. Within the SDCE strategic plan, targeted professional development is stated as a site priority. The SDCE employees participate in the California Community Chancellor's Office FLEX Program which provides 5 days of professional development per academic year. Training topics vary from those relative to the specific program needs and/or interest level to those topics denoted as a school wide focus. Newly hired online faculty attend 20 hours of online training in preparation for the assignment. In addition, all online instructors receive training using relevant technology, software and programs through the FLEX Program's SDCE faculty and staff have a host of topics as well as an extensive schedule of FLEX workshops with which to select from to keep abreast of trends in education and new advancements in teaching and learning. Among those topics for professional development are the revisions and refinement of the program SLO's. Faculty and staff demonstrate their commitment to the advancement of student progress and achievement of the Schoolwide Learner Outcomes by devoting time during FLEX meetings to not only guarantee that the institutional SLO's remain at the fore front but also by ensuring that all programs have corresponding SLO's. The FLEX Coordinator administers both an annual evaluation survey as and a planning survey. The results are analyzed and used to inform future FLEX offerings.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Senate that is responsive to faculty and student needs
2. Classified staff involvement in a robust participatory governance committees
3. Diverse classified staff supporting equitable education for students
4. Established administrative procedures for hiring faculty and staff
5. Leadership Development Academies offered each year to classified, supervisory, management, and faculty employees through SDCCD Human Resources
6. Flexible work schedule, Sabbatical leave and when available tuition reimbursement to employees to promote and encourage professional growth and development

The Visiting Committee agrees with SDCE that the following are

Key issues:

1. Lack of resources to facilitate faculty evaluations
2. Administrative procedures for hiring faculty and staff do not reflect the online job application process and the process for adjunct faculty hires is too complex
3. There is not a clear process in place to inform classified staff of new programs and courses
4. Faculty need additional professional development for synchronous online learning
5. Not enough Flex days to provide adequate professional development opportunities, especially for distance education and online learning

The visiting committee has added:

Key issue:

6. There is a high average ratio of adjunct faculty to contractual faculty.

ACS WASC Postsecondary Criterion 4: Curriculum

SDCE supports students learning by providing a curricular map that outlines courses of study and that allows for dissemination of information in a variety of ways. Information is distributed through the school website, through paper copies of class schedules which are mailed to residents and business, and through fliers distributed to community locations. Online course outlines and courses of study are also available from the Office of Instructional Services. Primary communication for students regarding programs and course offerings, however, is through word of mouth.

Courses of study are approved by the state and include Student Learning Outcomes (SLO) which are found within class syllabi and which aligns with the course goals and objectives. Diploma and certificate requirements are available and posted on the SDCE website and is also included in distributed materials. Community outreach is provided to K-12 schools and community-based organizations. SDCE students would benefit from an articulation agreement with the colleges for the ABE/ASE program in support of student transition to credit. Resource allocation is based on general funds and through various federal and state sources. Funding of resources is connected to curricular needs and course goals and objectives.

To ensure courses align with stated goals and objectives, SDCE regularly reviews course curriculum. Curriculum review is conducted through a curriculum committee make up of faculty, staff, and students as required by California Ed Code. The Curriculum Review Process is required to update or add new courses. This is part of the SDCE Integrated Planning Process, which allows for allocation of resources for curriculum planning and new program implementation. At the program level, review is ongoing and can involve the program dean, program chair, contract faculty, adjunct faculty, and supporting classified staff. The Curriculum Program Review process is currently undergoing revision to ensure that there is continuity in implementation through an approval flow chart.

Instructional materials are reviewed and updated regularly to ensure that course information is relevant for students. New textbook materials and software is often piloted and followed by a vetting system. This system includes student interest and feedback surveys, program committee feedback, advisory boards, and community input. Faculty input is an integral occurs throughout each step of the process.

Course offerings and course content are reviewed and updated regularly to ensure that they meet the needs of a demographically changing community. Online and hybrid online classes were also initiated to meet the needs of those students who are unable to attend in person due to family obligations. In addition, ensuring students have timely access to instructional materials is a priority. In some programs, students can purchase or borrow materials if there is a hardship. In online courses, materials and resources are provided within the course platform, however, to support student persistence and success, SDCE needs to embrace Open Educational Resources.

Access to library resources is a challenge and students must access public libraries for materials beyond what is available for classes or when loaner materials are not available. In contrast, Propositions S and N funds have provided increased access to computer labs and classrooms where smartboard technology is available. Each program accommodates the needs of their students in different ways.

SDCE offers online programs that augment coursework and hybrid programs that provide both face to face and online segments. There is a need, however to expand online learning opportunities to support continued student success in a 21st century learning environment.

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SDCE regularly reviews coursework and faculty of both program modalities to ensure they provide rigorous, relevant, and coherent coursework which can be accessed by all students.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Well defined levels of instruction and pathways within and across programs which include highly involved industry advisories.
2. Flexibility in providing curriculum to include multimodal approach to learning and varied modalities of courses (online, hybrid, face to face)
3. Individual assessment and identification of student's skills and weaknesses
4. New instructional technology and smart classrooms available at all campuses and adaptive equipment available for students with disabilities
5. Relevant and current instructional content and programs which focus on industry and community demands and on real-life instruction and authentic materials
6. Collaboration within and across programs

Key Issues:

1. Need for expansion of distance learning opportunities.

The visiting committee has added:

Key issues:

2. Need to embrace Open Educational Resources in support of student persistence and success.
3. Need to focus on creating continuity and consistency in Curriculum Review process
4. Need to develop articulation agreement with the colleges for the ABE/ASE program in support of student transition to credit.
5. Need more robust electronic student information system to track student information more efficiently.

ACS WASC Postsecondary Criterion 5: Instructional Program

The SDCE uses several measures to assess instructional quality. These include: standardized tests, performance-based assessment, student portfolios and rubrics, passage rates on state and national exams, student education plans (SEPs), student summative presentations, transitions to workforce and college, classroom observations, and student feedback.

Faculty are provided opportunities for professional development including: teaching methodologies (e.g., Flex Professional Development Program) and course/industry specific training, online workshops, advisory meetings/committees, attendance at local, state, and national conferences, and participation in the SDCCD Faculty Leadership Development Academy. Faculty are provided opportunities for faculty dialogue. They discuss student needs and various pedagogical approaches to address the needs identified. Instructors engage in a variety of instructional strategies and methodologies such as visual, auditory, and tactile modalities to address the varied learning styles. There is evidence of project based learning, lab simulations, Socratic seminars, instructional scaffolding, as well as experiential and applied learning. Hybrid instruction is also used. Instructors are encouraged to differentiate instruction to meet the needs of all students. Challenges exist in identifying the learning needs of students with learning disabilities due to challenges in identifying the disabilities. SDCE offers DSPS services as well as program specific accommodations to students as needed. New faculty are

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supported through the Passport to Success program to help onboard them into the system. Each new teacher has a mentor to help guide them as they develop their instructional methods.

Research and student assessment data are among goals that have been set to be used to modify instruction. The leadership team has identified data collection, dissemination and access as a key point of emphasis moving forward. The six year program review also provides information used in instructional decisions. Internal program reviews are also used.

The school has made strong efforts to integrate new and updated technology into the programs. This is a result of the previous WASC self-study areas of focus. Online technology competency in teachers is assessed through student feedback and evaluation links embedded in the online learning platform. Measures of the effectiveness of online programs are in a manner similar to other program outcomes. Student – teacher interaction can be a challenge in online programs. These are measured through various system tools.

The school self study provides an excellent description of current structures and systems. Many new structures recommended in the previous self study and visit were implemented in the last two years. Interviews conducted during the site visit, coupled with observations verify the key issues identified in the self-study.

The visiting committee agrees with SDCE that the following are:

Strengths:

1. Diverse, high quality, and experienced faculty and staff dedicated to facilitating the success of each student
2. Free, diverse, and accessible programming using innovative instructional strategies and models (e.g., the I-Best model)
3. Experience meeting individual student needs through academic counseling, individual student education plans, and DSPS services
4. Wide variety of options for professional development via FLEX program- facilitated training

The visiting committee has added:

Strength:

1. The Passport to Success program for onboarding new teachers and providing higher quality instruction

The visiting committee agrees with SDCE that the following are:

Key Issues:

1. Need to upgrade the instructional and career technical resources, technology, and data tracking technology
2. Need to develop more accelerated/managed enrollment courses
3. Need to expand counseling services in CTE and ESL
4. Need to implement placement testing for CTE programs
5. Need to expand online offerings through the development of more hybrid courses
6. Need to increase interdisciplinary collaboration to facilitate student enrollment in multiple programs

ACS WASC Postsecondary Criterion 6: Use of Assessment

The SDCE utilizes regular collaborative processes and procedures to engage stakeholders in the development of institutional, programmatic, and course student learning objectives, SLOs. System wide data sources are limited. Sources are accessed and analyzed to inform

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instructional and programmatic needs of the SDCE. Examples of summative and formative assessments used within individual courses and programs include: classroom checklist, class discussions, observation, oral tests, peer evaluations, questionnaires, rubrics, and written tests. As a result of the data analysis of these tools instruction is adjusted and modified. Several of SDCE's courses and programs have been changed as a result of the data analysis. Other changes include modifications to instructional practice, curricular design, course design, objectives, schedules, and assessment.

Specific examples of institutional changes as a result of analysis of student learning data include additional pathway supports from noncredit to credit courses, increased academic rigor with the adoption of College and Career Readiness Standards, additional counseling and support services at all SDCE campuses, and new certificate programs that lead to clear pathways for students.

Student learning objectives are developed through a collaborative backward mapping process involving instructors, administrators, and field experts. Institution SLOs have been developed for SDCE and are aligned to SLOs for programs, and individual courses. Instructors meet monthly to assess student achievement of SLOs using a variety of mixed methods tools that include the use of rubrics, student samples, writings, and student commentary. District satisfactory surveys and classroom observation studies are also used to gather student input and classroom data.

SDCE stakeholders meet on an ongoing basis to analyze data. Data articulation events include The Annual Program Review, pursuit of grant funding, Fall and Spring FLEX, and at the conclusion of each semester. The data is articulated and documented in a variety of ways that include response sheets, reports, meeting minutes, and newsletters. Student learning data is also used to inform SDCE planning and initiatives. There is an emphasis on alignment and congruency to the overarching institutional SLOs: Social Responsibility, Effective Communication, Critical Thinking, and personal and Professional Growth.

An Auto Tech Advisory Committee meeting notes of October 2015 was given as example showing jobs reported as outcome, work groups identified the need for increased rigor in writing and more relevant cultural curriculum in ABE/High School programs, Annual program reviews are done to review course offerings, address curriculum issues, and review enrollment and learning data. A quantitative Program Review of ABE/ASE for 2013-2014 provided as evidence covered data on enrollment and awarded certificates and diplomas. Evidence of how students who are struggling are identified and helped needs to be provided.

Assessment results are reported regularly to stakeholders on an ongoing basis through a variety of avenues such as: Convocations, committee and program meetings, annual reports, newsletters, media announcements, websites, and community forums. Learning data analysis is used throughout the year as part of the integrated planning process to assess the relevance and appropriateness of course offerings. Program leaders take a critical look at assessment data during the annual Program Review, advisory board meetings, instructional retreats, department meetings, and quarterly grant evaluations. The Program Review process is a six-year cycle with annual updates and a comprehensive report in the sixth year.

One example of SDCE's ongoing refinement in the use of data and assessment is the careful placement procedures for new entry students. Initial placement procedures include assessments that aid in appropriate student placement in programs and course levels. There are additional supports for students that have learning difficulties and behavioral challenges to meet course and program objectives.

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Another example of methodical data and assessment analysis is the institution's creation processes for The School Wide Action Plan. The school wide action plans involves “all stakeholders” in planning and strategic planning. Stakeholder groups include faculty, staff, students, community, and special groups. Assessment and learning data was instrumental in the SDCE’s identification of improvement and development of the school wide action plan.

Hybrid online courses and platforms are utilized to improve “student learning experiences”. Platforms and licenses such as Zoom, video conferencing software, and online mentors are tools SDCE utilizes to support student learning. Instructors are offered “multiple opportunities” and “regular workshops” to receive professional development in online learning methodologies and tools. Many of the professional development opportunities afforded to instructors and classified staff occur during FLEX time, set aside professional development periods.

The staff of the SDCE uses a variety of assessment tools and is in the process of harnessing additional resources to determine student performance and tracking information. Through a Cycle of Continuous Improvement, regular monthly course and department meeting are held to discuss and analyze student learning data methods and dependent on the course and or program, a mixture of authentic and traditional are used to determine student mastery such as final tests, discussion boards, quizzes, blogs, and essays used to determine student mastery of content and meet minimum thresholds.

Online tools are also used to demonstrate student achievement of academic standards and SLOs. Online ad computer based class discussion boards and chats, quizzes, blogs, and pre and posttests are used to determine achievement levels and mastery. Specialized courses and programs offer additional means for student demonstration of learning such as student portfolios, simulations, and performance tasks. Learning data analysis is used throughout the year as part of the integrated planning process to assess the relevance and appropriateness of course offerings.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Innovative practices and programs established as a result of Annual Program Review
2. Involvement of multiple stakeholders in the assessment process
3. Reporting of assessment findings to multiple groups and stakeholders
4. Support services for students identified as needing extra assistance

The Visiting Committee has added the following:

Strengths:

5. The use empirical data driven decision-making and the use of authentic and traditional assessment tools.

Key Issues:

1. Need to provide further professional development to advance assessment understanding and practices.
2. Lack of consistency in collecting and tracking analytical data for reporting
3. Lack of automated tracking of student assessment and course/ program completion.

The Visiting Committee have added the following:

Key issues:

4. Interweaving and balance between empirical and analytical data to drive decision-making
5. Need for automatic tracking of student assessment and course/program completion as part of a greater technology plan that supports student success and includes software, hardware, and bandwidth to maximize and build capacity.

ACS WASC Postsecondary Criterion 7: Student Support Services

SDCE provides services through the DSPS office which provides academic support as well as counseling and provides the SEC (Student Education Contract). Student support is also provided through their ABI (Acquired Brain Injury), Student Equity Plan, CalWorks, Career Services, New Horizons and Veterans Programs. Pre-enrollment and intake is available with counselors who assist with referrals for specialized services. Services are also advertised on their website, through mailings, brochures, flyers, during orientation, class presentations and workshops and High School Outreach. Referrals are made to community based organizations for additional services. A strength in this area is through their survey of students, they found students believe their staff to be helpful through the enrollment and student orientation process, and was confirmed during a student focus group.

Additional counselors were hired which will increase access to counseling services. The additional staff increase includes counseling and classified staffing at all seven locations and included evening availability. Pre-enrollment and intake services are available at each SDCE campus and at CE Mesa, while NCC/Miramar students receive the pre-enrollment and intake services through the North City Campus.

The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes. Students attend orientation, assessments, placement, counseling, follow-up, and counselors create educational plans. Services are provided to students who qualify for services under specialized categorical funding. Disability Support through DSPS provides support services, specialized instruction, and academic accommodations. The Acquired Brain Injury Program offers programs for survivors of brain trauma, stroke, and other brain injuries. The Student Equity Plan funding supports student success in underrepresented student groups. The New Horizons/Gender Equity Program provides support to single parents, displaced homemakers, individuals with disabilities, and non-traditional training. CalWORKs Program supports students who receive public assistance. The SDCE Veterans' Program offers four programs that have been approved for Veterans' benefits: Auto Technology, Auto Body and Paint, Sheet Metal Welding, and Auto Upholstery. Students have access to support services on all five main campuses as well as two satellite campuses.

Counselors refer students to appropriate community resources including emergency food, shelter, low cost computers, low cost vision screenings and more. They provide students with a Noncredit Student Education Plan which outlines the courses they need to take to complete their desired program. Students and employees have an opportunity to participate in a satisfaction survey. Students are satisfied with the orientation, assessment, and follow-up services provided, but the 2015 satisfaction results showed a slight decrease from the 2012 results. The increase in counseling will help address this concern.

The two most important forms of support SDCE counselors provide to students is transitioning from SDCE to the Colleges and increasing students into the workforce. Counselors assist students in completing their Noncredit SEP, identifying goals and program completion. They use multiple measures to assess college readiness, inform students about credit by exam, educate students on the application process, financial aid, and provide support to ESL students ready to transition.

Students have the opportunity to participate in the annual commencement ceremony for program completers. Students participate in the Job Placement Program, WorkAbility III, if they are active clients of the Department of Rehabilitation. SDCE recognizes they are unable to provide full support to students in

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mental health counseling. This service is provided by the credit colleges who also charge a relevant health service fee to each student. This is not part of the fee structure for SDCE.

Recruitment, marketing, and community awareness takes place via printed publication which is mailed to all City of San Diego residents and businesses, printed brochures and class fliers are distributed to schools, community centers, and other locations. SDCCD allocates four pages, twice a year to SDCE. The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

SDCE has specific admission policies and student are informed of these policies. The Team identified substantial evidence of students services along with evidence of Student Equity services and student plan development practices of counselors. Transitional and follow-up counseling services are detailed, along with post-assessments (credit and noncredit).

SDCE has a formal evaluation and self evaluation process for counselors. SDCE uses qualitative and satisfaction surveys to measure student impact, and has plans in place to incorporate and develop quantitative data. The Office of Institutional Effectiveness is working on a more developed evaluation process, which includes SLO revisions.

SDCE maintains student records permanently, securely, and confidentially with provision for secure backup of all files. Evidence of student confidentiality was found in teacher's evidence binders. A description of this policy is offered and is adopted by the SDCCD Board. SDCE maintains easily accessible institutional information to all stakeholders and prospective students. School catalogs and schedules can be found online and are accessible at each campus.

Students receive an orientation either by counseling or in their program. The orientation covers student rights and responsibilities, campus policies and procedures, and they receive information important to their career goals. Students are informed in the CTE classes about pathway options to assist with industry certifications, job opportunities, or post-secondary transitions. The ESL program information is available in four different languages online and a short video is available for students as well as a Power-Point Presentation which reflects the diversity of each campus.

The ASB presence is strong on each campus and provides leadership opportunities for students, has an executive board which allows them to practice parliamentary procedures. They have expanded since the 2010 Accreditation team visit. They hold fundraising activities which allows the to participate in multiple events. ASB reflects the diversity of the individual campuses and has helped create a stronger sense of community on each campus.

Regular evaluations of student support services is evaluated continuously including Program Review, student evaluations, and student surveys. Counselors provide self-evaluations depending on their tenure and years of service. The information is used to determine gaps in student services and counselors use the information to discuss remedies during their monthly program meetings. Districtwide annual counselors meeting is held to communicate new policies, procedures, and best practices.

Additional Online Indicators

SDCE offers hybrid online courses that require face-to-face time. Students receive emails from counselors on available services, and can access services available on campus. All hybrid online courses use same curricular and co-curricular activities found in face-to-faces classes. Online courses use a variety of methods to evaluation student engagement.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Assistance for students transitioning to college, CTE programs, and employment
2. Comprehensive enrollment, counseling, and support services for all students at no cost
3. Extensive marketing of student support services, and community outreach
4. Training and professional development for counseling faculty and staff
5. Website providing current and accurate information on student support services

The Visiting Committee has added the following:

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Strengths:

6. Each student creates a Noncredit Student Education Plan with their counselor to ensure completion
7. ASB groups are diverse, active, and create a positive culture on campus

Key Issues

1. Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment
2. Need to expand online student support services in line with expanding online program offerings
3. Need to strengthen counseling services in areas of access, assessment results, clarification of educational goals, follow-up, and orientation

The Visiting Committee has added the following:

Key Issues:

4. Printed material available in multiple languages
5. More student access to tutoring services at various campuses

ACS WASC Postsecondary Criterion 8: Resource Management

SDCE has allocated financial resources to support course objectives and student learning outcomes. District revenue funding includes the SDCCD General Fund which includes both restricted and unrestricted monies. It also includes revenue from supplemental funds from specific sources. These include the Child Development Center Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Proposition S & N. AB86, the Adult Ed Block Grant, SSSP Funding, Student Equity Plan, and WIOA grants.

The budget, facilities and safety and the technology committee review the goals annually, make recommendations and send them to the executive governance council for approval. Internal and external audits are completed once a year ensuring fiscal stability. SDCCD uses PeopleSoft ERP which is an integrated database which automates the functions of finance, technology, student services, and human resources. They have had no audit exceptions in the past five years. The reserve averages 7.5% of the General Fund expenditures which exceeds the required 5% required by the state.

Oversight of the budget is provided by the District Governance Council which consists of students, faculty, and staff, and they meet twice a month. Chancellor and Exec Vice Chancellor meet with the Board and Audit sub-committee on a weekly basis to discuss financial resources and long range planning.

SDCE connects its financial planning is directly to the Strategic Plan and schoolwide Action Plan. Key performance indicators include increasing professional development, improving access and persistence, assessing processes and procedures, and using data for decision-making.

Budget allocations and assumptions are based on Strategic and Master Plans and are reviewed by the District Governance Council, the Board of Trustees Budget Study and Audit Sub-Committees. The Budget Development and Planning Council (BDPC) reviews reports and budget assumptions and shares this information through the Chancellor's Cabinet and the District Governance Council (DGC). The Chancellor disseminates budget updates throughout

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the year to all SDCCD colleges, SDCE, and the District Office. Budget allocations are based on agreed upon areas of need and on strategic and master plans in support of student programs. SDCE would benefit from a line item in the District budget for regular upgrading of technology to allow for efficiency and increased student and staff productivity.

Proposition S and N project budgets are maintained separately by the Fiscal Services Department and audited regularly by internal and external firms to ensure guidelines for expenses and activities are followed according to guidelines. Since the last accreditation, funding from Propositions S and N has resulted in the completion of four facilities: The new North City Campus, Consolidation of Centre City and Cesar Chavez Campus, The new CE at Mesa College, and expansion of the Educational Cultural Complex. To support community and student engagement, however, SDCE needs to renovate the theater and to add additional classroom and operational space to house its growing infrastructure.

SDCE maintains a safe, secure, and healthy learning environment through a variety of activities and programs. Staff members are able to share concerns and make recommendations through the Management Services Council. In addition, they are able to participate in the creation of campus facility master plans which meet code and regulations as specified by law. An automated work order process is used in the District to address issues that affect safety. SDCE maintains a District Work Safety Plan and provides an Annual Safety Report to support proper support for a consistent district wide implementation of a safe learning and work environment.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Flex and Professional Development opportunities for all SDCE employees
2. Funding for ancillary activities
3. New and upgraded buildings
4. Technology upgrades

Key Issues:

1. SDCE is currently in the process of replacing B& F bungalow at Miramar College to house ESL and Parent Education programs using Prop S & N funding
2. Making efforts to be more transparent in allocation of financial resources
3. Upgrading Mid City's classroom with smart classrooms using AEBG funding
4. Upgrading ECC classrooms with appropriate smart technology

The Visiting Committee has added the following:

Key Issues:

5. The need to renovate the existing theater
6. The need for additional classroom and operational space to house a growing infrastructure.
7. Upgrading of technology every five years to support student and staff success

ACS WASC Postsecondary Criterion 9: Community Connection

SDCE has a robust partnership network with local educational, community, and business partners. Educational partnerships include those with SDUSD for early/middle college and alternative high school, and high school diploma programs. In 2014, they formed the San Diego Adult Education Regional Consortium to improve channels of communication between the districts, integrate programs, and create seamless transitions into postsecondary education or the workforce.

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SDCE's partnership with SDCCD credit colleges include participation in district-wide events such as conferences and trainings for staff, collaboration on courses and programs (e.g., Test Higher Place Higher bridge program and ACE² transition program), credit by exam articulation agreements, college placement tests, recruiting, and campus activities for students.

Community Partnerships include relationships with Workforce Investment programs (WIOA), San Diego Workforce Partnership (apprenticeship opportunities), and literacy projects with the San Diego Council on Literacy and the San Diego Public Library. Several of these programs have been scaled back due to recession-based cutbacks, while some have been strengthened with federal funds due to recovery.

SDCE also provides customized training on a contractual basis for business partners through their Educational Training Institute. Companies have included Marriot, Kaiser Permanente, General Dynamic, Port of San Diego, and SDG&E.

SDCE has utilized their partnerships with community organizations and business to build and strengthen their programs and services for students. This includes Advisory Councils for course review, partnerships with community service groups to offer extended ESL services (e.g., Refugee Services of Catholic Charities and US Citizenship and Immigration Services), and agreements to hold classes at off-site locations, such as community centers, parks, libraries, senior living facilities, etc. Like other community partnerships, some of these were impacted due to the recession, such as the Community-based English Training Program and Family Literacy project that could no longer provide childcare for program participants.

SDCE has maintained a strong presence in its local communities by offering events and outreach programs to both recruit students and offer services to the public. Events include job fairs, health/resource fairs, financial planning workshops, open houses, cultural festivals, guest speakers, and performing arts events.

One key issue is the need to find avenues of work-related experience for students. Due to their noncredit course structure, SDCE faces several obstacles including ED code requirements and funds for workers compensation insurance that would allow students to participate in internships with local businesses. SDCE works with the CalWORKs program to provide work-study assignments to qualified students that coordinate with their participation in other SDCE courses, such as ESL, BIT, Auto, or Child Development. SDCE also works with the credit colleges to utilize apprenticeship funds to develop courses that assist students entering into for-credit apprenticeship programs, such as welding and HVAC.

Two other key issues noted were improving outreach to employers and advisory groups to determine current skills demands and the need for more opportunities for community partners to learn about their programs and participate in events. Both student and instructor classroom visit surveys, showed lower numbers (related to other learning modalities and use of community resources) of guest speakers and class field trips used in their programs. This acknowledgement shows the institution's awareness of the need to continue to grow business and community partnerships to enhance their programs' quality and effectiveness.

SDCE continues to inform the community about its mission, programs, and learning opportunities through its website, digital newsletters, periodic press releases, and printed schedule (direct mail). They have also launched publicity campaigns such as mounting posters on bus shelters and promoting student success stories (e.g., Be Here, Get There (2011-12)).

The tracking of student success, such as post-program completion, achieving industry certifications, or articulation credit has been difficult due to lack of a data collection

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system. Follow-up calls and informal tallies by some programs have been the only means of data collection thus far, therefore improving data collection systems is another key issue for SDCE.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Great connection with business community
2. Great connection with community leaders

The Visiting Committee has added the following:

Strength:

3. Strong connection with credit colleges with student transfer programs

The Visiting Committee agrees with SDCE that the following are:

Key Issues:

1. Need to improve outreach to employers and Advisory Groups to determine demand for skilled workers.
2. Need to improve data collection to track students' success after they leave SDCE.
3. Need to reach an untapped population of potential students with literacy needs and find ways to serve the large population of parents who need childcare in order to attend school.
4. Need to find avenues for CE students to acquire work-related experience.
5. Need more opportunities for community leaders/partners to learn about our programs and participate in our program events.

ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement

The Action Plan was created through a collaborative process that engaged stakeholder groups from across the campuses. This participatory governance is a direct reflection of SDCE commitment to providing “accessible, equitable, and innovative quality education”.

A Strategic Plan for 2016-2021 was created and the OIE (Office of Institutional Effectiveness) is developing a process to track progress of the Action Plan. Various committees met to prioritize alignment between the Self Study issues and the Strategic Plan. The self-study process garnered 63 key issues that were organized into 5 larger broad themes which fall under five institutional goals. Goal 1 is grow SDCE programming through increased access and enhanced instructional and student services. Goal 2 is to cultivate an environment of creativity and increased collaboration both internally and externally. Goal 3 is to increase student success, academic achievement, life-long learning, and workforce development. Goal 4 is to provide SDCE employees with resources and training to increase quality of instruction and services. Goal 4 is to strengthen institutional effectiveness through integrated planning and resource allocation.

The OIE was created and a new Dean was hired and is responsible to plan, organize, and direct systems and processes and monitor the SDCE Action Plan. Stakeholders will have access to the action plan via an internet based system and the plan will be used for institutional planning and the evaluation will be shared to inform budget allocation. Through a Cycle of Continuous Improvement and the Program Review Process, the Action Plan is updated and alignment to the Strategic Plan is ensured. The OIE is developing a process and implementing a system to track the progress of Action Plan goals. A template will be used for status reports and a reporting

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cycle will be distributed to stakeholders for review. This will be developed by Spring 2017 and is part of the system implementation.

Self-Study identified key issues as a result of focus groups with input from home groups. Each group reported findings for each criterion. A strategic planning process was developed over a six month period, an ad hoc planning committee met regularly to gather and review data, discuss issues, and determine goals. Faculty, staff, students, and administrators were organized into groups; key issues were prioritized and placed in the 2016-2021 Strategic Plan.

The Visiting Committee agrees with SDCE that the following are:

Strengths:

1. Broad engagement within SDCE to create the SDCE Strategic Plan and Action Plan
2. Integrated planning techniques which have created a research-based Action Plan from stakeholder feedback
3. New Dean and Office of Institutional Effectiveness
4. Utilization of research-based techniques to develop one overarching integrated strategic plan that incorporates all reporting documents

The Visiting Committee has added the following:

Strength:

1. The Participatory Governance structure supports input gathering from stakeholder groups and processes

The Visiting Committee agrees with SDCE that the following are:

Key Issues:

1. Reporting process to all stakeholder groups could additionally be streamlined
2. External Stakeholder groups have not traditionally been connected to the SDCE Action Plan

The Visiting Committee has added the following:

Key Issue:

1. Need to create a structure to support and maintain a feedback loop that is responsible for gathering and reporting information back to include external stakeholders.

Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.

- Describe how well the school used the ACS WASC accreditation process to identify its major key issues.

An Accreditation steering committee was established reflective of the schools participatory governance structure wherein all faculty and staff participate in institutional committees that drive decision-making, the implementation of initiatives, and strategic planning. Through that committee, the four focus groups (WASC Criteria 4,5,6, and 7) and ten work groups were established consisting of administrators, faculty members, counselors, and staff. The Leadership Team began meeting in the fall of 2014 under the guidance of the then VP Instruction and Student Services. Strategic planning began in September 2015 when the new president convened the first committee that led to a kickoff meeting in October 2015 where the process was put in place to guide the work for the next 5 years.

Since the four focus and additional work groups were formed to address each accreditation criterion and chapter the self-study report reflects the voices of faculty, staff, administrators, students, and community partners. Teams met regularly, gathering and reviewing data and information, discussing issues, and determining program and department goals. Community and Industry advisory meetings allowed the school to hear the voices of their community partners.

Goals were identified as a result of meeting with various constituencies throughout SDCE in February 2016. In addition, the Accreditation Steering Committee and AD Hoc Strategic Planning Committee merged the results of the SDCE Institutional Strategic Goals for 2016-2021 and the issues that developed out of the accreditation self-study process. An additional community forum was held in June 2016 before developing a six-year planning cycle for analyzing institutional effectiveness and as a guide to the accreditation processes.

- Identify the Visiting Committee's major Strengths
 - SDCE is authorized to offer classes in eight of the ten state supported non-credit program categories and is authorized to offer classes in all nine state supported noncredit categories.
 - SDCE provides mostly free to low cost non-credit programs with assistance to transition to higher education.
 - SDCE provides for the needs of disadvantaged populations, students with disabilities, and provides supportive counseling services.
 - SDCE has a well-defined and supportive leadership structure with established fiscal responsibility.
 - SDCE's faculty and staff are passionate, dedicated and supportive professionals.
 - SDCE's participatory governance structure ensures participation of stakeholders.
 - SDCE website includes online registration, school updates, information regarding enrollment, and class schedules.
 - SDCE encourages staff development and provides dedicated days, sabbaticals and access to programs to enhance their professional growth and student learning.
 - SDCE students are diverse and have support services to assist in their needs.
 - SDCE's ASB groups are diverse, active, and create a positive culture on campus.

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- **Identify the Visiting Committee's major key issues.**
 - **SDCE needs to:**
 - Expand and increase access to course offerings, support services, and workforce development opportunities to support student success
 - Increase internal and external communication and collaboration
 - Provide equal access to targeted professional development with mechanisms that track and measure impact
 - Maintain and secure technology in support of data-driven instruction, decision making, and student services
 - Use integrated planning to support institutional and student success
- **Describe the process used to merge the Visiting Committee key issues into the school's Action Plan.**

The WASC Visiting Committee members divided up the self-study report so that members could focus on several aspects of the self study each, allowing for more thoughtful and deeper analysis. Prior to the visit, Visiting Committee members completed an initial draft of their report based on reading the SDCE Self Study Report and examining the school's website. Site visits, meetings with focus groups, classified staff, students, Board members and the Chancellor along with a well attended stakeholder reception were scheduled so that members could address questions and concerns on their individual areas of focus. Results of discussions with staff, students, and community stakeholders, focus groups, site visitations, and review of evidence materials provided VC members the additional information necessary to complete the report and make final Action Plan recommendations. Daily meetings with the leadership team and afternoon sessions held by the chair with the President and Vice President of Instruction, were used to pose questions, obtain additional clarifying information and arrive at the merged issues.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The current administrative structure, dedication of students and staff, with expressed support from the Chancellor and Board members gave the visiting committee confidence in the **capacity, competence, and commitment** of the school to address the implementation and monitoring of the school's action plan. The six-year action plan reflects SDCE's commitment to address key issues and strengthen their programs. Realistic goals and strategies have been established through the development of SMART (Specific, Measurable, Attainable, Realistic, and Timebound) goals. In the Six-Year Plan, SDCE provides a rationale for each growth area and identifies Institutional Goals and SDCCD District goals. Additional components to SDCE's Action Plan include objective, corresponding action steps, expected outcomes, key performance indicators, responsible party and expected start and completion date.

SDCE's commitment to the implementation and monitoring of the school's Action Plan is evident in that work to address growth areas is already in place. For example, the hiring of staff for the Institutional Effectiveness Office was completed in the summer of 2016 to build a system of program review for an integrated planning model. Through their detailed Action Plan and through the allocation of human resources and budgetary commitment SDCE has articulated their focus on continuous growth.