**San Diego Continuing Education**

# Education Master Plan 2009-2012

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# Education
# Master Plan
# 2009-2012

*Continuing Education*

# SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

San Diego Continuing Education is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Ste. 204, Novato, CA 94949, 415-506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

# What is San Diego Continuing Education?

## Basic Skills -
## GED - High School Diploma

A sequence of courses to provide instruction for individuals in elementary (to 8th grade) and secondary-level (high school) reading, writing, computation, and problem-solving skills in order to assist them in achieving their academic, vocational, and personal goals.

## Citizenship

Provides immigrants and their families with the opportunity to become active and participating members of economic and civic society, and may include preparation for citizenship.

## Community Education

The Mission of the Community Education Program is to provide diverse, affordable personal and professional enrichment workshops to the San Diego community. Community Education classes are offered for a fee, based on the number of hours the class meets.

## Disabilities Support
## Programs and Services

Provides individuals with disabilities life-skill proficiencies that are essential to the fulfillment of academic, vocational, and personal goals.

## Emeritus Program

Lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency for older adults.

## English as a Second Language

Provides instruction in English language to adult, non-native English speakers with varied academic, vocational, and personal goals. Primarily in, but not limited to, areas of listening, speaking, reading and writing, and may integrate other areas such as computer literacy, cultural competency, study skills, and life skills.

## Family & Consumer Sciences

Offers lifelong education to enhance the quality of home, family, career and community life. Provides opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision-making and lifelong learning.

## Health & Safety Education

Promotes the health, safety and well-being of individuals, families, and communities.

## Parent Education

Provides lifelong education in parenting, child development and family relations in order to enhance the quality of home, family, career and community life.

## Career Technical Education

Short-term vocational programs with high employment potential. Sequential courses lead to a vocational/career technical objective, certificate or award that is directly related to employment.

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# SAN DIEGO CONTINUING EDUCATION
# EDUCATION MASTER PLAN

## PREFACE

An education master plan sets the tone and direction of an institution's efforts over a multiple year time frame. A master plan, in order to be effective, must have within it a mechanism for evaluation of the planning process. The implementation process must include a periodic assessment of its goals, objectives and actions to measure progress. Evaluation and redirection are the most essential components of the full planning process and key ingredients in preserving the viability of an effective education master plan.

With these considerations in mind, the present master planning process has been organized to include committee structures, which will ensure not only its viability but its power to inspire and to guide genuine growth and accomplishment in Continuing Education. Monitoring committees dedicated to overseeing the plan's essential components: planning, implementation, evaluation and redirection have been formed and their charge is to oversee the education master plan's implementation.

The committees include representatives from Continuing Education's Shared Governance Councils:

- » Executive Governance Council (EGC)
- » Administrative Governance Council (AGC)
- » Academic Senate
- » Classified Senate

## THE PLANNING PROCESS

Prior to the multiple committee approach to monitor activity supported by the Education Master Plan, a Master Plan Council was created and charged with this responsibility. The original Education Master Plan was created in 1990 and revised by this council in 2005-2006. Subsequent revisions occurred in 2007-2009 and were overseen by the shared governance committees cited above.

## NOTING THE TRENDS

The charge to the 1999 Master Plan Council was to determine the present and immediate future needs of San Diego's urban population, to note the prevailing trends surrounding those needs and the implications those trends have for Continuing Education. The 2006 Committee sought to update and revise those needs based on new expanded and relevant information gathered via the District's 2005 environmental scan "**San Diego Regional Environmental Scan**" by JCF Consulting.

The new revisions of 2008 and 2009 reflect the reorganization plan dated July, 2007 that shifted the focus of Continuing Education from a site-based administration to a program anchored on the precepts outlined in the document *The Cornerstones of our Future*, a strategic plan for Continuing Education. (A. Beebe, 2007).

# PROVIDING THE PLANNING ENVIRONMENT

San Diego Continuing Education's original Education Master Plan was written in 1990 and has been revised periodically to reflect changes in the environment that represents SDCE's service area. Master Plan Council members participate in sessions to review the current social, demographic, economic and educational trends and try to predict future trends through its strategic planning process. From this output, the goals and objectives and implementing plans are developed. Representative committees format the goals and objectives, and determine the appropriate implementation plans with priorities identified. This process originated in January 1999 and involved over 300 personnel including faculty, classified, and administration.

In 1990, the directives of both the president of Continuing Education and the Chancellor of the San Diego Community College District were to establish a "pro-active process to plan for current realities, and to the extent possible, identify future trends." The master plan council identified needs, planned responses to those needs and established or changed the curriculum. This dialogue included the need for more adequate facilities to serve students in a manner that was appropriate and in keeping with identified priorities, thus providing for the community viable and excellent programs of study that fulfilled San Diego Continuing Education goals.

The subsequent SDCE Education Master Plan revisions in 1999, 2006, 2008, and 2009, enhanced this process reflecting service area changes and the institutions collective response to the changing environment.

# VISION STATEMENT

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

# PHILOSOPHY STATEMENT

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

# CORE VALUES

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

# MISSION STATEMENT

*(abstracted)*

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

# MISSION STATEMENT

*(comprehensive)*

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

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

Continuing Education functions as an integral part of the San Diego Community College District, providing transitional pathways to the three credit institutions: City

College, Mesa College, and Miramar College.  Continuing Education's six campuses and more than 300 community locations are important to our community presence and image/identity.  Campuses are staffed by professional and competent classified and administrative personnel, who strive to serve the best interests of students.  Continuing Education's vision, philosophy, values, and mission is founded on hiring qualified persons without regard to age, gender, disability, ethnicity, religion, or national origin.

# POPULATION TRENDS

San Diego's population has been growing and changing, indeed, in the year 2000, it became a "minority majority" city with no ethnic group constituting over 50 percent of the population.  In 1987 San Diego took its place among the nation's cities with populations of one million or more.  This milestone, achieved with some celebration, played a part in San Diego's discovery by people across the nation.  Its population has been expanding since with an average annual increase of 1.1 percent each year.

San Diego's population is becoming more noticeably stratified, with a large number of the entire population living at or below the poverty level.  People who are unable to match their personal skills with the opportunities that life presents in this city or who have personal addictions that are not successfully treated, are finding their homes in the streets in ever increasing numbers.  The homeless are becoming a dramatic statement on San Diego's landscape.

Groups from every ethnic background are finding a new home for themselves in San Diego.  In 1990 the non-Hispanic White residents comprised 65 percent of the population. Hispanics accounted for 20 percent of the population while African Americans made up 6 percent and Asians and others 8 percent.  By 2015 the non-Hispanic White population will decrease to 51 percent, while the Hispanic population will increase to 32 percent and Asians and Others will increase to 11 percent.  The African Americans population will remain constant, comprising 6 percent of the regions' population.  By 2030 the population will include 36 percent White, 34 percent Hispanic with Asian Pacific Inlanders showing a slight increase and the African Americans population will decline slightly as a percent of the total (see figure #1)

Another noteworthy development as San Diego continues to grow is that it attracts great numbers of older adults drawn by our mild climate and Southern California's reputation as a health conscious center.  And, as the "baby boom" generation moves toward retirement age, over 25 percent of our population will be age 55 or older by 2015.  This represents an increase from 17 percent in 1990.  By 2030 only 60 percent of the population will be in the 18-65 working age range and there will be as many persons over 65 as there will be children under 18.

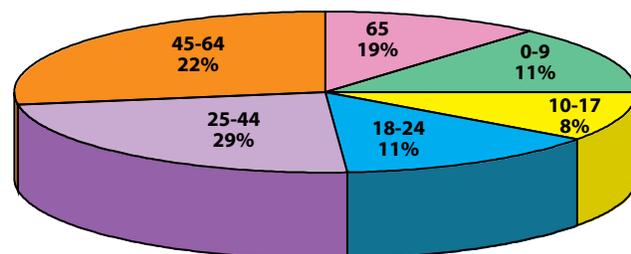**Projected Population Age Distribution 2030**



Figure 1/Source SANDAG

# POPULATION TREND IMPLICATIONS FOR CONTINUING EDUCATION

» Continuing Education will need to prepare to assess and remediate non-literate and semi-literate persons as they enter our region. There will be an increased need for vocational training and preparatory courses in basic skills, ESL and vocational ESL (VESL) as well as bilingual assistance in vocational and business information technology courses

» As more and more employers require a corps of highly educated potential employees, workplace literacy programs will become area of focus both as public service classes and contract classes for business and industry

» Additionally, programs designed to meet the needs of the ever increasing older adult population must be designed to the requirements and the sheer size of this population

# ECONOMIC TRENDS

For the past 50 years, much of our manufacturing employment base was related to defense industry expenditures.  Military payroll jobs and jobs supporting military procurement contracts brought billions of dollars into the region.  With the downsizing of the military in the early 1990's, employment fell dramatically.  After relying on federal defense dollars for over half a century, the loss of so many high paying manufacturing jobs in the early to mid 1990s, and the duration of the recession, was the worst San Diego has experienced since record keeping began in the 1950's.  The forecast indicates an increase of an average of 14, 000 new jobs annually between 1990 and 2015.  However, the composition of the jobs created during these 25 years will be different that those created in the last 25 years.  These changes will considerable affect the type of employment opportunities the region has to offer.  Out of all the jobs created through 2015, only about 10 percent will be in the high paying sectors such as Construction, Manufacturing and Transportation, Communication and Unities; while 60 percent will be in the lower paying sectors such as the Services and Wholesale/Retail trade sectors.  Government jobs will make up nearly 12 percent of the growth.  Seven percent of the growth will be in the finance, insurance and real estate fields, with the remaining employment being created in other sectors.  By 2030 SANDAG projects that business, personnel, health, entertainment and social services will continue to drive the region's economy.

# ECONOMIC TREND IMPLICATIONS FOR CONTINUING EDUCATION

In the past, Continuing Education has offered entry-level courses in various disciplines and it will be appropriate to offer more short-term, intermediate and advanced level courses to permit continuing students to upgrade their job performance skills at their worksites, at the campuses or in the local community.

All vocational curricula need to incorporate SCANS (Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor) goals that include critical thinking, organization and interpersonal relationship skills; in addition to the basic skills of speaking, listening, reading and writing.

As older adults return to the work force, special courses must be designed to utilize their experiences and talents, while possibly training them for new job requirements.

The issue of child care will need to be considered to accommodate large numbers of new students seeking training, particularly under California Welfare Reform and other state and federal mandates.

# EDUCATIONAL TRENDS AND ENGLISH PROFICIENCY

As the demographic pattern in San Diego shifts to include more persons from a variety of foreign ethnic backgrounds, there will be more limited English Proficiency Speakers (LEP).

**Language Spoken at Home City of San Diego 2000**

The U.S. census informs that 91 percent of the languages spoken at home in 2000 in the city of San Diego include English or English and another language. Only 6 percent spoke Spanish only and 3 percent spoke another language only. (See figure 2) High School graduates seeking skills training or high school dropouts are likely to take advantage of Continuing Education's educational programs. LEP's, particularly from the Hispanic/Latino community, comprise a significant percentage of the enrollment in Continuing Education's English as a Second Language program.

Figure 2/Source SANDAG

- 62% English Only
- 16% English & Spanish
- 13% Other Languages & English
- 6% Spanish Only
- 3% Other Language Only
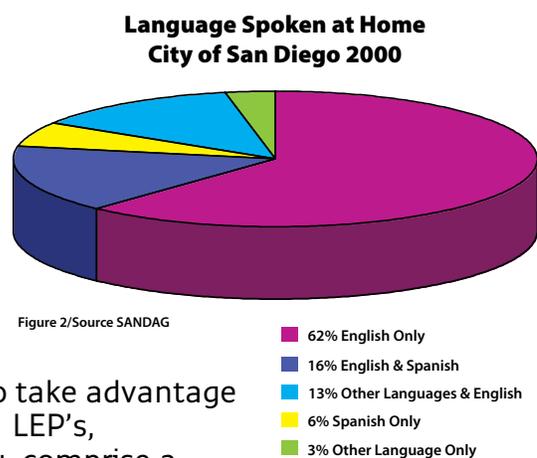
Educational attainment by ethnicity is also significant. Students from all ethnic backgrounds are dropping out of high school at higher rates.

Residents, as well as new immigrants, can be prepared for full participation in American life through the efforts of Continuing Education. Another significant trend is that as more women are entering the work force they are attending Continuing Education classes, acquiring basic skills and job training in increasing numbers. In addition, welfare reform, called CalWORKs in California, has placed a five year lifetime limit on welfare subsidy. All persons currently receiving welfare benefits are mandated to develop a plan for entering employment. Many of these men and women will enroll in Continuing Education classes for vocational training to meet this mandate.

# EDUCATIONAL TREND IMPLICATIONS
# FOR CONTINUING EDUCATION

The expansion of diversity among students and stakeholders in SDCE requires a greater degree of cross-cultural sensitivity among its faculty staff and students. The curriculum must be periodically updated to make it more contextual and responsive to this diverse student body. In this context, SDCE needs to increase its efforts in student assessment of prior preparation through pre and post testing especially in career technical courses and programs.

The high drop-out rate among certain high school students is of great concern to society in general and to SDCE in particular. This concern must result in efforts to ameliorate this problem among our youthful populations through creative outreach to high-risk students with linkages developed with high school counselors, community-based organizations, and the students themselves. A strong orientation program for students is essential to any subsequent growth and ultimate success for this cohort.

SDCE designs and implements effective retention and learner persistence strategies as well as state-of-the-art programs that address the needs of students. "Smart" classrooms with computers and internet access more often than not are the norm for SDCE. Additionally, we need to expand effective online courses which meet the needs of the community we serve. San Diego Continuing Education provides relevant education opportunities for its students.

Currently, classes for students with disabilities are scheduled in convenient and accessible locations. As our knowledge of the population of students with disabilities grows, we need to develop more relevant curricula to successfully meet their educational requirements.

In summary, the goal of San Diego Continuing Education is to provide non-credit and career technical courses and programs for all the communities we serve.

# DESIGNING THE PROGRAM OBJECTIVES

The Master Plan Council considers promoting excellence in all Continuing Education programs of paramount importance and has established the following priorities which are related to all subject area disciplines:

- » Student Learning Outcomes (SLO's) must be documented
- » Curricula should be current and relevant
- » Critical thinking and problem-solving skills should be taught in every class
- » More short-term courses should be offered
- » Current information on health issues (including substance abuse) should be provided to both students and staff
- » Orientation for new students should be provided at every site
- » Orientation should be provided for all new faculty and classified employees

The revision occurring during 2008-2009 incorporated the strategic plan and the four corner stones into the architecture of this document. The programs and services below focused all goals and objectives toward the four cornerstone statements in order to strengthen the relationship between the Education Master Plan and the Strategic Plan.

- » Adult Basic Education (ABE)
- » Adult Secondary Education (ASE)
- » English as a Second Language (ESL)
- » Career Technical Education (CTE)
- » Business Information Technology  (BIT)
- » Emeritus Program
- » Parent Education
- » Hospitality and Consumer Services
- » Allied Health Programs
- » Disability Support Programs and Services (DSP&S)
- » Community Education
- » Contract Training and Workforce Certification
- » CalWORKs Services
- » Student Services
- » Career Development  Services
- » Continuing Education Campuses
- » Continuing Education Facilities and Proposition Projects Reports

# 1.0 Adult Basic Education (ABE)

## Goals and Objectives

### 1. Purpose/Vision:

*To offer flexible, accessible, up-to-date programs for adult seeking basic literacy in reading and mathematics, completion of high school, GED, competency in the English language, citizenship, vocational skills or enrichment.*

### 2. Goals:

#### Goal A – Increase Professional Development

Build a multi-departmental instructional team to develop an integrated model of basic skills across the curriculum.

##### Objective 1:
Participate in Basic Skills Initiative, Phase III staff development activities offered by the CCCSO.

##### Sub-Objectives:
- ❑ Send teams of managers and faculty to the series of training opportunities provided in Phase III of the California Basic Skills Initiative including:
  - ■ statewide conference
  - ■ regional meetings
  - ■ Workshops to "order" and assist with action plan implementation strategies
- ❑ Share implementation strategies with all BSI faculty
- ❑ Incorporate training ideas into the delivery plan for BSI students

##### Objective 2:
Plan and provide research-based staff development for interdisciplinary teams relevant to the goals and objectives of the Action Plan.

##### Sub-Objectives:
- ❑ Provide orientation and a series of trainings on the underlying research for the Basic Skills Initiative
- ❑ According to need, provide staff development to BSI faculty on direct instruction, managed enrollment, working collaboratively with student services

#### Goal B – Expand Course Diversity

Provide a learning environment that promotes student retention and persistence and increased transfer to the San Diego Community College District by providing Continuing Education students with expanded instructional options to attain their educational goals.

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## Objective 1:
Expand the BSI Phase II model projects to additional sites.

## Sub-Objectives:
❑ Expand the BSI Steering Committee to be representative of all basic skills disciplines, as well as student services
  - Meet monthly to keep lines of communication open among the basic skills disciplines involved in the basic skills initiative
  - Report monthly to the Academic Senate and the Executive Governing Council as to successes and challenges in implementing the Action Plan

❑ Evaluate data from Phase II model projects to guide revision and development of additional "Student Success Centers"

❑ Replicate the model Student Success Centers at additional sites
  - Offer ABE/ESL/ASE students an option for small group instruction based on diagnostic test results
  - Offer this option to students who will commit to managed enrollment for the times the small groups meet
  - Assign team teachers, tutors, counselors and instructional aides to support students
  - Provide staff development for teachers, counselors and staff on the components of the Student Success Center model

## Objective 2:
Select Components of the four Phase II BSI model projects to refine and develop further.

## Sub-Objectives:
❑ Adapt ESL/ABE/ASE curricula, using research to practice findings of recent research, including direct instruction, contextual learning and appropriate use of technology

❑ Assign a counselor to each Student Success Center for at least 1-2 hours, day and evening, to provide support services to Basic Skills students

❑ Explore providing ESL/ABE roving teachers for literacy instruction as the first class in the sequence of basic skills courses

❑ Assign a tutor coordinator to recruit and train tutors

❑ Expand use of tutors to ESL classes and Student Success Centers

❑ Continue assigning non-classroom time for a Basic Skills Coordinator

## Objective 3:
Develop VESL/VABE occupation-specific Basic Skills curricula to integrate basic skills with career-technical courses.

## Sub-Objectives A:

- ❑ Expand the integration of basic skills instruction in the Certified Nursing Assistant course to Home Day Care and Welding
- ❑ Establish student outcomes for basic skills students enrolled in career-technical courses (I-BEST model)
- ❑ Select/develop/adapt assessment instruments to measure and document student outcomes of mastery of both technical skills and basic skills
- ❑ Select VESL/VABE basic skills teachers who also have expertise and/or experience in the vocational area
- ❑ Assign a team to support the newly configured Career-Tech courses including Vocational instructors, ESL instructor, basic skill instructor, career counselor, and tutors

### Sub-Objectives B:
- ❑ Write or adapt existing VESL/VABE curricula to include occupation specific technical reading, math and writing for integration into career technical classes
- ❑ Place students in the Basic Skills cohort according to diagnostic testing that indicates scores below the prerequisite levels

## Goal C – Enhance the Image of Continuing Education

Create a program to prepare Continuing Education ESL/basic skills students for transition to further educational/career opportunities.

### Objective 1:
Expand opportunities for Continuing Education ESL and basic skills students to transition to college.

### Sub-Objective A:
- ❑ Recommend to the District Joint BSI Task Force that a transition counselor from the credit program and a counselor from the non-credit program collaborate on providing services to ESL students in the Bridging Lab at Mesa College

### Sub-Objectives B:
- ❑ Develop the Bridging Lab at Mesa College as a model for students to transition to college
- ❑ Meet regularly to align exit criteria from the non-credit program and entry criteria for post-secondary instruction
- ❑ Form partnerships with local businesses to collaborate on the creation of career-technical career ladders for students
- ❑ Utilize and integrate career development services
- ❑ Develop VESL/VABE courses to provide individual and small group instruction on basic skills needed in the workplace, e.g. math/ESL
- ❑ Identify and purchase teaching and learning materials for transitional courses

## Objective 2:

Explore the Non-credit to Credit Transition Program as a model for students to prepare for the attainment of their educational goals.

## Sub-Objectives:

❑ Form a planning committee made up of counselors and faculty to design and plan a new non-credit course "Life Work 1 & 2" modeled after Career Pathways
❑ Submit a course outline under Career Development, College Preparation"
❑ Research CurricUNET and other resources for curricula already developed for "Transitions." e.g. National College Transition Network
❑ If necessary, adapt or write curriculum for two, 20 hour core courses:
  ■ Personal Growth
  ■ Career Development
❑ Write curriculum for 3-4 elective courses related to students' career goals, e.g. academic, career-technical, small business management
❑ Form partnerships with community employers to offer jobs starting at entry level for students in the basic skills program and continuing to apprenticeship and internships as students' master skills and advance through the Basic Skills courses
❑ Hire additional Career Development Services personnel to assist students in securing employment related to their goals

## Goal D – Grow Enrollment

Design and implement a systematic evaluation process to collect and analyze both formative and summative data to document continuous improvement of the Basic Skills program in terms of student outcomes.

## Objective 1:

Design an evaluation process to gather data to document student progress, learning outcomes and persistence of ESL/Basic Skills students.

## Sub-Objectives A:

❑ Form a District Basic Skills Initiative Joint Task Force comprised of representatives from Continuing Education's (non credit) and community colleges' (credit) stakeholders in the Basic Skills program
❑ Convene an organizational meeting co-chaired by a Continuing Education representative and a college BSI representative
❑ Decide by consensus on the mission, philosophy, goals and objectives of the Basic Skills Initiative collaborative program
❑ Establish a timeline for the regular review and sharing data from the BSI collaborative program

### Sub-Objectives B:
- ❏ Examine and select appropriate testing instruments to measure program components
- ❏ Research existing data bases that will collect and analyze data needed to evaluate the efficacy of the BSI program
- ❏ Participate in the statewide BSI Phase III research and data collection project, including
- ❏ Verify student attendance data from sign-in sheets and team teacher observation
- ❏ Collaborate with counselors to document students' goals and barriers and satisfaction with BSI

### Objective 2:
Participate with the Academic Senate for California Community Colleges and the Systems Office's Phase III statewide goal to "develop a process to demonstrate and make visible student progress through basic skills objectives towards successful basic skills outcomes" including a statewide data base for Basic Skills Initiative data.

### Objective 3:
Conduct regular program evaluation and disseminate results.

### Sub-Objectives A:
- ❏ Select both summative and formative program evaluation measures
- ❏ Administer formative measures on a regular basis.
- ❏ Disseminate results of formative measures to students and counselors
- ❏ Administer summative measures, including student and faculty surveys
- ❏ Study the set of Student Learning Outcomes, rubrics and assessment tools for relevance and use by non-credit programs.
- ❏ Explore use of statewide data base for CE data
- ❏ Create a process for evaluation of the data
- ❏ Disseminate course and program data to managers and faculty for purposes of program review via reports in the public folders

### Sub-Objectives B:
- ❏ Select cohorts of students
- ❏ Design the longitudinal study including measures of success and persistence for both ESL and Basic Skills students
- ❏ Gather the data (2008-2010)
- ❏ Analyze the data
- ❏ Use the data to inform planning and continuous improvement of the BSI program

*Timelines:*        *2009 – 2012*

# 2.0 Adult Secondary Education

## Goals and Objectives

### 1. Purpose/Vision:

*To offer flexible, accessible, up-to-date programs for adult seeking basic literacy in reading, writing and mathematics, completion of high school, GED, competency in the English language, citizenship, or vocational skills.*

### 2. Goals:

#### Goal A – Increase Professional Development

Implement the district-wide intake assessment instrument (TABE) or any other instrument as agreed upon through the shared governance /matriculation process.

Objective 1:
The process for adding to or changing the current instrument will be addressed through shared governance procedures.

Objective 2:
Establish Continuing Education Research and Development Center to fulfill the ongoing research needs of Continuing Education campuses.

Sub-Objectives:
- ❑ Identify funding sources for innovative projects and grant proposals
- ❑ Develop a plan to gather knowledge and research data on creative scheduling, alternative delivery systems, new information technology, innovative teaching techniques, and curriculum designs
- ❑ Incorporate research findings from innovative projects into Continuing Education instructional programs as appropriate, by offering seminars and in-service training to District staff
- ❑ Establish the feasibility of offering exemplary regional programs in areas such as life science, physical science, computer literacy, economics, etc.
- ❑ Identify creative research mini-grant proposals which contribute to broad instructional improvements and forward to the staff development office for funding

#### Goal B – Expand Course Diversity

Upgrade recruitment, retention, persistence and transfer plan to link the high school completion program with ABE/ESL, CalWORKs, Vocational Education and the community college programs.

Objective 1:
Establish direct linkage between Continuing Education ASE Program and College Credit Programs.

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## Objective 2:
Upgrade existing computers for use in the high school completion program.

## Sub-Objectives:
- ❏ Screen, recommend and select computer software, equipment and other resource materials with the assistance of District technology staff
- ❏ Establish a plan for ongoing training of Continuing Education personnel for use of computers in the ASE Program

## Objective 3:
Determine the effectiveness of learning center, Distance Education in the delivery of high school completion and GED requirements versus the traditional classroom.

## Sub-Objectives:
- ❏ Survey the needs of the current population and of business and industry to assess the present capability of Continuing Education to meet the established needs of adult students
- ❏ Evaluate alternative delivery systems utilized by educational institutions
- ❏ Research the traditional classroom to determine its effectiveness in meeting the established needs of adult students
- ❏ Design creative program offerings for learning center programs/ Distance Education which match course offerings with student needs
- ❏ Develop plans for ongoing program assessment

## Objective 1:
Increase instructional support to High School Diploma (ASE) Program faculty.

## Sub-Objectives:
- ❏ Allocate a budget in support of instructional support activities
- ❏ Expand current resource library services to include new textbooks and technology for electronic assess, database management and delivery; computer software, and other relevant instructional Internet resources
- ❏ Update existing course outlines, and expand present high school course offerings in consultation with San Diego Unified School District and the San Diego Community College District's college program requirements
- ❏ Offer technical support to the high school completion and GED programs on the selection of textbooks, curricula and program development, computer software and equipment, grant proposal

preparation and other instructional resources

## Objective 2:

Coordinate high school (ASE)/Learning Resources with Workplace Literacy program to meet the basic skills needs of both employers and workers.

## Sub-Objectives:

❑ Identify and seek funding for a program developer who will perform workplace literacy audits, compile and develop curricula targeted to the workplace, and provide on-going support for workplace literacy programs
❑ Coordinate workplace literacy needs and services among all Continuing Education Campuses and their communities
❑ Organize regular meetings with VABE/VESL, literacy, and vocational coordinators to design and implement a comprehensive plan for the delivery of workplace literacy programs to San Diego businesses
❑ Implement a comprehensive plan for workplace literacy based on needs of employees, including their need for a high school diploma

# Goal C – Enhance the Image of Continuing Education

## Objective 1:

Review the Joint High School Diploma options to ensure its continued credibility, comprehensiveness, and applicability to San Diego's multi-cultural population and technical job market.

## Sub-Objectives:

❑ Review present high school competency requirements and test out options to ensure transferability and relevance of the educational program
❑ Expand the computer literacy requirements to include hands-on-performance as well as test out options
❑ Biannually, survey the present and prospective high school student population and the San Diego Business community to assess demographics for the population, determine job training needs, and evaluate program effectiveness
❑ Incorporate new and innovative instructional strategies into the High School Diploma option to create alternative bridging and transfer option for diploma recipients

# Goal D – Grow Enrollments

## Objective 1:

Standardize high school completion requirements among all Continuing Education campuses, maintaining congruency with the San Diego Unified School District and the community college programs.

## Sub-Objectives:

❑ Disseminate information to each site dean and high school committee chair indicating the core curriculum requirements and approved courses for high school completion and the GED Program

❑ Expand the current list of approved high school completion requirements to include English and science courses. Continue to develop and implement the curricula outlines for standardizing economics, American Government, and 20th Century US History II

❑ Share curricula development projects and updated course materials periodically to promote greater transfer of information and increased communication among campuses

❑ Ensure that core curriculum courses taught at all sites are consistent with District outlines by conducting an annual review of program offerings

❑ Review course offerings at each site on a semester-by-semester basis to verify that only district approved courses are being taught

❑ Distribute District course outlines to site deans and instructors;

❑ Incorporate research findings from innovative projects into Continuing Education instructional programs as appropriate, by offering seminars and in-service training to District staff

❑ Establish the feasibility of offering exemplary regional programs in areas such as life science, physical science, computer literacy and economics

❑ Identify creative research mini-grant proposals which contribute to broad instructional improvements and forward to the staff development office for funding

## Objective 2:
Align ASE/GED coursework and practices with principles of persistence and Student Learning Outcomes (SLO's).

## Sub-Objectives:

❑ Share with faculty and staff the principles of Persistence and SLO'S

❑ Identify practices, which promote persistence/SLO'S

❑ Provide personnel and funding appropriate for implementing the principles of persistence and SLO'S

❑ Periodically evaluate the effectiveness of ASE/GED coursework and practices in regard to implementing the persistence principles and SLO'S

# 3.0 English as a Second Language (ESL)

## Goals and Objectives

### 1. Purpose/Vision:

*To offer up to date English Language instruction to learners seeking to communicate with English speakers, acquire basic literacy skills, learn about culture and customs of the United States and fulfill their goals as family members, workers, community participants, and lifelong learners.*

### 2. Goals:

#### Goal A – Increase Professional Development

##### Objective 1:
Provide and maintain resources for the ESL faculty and classroom instruction.

##### Sub-Objectives:
❑ Acquire sample copies of all materials
❑ Maintain technology demonstration area in the library where teachers can preview new software
❑ Provide in-service training to all instructors on the new materials and resources
❑ Support an artist to develop graphics and artwork for new curriculum
❑ Maintain reference materials and instructional materials in the ESL Resource Library to meet program needs
❑ Maintain public folders of ESL instructional resources
❑ Provide on site computer access for all instructors

##### Objective 2:
Maintain and support ESL resource instructors in the following areas: Family literacy, VESL /Technology, Citizenship, and El Civics.

##### Sub-Objectives:
❑ Provide in-service training to resource instructors
❑ Conduct workshops in each of the areas specified above, during the spring and fall semesters of the following academic years: 2008- 2011
❑ Provide a schedule of the workshops by 06/30/2008

##### Objective 3:
Develop curriculum according to program needs.
❑ Conduct needs assessments regularly using online tools

##### Objective 4:
Develop online training opportunities for faculty and staff.

*Timelines:*     *2009 – 2012*

## Goal B – Expand Course Diversity

### Objectives 1:

Develop the improvement of linkages between the ESL program and the following: business / industry, community agencies, the college ESL programs in the district and other stakeholders.

### Sub-Objectives:

- ❑ Improve articulation between the non-credit ESL and credit ESL programs through collaborative curriculum and course development
- ❑ Research opportunities to hire Ameri-Corps volunteers to develop and facilitate a volunteer literacy tutoring program in our family literacy and ESL programs
- ❑ Expand and strengthen basic skills instruction to facilitate the transition of ESL students in to other programs

### Objective 2:

Ensure continuity and conduct evaluations of the Family Literacy program.

### Sub-Objectives:

- ❑ Continue to fund a family literacy resource instructor to coordinate the Family Literacy program
- ❑ Investigate additional funding options in case CBET funding ceases
- ❑ Develop curriculum materials to support family literacy
- ❑ Revise assessment procedure to document student progress and goal attainment as required by new state guidelines
- ❑ Develop stronger linkages with K-12 schools and community agencies to support Family Literacy
- ❑ Expand family literacy course offerings at elementary schools in San Diego
- ❑ Develop professional development opportunities for family literacy instructors

### Objective 3:

Refine Vocational English as a Second Language (VESL) curricula and expand VESL course offerings to meet the needs of students preparing to enter job training or the workforce.

### Sub-Objectives:

- ❑ Revise VESL modules according to proposed revisions by classroom teachers
- ❑ Research development of concurrent VESL courses with specific vocational programs (e.g. CNA, culinary arts, welding) using I-Best model
- ❑ Develop curriculum materials on job interviewing and resume preparation

❑ Develop checklists and other materials to improve accountability in ESL/VESL labs
❑ Improve articulation between ESL and vocational programs
❑ Develop a system to document and track students who go from VESL to vocational classes to the workplace in order to monitor program effectiveness

## Objective 4:
Develop a performance based assessment system to certify completion of students learning outcomes of each level of instruction.

## Sub-Objectives:
❑ Refine criteria for level exit using a checklist and materials for documenting  competency attainment and completion of student learning outcomes
❑ Train ESL faculty to implement student learning outcome assessments
❑ Implement assessments in targeted classrooms, documenting results

## Objective 5:
Develop a system for documenting and tracking progress of students and student goal attainment in order to monitor program effectiveness.

## Sub-Objectives:
❑ Coordinate with the Matriculation Committee, ESL counselor and ESL placement offices to identify data and information that needs to be tracked
❑ Review possible data collection systems
❑ Coordinate with CASAS on the use of TOPs for data collection purposes
❑ Implement a standardized system at all campuses
❑ Research possibilities of online placement and progress testing

## Objective 6:
Collaborate with the Office of Citizenship on Citizenship and immigration issues.

## Sub-Objectives:
❑ Develop curriculum to support re-designed Citizenship test
❑ Provide input on future immigration legislation
❑ Develop updated Citizenship materials

## Objective 7:
Implement El Civics objectives through out the ESL program.

### Sub-Objectives:
- ❑ Support an El Civics resources instructor to coordinate the program
- ❑ Revise curriculum to support El Civics objectives
- ❑ Develop new curriculum to support new El Civics objectives according to program needs assessments
- ❑ Maintain an El Civics website

### Objective 8:
Develop online ESL courses.

*Timelines:* *2009 – 2012*

## Goal C – Enhance the Image of Continuing Education

### Objective 1:
Maintain an ESL website to provide for the dissemination of information about our program and program activities.

### Sub-Objectives:
- ❑ Provide a link from our ESL website to faculty resources to disseminate curriculum and reports produced by our program
- ❑ Coordinate with district personnel who are involved in the development of websites
- ❑ House program specific websites/blogs on the SDCE website, including the El Civics website and faculty websites and blogs

### Objective 2:
Coordinate with the public libraries to provide ESL materials for students using the public library.

### Objective 3:
Support faculty and staff to present workshops on successful strategies at local, state, and national conferences and to participate on local, state, and national committees.

### Objective 4:
Document and disseminate program outcomes and evidence of program effectiveness.

*Timelines:* *2009 – 2012*

## Goal D – Grow Enrollment

### Objective 1:
Expand the use of technology within the ESL program and develop a distance learning model in order to serve learners unable to take advantage of traditional instructional models.

## Sub-Objectives:
- ❑ Maintain up-to-date language lab at each site
- ❑ Acquire up-to-date computers and software programs for ESL classes, including VESL and TOEFL programs
- ❑ Develop distance learning ESL program, serving both Beginning and Intermediate/Advanced learners
- ❑ Develop curriculum and training for instructors and staff on implementing technology in the classroom
- ❑ Develop online ESL courses
- ❑ Increase hardware including bandwidth size in order to effectively integrate technology with ESL instruction

## Objective 2:
Develop specialized courses in ESL to meet Community Needs.

## Objective 3:
Research effects of managed enrollment pilot program and expand model to other campuses.

## Objective 4:
Develop and maintain system for new Student orientation.

## Sub-Objective:
- ❑ Document levels of learner persistence from year to year

## Objective 5:
Develop ESL Advisory Committee of community representatives to advice regarding development of new courses.

*Timelines:*     *2009 – 2012*

# 4.0 Career Technical Education

## Goals and Objectives

### 1. Purpose/Vision:

*To provide career-technical education and training programs for the San Diego community that ensure a skilled, productive workforce capable of competing in a global economic environment, and contributing to the economic health and well being of our region, state, and nation.*

### 2. Goals:

### Goal A – Increase Professional Development

#### Objectives 1:
Recruitment of faculty, staff and administrators.

#### Sub-Objectives:
- ❑ Develop plan for recruitment of faculty
- ❑ Prepare for a seamless transition of faculty in "critical" programs and those to experience retirements
- ❑ Work with industry to determine any potential adjunct faculty from existing employees

#### Objectives 2:
Retention of faculty, staff and administration.

#### Sub-Objectives:
- ❑ Work on updating skills of existing faculty by providing opportunities for training in related professional fields
- ❑ Utilize advisory board members for potential internship opportunities to accommodate professional development of faculty

*Timelines:      2009 – 2012*

### Goal B – Expand Course Diversity

#### Objective 1:
Review curricula of all existing Career-Technical Certificate Programs and ensure it is industry current and relevant to jobs in the San Diego area.

#### Sub-Objectives:
- ❑ Validate the number of hours expected to complete competencies in the curricula
- ❑ Review the value of the certificate programs to employers and whether the certificate programs should be revisited to update its relevance or eliminated if not fulfilling an industry demand
- ❑ Update curricula as needed to incorporate workplace foundation skills/competencies and national skills standards

### Objective 2:
Develop new course offerings at expanded facilities at ECC for spring 2010.

### Sub-Objectives:
- ❑ Plan for development of new short-term training
  - ■ Curriculum, certifications, faculty, facilities, equipment for high demand occupations with an emphasis on green jobs
  - ■ Working with customers-industry to ensure there is a demand and jobs available for these occupation
  - ■ Coordinating with One Stop Career Centers as feeder for potential students
  - ■ Coordinating Program approval precess
  - ■ Understanding competitive programs offered in San Diego at other colleges and at private institutions to avoid duplication
  - ■ Reviewing programs offered at other CA Community College programs not currently offered in San Diego that may be potential new courses
  - ■ Prepare for the transition of the ROP (Regional Occupational Program) to be Continuing Education offerings, beginning Fall 2010
- ❑ Expand Advisory Board's role in curriculum development, restructuring it to be industry current, support for graduate's employment and source for adjunct professors

### Objective 3:
Implement a standard program review process for use with all career technical programs going forward.

### Sub-Objectives:
- ❑ Continue to review vocational programs using the newly created program review process
- ❑ Conduct program review in accordance with an approved calendar of time frames for such reviews

*Timelines:     2009 – 2012*

## Goal C – Enhance Our Image

### Objective 1:
Develop and implement a promotional plan targeting the expanded facilities at ECC and expanding the visibility of Continuing Education (CE) Career Technical Education (CTE).

### Sub-Objectives:
- ❑ In collaboration with the President and PIO, develop and implement the promotional plan (media, press releases, program highlights, etc.)
- ❑ Expand the visibility of CE's CTE offerings in the San Diego

communities through increased community interaction, press communications, high quality brochures and flyers, and faculty and administrative presentations

## Objective 2:
Revisit existing student follow-up system (STUDENT MANAGER) in order to ensure it captures placement information accurately.

## Sub-Objectives:
❑ Modify, and redesign above follow-up system as needed for implementation

## Objective 3:
Review the effectiveness of career-technical advisory committees.

## Sub-Objectives:
❑ Review membership roles to ensure a representative cross section of local industry
❑ Review location and time of meetings
❑ Ensure meetings move from a "reporting" to a questioning mode

**Timelines:** **2009 – 2012**

# 5.0 Business Information Technology (BIT)

## Goals and Objectives

### 1. Purpose/Vision:

The purpose of the BIT department is to offer computer classes to help residents acquire and maintain digital literacy skills. Three main audiences for workforce training in digital skills are: 1) those who need basic digital media literacy skills to perform well across many industries; 2) those working in traditional industries that are being transformed as the day-to-day- tools in those fields become digitized; and 3) those who wish to develop a concentrated set of skills to work toward specialized and advanced jobs in new and emerging fields, for example interactive media, Internet networks, and web server technologies.

It is the vision of the department to offer state of the art training in current software and hardware such that the department becomes known as an outstanding community resource for both individuals and businesses.

### 2. Goals:

#### Goal A – Increase Professional Development

Test technology solution to facilitate meetings from remote locations.

> ### Objective 1:
> Enable various Continuing Education personnel to have real-time meetings in a virtual meeting room while at their home or offices such that travel to a specific location is not necessary.
>
> ### Sub-Objectives:
> ❑ Purchase Elluminate software licenses sufficient for use by BIT leadership team
> ❑ Test this technology by holding a series of virtual meetings
> ❑ Evaluate the effectiveness of this technology and make recommendations to CE leadership about its potential use

*Timelines:      2009 – 2012.*

#### Goal B 1 – Expand Course Diversity

Carry out an intensive curriculum review and development on the four office skills certificate programs (Account Clerk, Administrative Assistant, Data Entry Specialist, and Front Desk/Office Assistant). Completion Date 6/1/08.

> ### Objective 1:
> Insure that the curriculum used in these four certificate programs is aligned with the needs of the business community in San Diego.

## Sub-Objectives:
- ❑ Convene a working group made up of BIT faculty to carry out the DACUM process (Developing a Curriculum)
- ❑ Identify expert workers/employers in each of the fields covered by the certificate programs to provide guidance and input into curriculum
- ❑ Modify/add curriculum as guided by the DACUM process and submit through CurricUNET for approval

## Goal B 2 – Develop Curriculum Map

Develop a clear curriculum map defining the connections between non-credit BIT courses and college credit computer courses/programs. Completion Date 6/1/08.

Action: A clear "ladder" of technology skills is now outlined on the SDCE website and in the class schedule which assists students in determining a technology learning pathway that most accurately meets their needs and satisfies their goals.

### Objective 1:
Maximize articulation opportunities for all students who successfully complete BIT classes or programs.

### Sub-Objectives:
- ❑ Review in-place articulation agreements to be sure they are current and accurately reflect the curriculums of both the non-credit and credit programs
- ❑ Explore new areas of articulation based on current industry needs
- ❑ Develop new articulation agreements with credit programs

## Goal B 3 – Develop Curriculum Connections

Develop a clear curriculum map defining the connections.

### Objective 1:
Make full use of the opportunities provided by SDCE's North City Campus housing the Multimedia and Entertainment Initiative (MEI) grant. Completion Date 6/1/08.

### Objective 2:
Use MEI funds and networking to support current BIT programs and classes and develop new, state of the art, classes guided by MEI and EWD (Economic and Workforce Development) industry scans.

### Sub-Objectives:
- ❑ MEI Grant Coordinator to become an active member of the BIT Leadership Team, *accomplished*
- ❑ Sponsor and support the annual MEI Advisory Board meeting, *accomplished*
- ❑ Through MEI contacts work closely with other MEI centers throughout California to maximize use of resources, *accomplished*

## Goal C – Enhance the Image of Continuing Education

All computer classrooms will be equipped with up to date software and hardware.
All classes will have online and hard-copy syllabi available for students.

### Objective 1:
Hardware and software inventories will be maintained and dated.
Syllabuses for each BIT class will clearly communicate to students what they can expect to learn if they successfully complete the class.

*Timelines:*     *2008 – 2009*

## Goal D – Grow Enrollment

Develop a 3-5 year technology plan. Completion Date 6/1/08.

### Objectives 1:
Meet the challenge of providing skilled workers in computer fields throughout all industry sectors of the San Diego region.

### Sub-Objectives:
- ❑ Review bandwidth needs and make estimates as to future bandwidth demand
- ❑ Review existing WAN and LAN infrastructure at all campuses and make recommendations that would put all campuses on an equal footing
- ❑ Update inventory of all computer and computer related equipment with purchase plans

*Timelines:*     *2009 – 2012*

# 6.0 Emeritus Program (OA)

## Goals and Objectives

## 1. Purpose/Vision:

Our mission is to provide adults 55+ the opportunity to acquire a quality education, specifically designed to offer lifelong learning opportunities in the areas promoting positive aging: personal growth for self improvement, critical thinking , independence, community advocacy, mental and physical well-being, creativity, and economic self-sufficiency.

## 2. Goals:

### Goal A – Increase Professional Development

#### Objective 1:
Assess current needs and provide appropriate professional development activities.

#### Sub-Objectives:
❑ Identify professional development needs, strengths and trends
❑ Ensure appropriate assignments and strengthen instruction
❑ Provide workshops/trainings/networking sessions
❑ Investigate appropriate conferences for faculty presentations/ attendance
❑ Encourage faculty in using CurricUNET

*Timelines:* *2008 – 2011*

### Goal B – Expand Course Diversity

#### Objective 1:
Provide new classes.

#### Sub-Objectives:
❑ Respond to community needs and current research
❑ Develop and implement classes with community partners and service providers
❑ Identify and develop classes in response to workforce development among seniors
❑ Instigate multi-discipline collaborations across CE's programs
❑ Support and encourage faculty in using CurricuUNET
❑ Investigate and implement alternative modes of delivery
❑ Re-instate volunteer training classes

#### Objective 2:
Target new Older Adult population by.

## Sub-Objectives:
- ❏ Investigating underserved/unserved Older Adult population
- ❏ Meeting needs of emerging older adult population with new courses
- ❏ Offering courses targeted to interest of male students.
- ❏ Recognizing mental health and social needs
- ❏ Identifying needs of specific ethnic senior groups
- ❏ Establishing older adult counselor position in SDCE

## Objective 3:
Increase resources and funding of Older Adult program.

## Sub-Objectives:
- ❏ Pursue grant opportunities that focus on special goals such as helping seniors find new careers and/or support their communities.
- ❏ Explore collaborations/joint funding opportunities.

***Timelines:***     ***2009 – 2012***

# Goal C – Enhance the Image of Continuing Education

## Objective 1:
Increase visibility and partnerships with community organizations.

## Sub-Objectives:
- ❏ Locate new community partnerships
- ❏ Increase visibility in the community through partnerships and more effective marketing
- ❏ Maintain existing collaborations with state and local agencies (Commission on Aging, Department on Aging, SDSU, OASIS, AIS, Arthritis Foundation, etc.)
- ❏ Improve communications with offsite facilities

## Objective 2:
Improve Seniors' Outreach programs.

## Sub-Objectives:
- ❏ Develop programs and services to increase diversity
- ❏ Provide more courses to neighborhoods with high density of seniors (e.g. Golden Triangle, etc.)
- ❏ Offer special events to increase visibility throughout community
- ❏ Explore options to increase accessibility (times, transportation, etc.)

## Objective 3:
Improve branding of our off-campus classes.

### Sub-Objectives:

- Use CAV clipboards, signs, name tags, bags and other materials with program logos and information

### Objective 4:
Establish consistency and high quality instruction.

### Sub-Objectives:

- Develop minimum standards of operation.
- Update course outlines
- Visit sites to support instructors and to ensure appropriateness of classes
- Implement networking meetings in conjunction with professional development topics
- Develop and implement institutional, program, and course Student Learning Outcomes (SLOs)
- Ameliorate communication with faculty

### Objective 5:
Increase public support.

### Sub-Objectives:

- Establish support inside and outside of District for Older Adult program
- Seek support from Board of Trustees
- Solicit support from community leaders

*Timelines:*     *2009 – 2012*

## Goal D – Grow Enrollment

### Objective 1:
Establish techniques to market classes to existing students and emerging senior populations.

### Sub-Objectives:

- Create and use marketing video to cross-promote classes within the OA/Emeritus program
- Review SDCE website for accuracy of OA/Emeritus program listings

### Objective 2:
Use community partners and current students to promote classes.

### Sub-Objectives:

- Network with agencies and organizations serving older adults
- Collaborate with agencies regarding transportation options
- Encourage use of SDCE website, CE schedule, and mini schedule
- Encourage students to promote SDCE classes

*Timelines:*     *2009 – 2012*

# 7.0 Parent Education

## Goals and Objectives

## 1. Purpose/Vision:

**Vision Statement:** *Our vision is that parents will have the tools they need to ensure that every child will enter school ready to learn, providing cognitive development, social and emotional health, and access to quality education that promotes early childhood leaning and family knowledge.* **Mission Statement:** *The mission the Parent Education Department of San Diego Community College Continuing Education is to provide Parent Education to San Diego Parents and to be effective advocates for children, families and the communities that support them.*

## 2. Goals:

### Goal A – Increase Professional Development

#### Objective 1:
Assess current needs and provide appropriate professional development activities.

#### Sub-Objectives:
- ❑ Survey teachers in October regarding professional development need well as strengths
- ❑ Use survey results to ensure appropriate assignments and strengthen instruction
- ❑ Provide 3 workshops/trainings/networking sessions based on survey results
- ❑ Investigate appropriate conferences for faculty presentations/ attendance

#### Objective 2:
Create systems for sustained communication and networking for professional development topics, assess current needs and provide appropriate professional development activities.

#### Sub-Objectives:
- ❑ Public folder(s)
- ❑ Newsletter

#### Objective 3:
Establish a mentoring program for faculty.

#### Sub-Objectives:
- ❑ Establish three mentors, one each for the following areas in Parent Education:
  - ■ Family Relations
  - ■ Effective Parenting
  - ■ Parent/Child Relations

## Objective 4:
Create an orientation process and update materials for new teachers.

.

## Sub-Objectives:
- ❏ Provide one-on-one orientation meetings for all new teachers
- ❏ Update New Teacher Handbook to include orientation information and sample documents (i.e. lesson plans, syllabi, required paperwork, etc.)

*Timelines:*     *2009 – 2012*

# Goal B – Expand Course Diversity

## Objective 1:
Determine areas of need for Parent Education.

## Sub-Objective:
- ❏ Survey existing students and parenting organizations to determine additional needs.

## Objective 2:
Provide new classes.

## Sub-Objectives:
- ❏ Develop certificate class for Nanny's and partner with Nanny placement services
- ❏ Implement Home Day Care certificate program and partnership with ESL
- ❏ Develop curriculum for sibling class
- ❏ Assess the need for baby sign class for non-hearing parents and/or children and offer if appropriate
- ❏ Support and encourage teachers in using CurricUNET to develop and propose new curriculum

## Objective 3:
Pursue grant opportunities that focus on special educational goals such as improving children's nutrition, fitness, and related subjects.

## Sub-Objective:
- ❏ Meet with District Grant Coordinator regarding direction for grants

*Timelines:*     *2009 - 2012*

# Goal C – Enhance the Image of Continuing Education

## Objective 1:
Increase visibility and partnerships with community organizations.

## Sub-Objectives:

❏ Create mini-schedule for Parenting Program for distribution by partners and community organizations
❏ Send letter from the Dean to existing partners to provide update on program offerings and re-establish connections

## Objective 2:
Increase visibility and partnerships with community organizations.

## Sub-Objective:
❏ Use CAV clipboards, signs, and other materials with *"This class brought to you by -SDCE…"*

## Objective 3:
Promote and advertise vocational links and opportunities.

## Sub-Objectives:
❏ Pilot articulation program with City College child development program
❏ Implement Family Home Day Care certificate partnership with ESL
❏ Work with nanny placement service to establish partnership for job placement

## Objective 4:
Involve parenting students in more CE activities.

## Sub-Objectives:
❏ Annual CE art show for families and friends
❏ Participation in graduation (i.e. children lead the Pledge of Allegiance)

## Objective 5:
Ensure safety and cleanliness at current sites.

## Sub-Objectives:
❏ Purchase and install sun shield at Navajo campus
❏ Purchase and install playground matting for Aero classes
❏ Work with custodial staff at off-site locations to ensure cleanliness of facilities
❏ Support teachers with high quality equipment and supplies

## Objective 6:
Establish consistency and high quality instruction and services among classes/sites.

## Sub-Objectives:

❑ Develop minimum standards of operation for instructors
❑ Implement monthly networking meetings in conjunction with professional development topics
❑ Pilot articulation program with City College child development program

### Objective 7:

Increase matriculation from non-credit parenting to credit child development programs.

## Sub-Objective:

❑ Create and implement articulation program with City College child development program

## Goal D – Grow Enrollment

### Objective 1:

Establish techniques to market classes to existing students.

## Sub-Objective:

❑ Implement "Step-up Day" toward the end of each semester to provide parents with opportunity to visit next appropriate class, meet teacher, etc.

### Objective 2:

Use community partners and current students to promote classes.

## Sub-Objectives:

❑ Create and distribute mini-schedules to students
❑ Identify one student ambassador at each campus

### Objective 3:

Expand classes at César Chávez, Center City, and West City Campuses.

## Sub-Objectives:

❑ Survey students to assess needs of specific areas
❑ Look for off-site locations to host additional classes

*Timelines:*     *2009 - 2012*

# 8.0   Hospitality and Consumer Services

## Goals and Objectives

### 1. Purpose/Vision:

*The purpose is to provide San Diego Community College Continuing Education with non-credit courses consistent with the current Family and Consumer Sciences Program Plan for Community Colleges. Mission Statement: Students completing courses or programs in San Diego Continuing Education's Hospitality and Consumer Sciences department will gain knowledge and skills in any of the possible subject matter offerings (foods/nutrition;culinary arts/hospitality/fashion productions/ fashion merchandising/textiles/interior design/life management/consumer issues and personal development)in order to prepare for vocational careers in the above and to positively affect one's quality of life.  The vision is to increase professional development, expand course diversity, enhance CE's image and grow enrollments in HCS.*

### 2. Goals:

#### Goal A – Increase Professional Development

Objective:
Assure that academic and classified staffs assigned to **Hospitality and Consumer Sciences** are given an opportunity to participate in professional development activities designed to enhance their professional competence.

Sub-Objectives:
- ❑ Provide support and encouragement for faculty and staff to attend professional conferences and workshops within and outside of the district
- ❑ Provide for, update, and maintain HCS department Resource Library as well as the department's equipment and supplies
- ❑ Facilitate loan of resource library materials to the faculty
- ❑ Continue to participate in CE's efforts in training faculty for increased use of technology
- ❑ Continue to participate in CE's efforts in training faculty for increased use of technology
- ❑ Encourage and provide appropriate support to academic and classified staff assigned to the department to participate in training activities designed to smooth CE's transition to online registration and student accounting
- ❑ Work with Continuing Education Leadership to help develop and implement appropriate training activities designed to assist Hospitality and Consumer Sciences academic and support staff to suitably deal with the myriad of organizational and other changes that are occurring through out CE

*Timelines:      2009 - 2012*

## Goal B – Expand Course Diversity

### Objective:
Expand course offerings in ***Hospitality and Consumer Services***
to include, courses in the Hospitality industry such as Culinary Arts, foods and nutrition and fashion core curriculum as well as online courses.

### Sub-Objectives:
- ❑ Provide appropriate incentives (e.g., release time, overload assignments, etc.) to faculty for new course development
- ❑ Identify and hire additional qualified faculty to teach the new and expanded course offerings
- ❑ Continue to work with the Continuing Education Leadership Team and the District's Facilities Management department in planning, designing and constructing the new Hospitality and Consumer Sciences "Campus of Excellence" at West City Campus' Point Loma site
- ❑ Work with the Continuing Education Leadership Team and with Facilities Management to identify and/or redesign existing learning spaces for Hospitality and Consumer Services classes at all CE campuses

*Timelines:*     *2009 - 2012*

## Goal C – Enhance the Image of Continuing Education

### Objective:
Develop a plan that will communicate an image of the Hospitality and Consumer Services department that is respected and regarded confidently by students, faculty and the general public.

### Sub-Objectives:
- ❑ Continue to identify and hire well qualified staff;
- ❑ Review current course outlines for currency and update as necessary
- ❑ Continue to work to align appropriate CE Hospitality and Consumer Sciences courses with similar classes offered at other educational institutions to facilitate course articulation
- ❑ Develop and implement a promotional plan for Hospitality and Consumer Sciences
- ❑ Work the staff responsible for maintaining the CE web site to assure that departmental images conveyed to the public are appropriate and consistent with CE and the department's highest standards
- ❑ Continue to work with the construction contractors and appropriate district and CE officials to assure that the construction, design and furnishing of the Hospitality and Consumer Sciences "Campus of Excellence" at WCC compliments and promotes a highly professional department's image to the surrounding community and the public at large

*Timelines:*     *2009 – 2012*

## Goal D – Grow Enrollment

### Objective:
Develop and implement new courses and program offerings within the Hospitality and Consumer Sciences department.

### Sub-Objectives:
- ❑ Visit other educational institutions to help identify possible new course offerings
- ❑ Provide training and resources to enable new and current faculty to teach online courses
- ❑ Train appropriate faculty and support staff how to use "CurricUNet" to facilitate the development and implementation of new course offerings
- ❑ Develop a plan to research grants and other financial resources
- ❑ Expand department advisory committee to assist in the development and assessments of course offerings and other resources
- ❑ Identify new off-site classroom locations for Hospitality and Consumer Sciences

*Timelines 2009-2012*

# 9.0 Allied Health Program (AHP)

## Goals and Objectives

### 1. Purpose/Vision:

*The purpose of the Allied Health Program is to provide education and training in entry-level health care careers. These programs will offer training in health care specific skills as well as providing the basic educational skills and career paths to assist the individual to transition to Allied Health and Nursing programs offered by San Diego Community College District and other local community and baccalaureate colleges.*

### 2. Goals:

#### Goal A – Increase Professional Development

Objective 1:
Provide on site professional development opportunities for Allied Health faculty and staff to enhance their competence to provide a quality Allied Health program.

Sub-Objectives:
- ❏ Provide in-service training on
  - ■ Best Practices in Education
  - ■ Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) in the workplace
  - ■ Standardize lesson plans that are student-centered, interactive, hands-on and use best practices
  - ■ Technology use in the class and administrative duties
  - ■ Updates in industry standards or program certification criteria.
  - ■ Grant writing
- ❏ Provide an opportunity for informal peer review, teaching expectations, discussions on lesson plans, student progress and disciplinary action, student feedback, clinical site feedback, networking or other pertinent subject via
  - ■ Staff meetings
  - ■ E-mail
  - ■ Shared computer teachers drive
  - ■ Public folders

Objective 2:
Faculty will be retained and new faculty/staff will be properly mentored.

Sub-Objectives:
- ❏ Provide an opportunity for existing faculty to update skills in health care field through internships or job shadowing in health care facilities or conferences or regional professional meetings
- ❏ Utilize advisory board to provide information or internship opportunities for faculty to update skills

❑ Provide new faculty with a mentoring opportunity with experienced teacher in both the classroom/skills lab and the clinical facilities we contract with

## Goal B – Expand Course Diversity

### Objective 1:
Continuously review curricula to insure it is industry current and relevant to the employment opportunities available in the San Diego Area.

### Sub-Objectives:
❑ Conduct an Advisory Committee meeting with health-care industry leaders
❑ Attend other educational health career program's advisory meetings
❑ Articulate and Integrate with health care programs offered through Employee Training Institute (ETI) and Boston Reed College
❑ Articulate with other program development efforts such as the Regional Health Occupations Resource Center (RHORC) and the Welcome Back Program-International Health Worker Assistance Center, SDCCD Allied Health and Nursing, and other educational institutions
❑ Attend local professional organizational meetings such as San Diego Nursing Consortium and Regional Home Care Council

### Objective 2:
Determine the entry-level health careers that are needed in the San Diego Area.

### Sub-Objectives:
❑ Obtain employment statistics from the San Diego Workforce Partnership and Labor Market Information
❑ Conduct an Advisory Committee meeting with health-care industry leaders
❑ Attend local professional organizational meetings such as San Diego Nursing Consortium and Regional Home Care Council
❑ Incorporate Regional Occupation Programs health care programs into San Diego Continuing Education offerings
❑ Review programs offered in other local educational institutions

### Objective 3:
Establish health care programs and curriculum that can assist the student to obtain employment in health care while increasing their basic skills in reading, writing, math, listening, speaking and critical thinking. Design the curriculum to encourage and aid in student transitions to college level programs.

### Sub-Objectives:

❑ Identify appropriate basic skills levels and testing methods used by college level health career programs to better prepare our students for successful transitions
❑ Communicate with community colleges to document the common challenges the students have
❑ Incorporate the basic skills in class with the Integrated Basic Educational Skills Training (IBEST) program
❑ Attend local professional meetings such as San Diego Nursing Consortium and Regional Home Care Council
❑ Develop classes to show Health Career Pathways
❑ Seek external grant funding to expand the program

## Goal C – Enhance the Image of Continuing Education

### Objective 1:
Improve the physical image of the Allied Health classrooms currently in use.

### Sub-Objectives:

❑ Discard materials that are outdated; clear classroom clutter
❑ Hang health career posters or pictures in classroom

### Objective 2:
Create building plans for the Health Careers Campus of Excellence.

### Sub-Objectives:

❑ All allied health faculty and staff will have an opportunity to input needs and examine building plans periodically
❑ Tour other Health Career programs and colleges for ideas and suggestions

### Objective 3:
Advertise and Market Program.

### Sub-Objectives:

❑ Update web site. Add student testimonials and success, employment and transitions to college. Add links to other health care information
❑ Integrate professionalism into curriculum to enhance the impressions they make at clinical sites. This will contribute significantly to enhancing our program's image to the health care community
❑ Develop a "Frequently Asked Questions" answer sheet and distribute to office staff so they are more equipped to answer caller or attendee's questions
❑ Communicate via e-mail or phone to professional organizations and allied health providers about SDCE diverse course offerings

and many campuses
- ❑ Bring SDCE schedule of courses to clinical sites
  Inform SDCE's public relations department about milestones or momentous happenings in the program

## Objective 4:
Improve follow-up Efforts.

## Sub-Objectives:
- ❑ Create enrollment guidelines that allow for follow up communications with former students
- ❑ Compile data from former students to assess post program employment, transition to other areas of health care, and efforts to continue their education
- ❑ Communicate with students to and from transitional programs

## Goal D-Grow Enrollment

## Objective 1:
Establish methods to market new classes.

## Sub-Objectives:
- ❑ Develop short PowerPoint and/or flyer to inform current students of other Allied Health Program offered.  Have each faculty member present the information
- ❑ Put information on web site that is current, clear and visually attractive
- ❑ Promote health career classes via professional organizations and health care facilities
- ❑ Present program information to San Diego High School
- ❑ Send information via district list on e-mail when new classes are created so other campuses are aware of offerings

*Timelines 2009-2012*

# 10.0 Disability Support Programs and Services (DSPS)

## Goals and Objectives

### 1. Purpose/Vision:

*The Disability Support Programs and Services (DSPS) mission is to offer a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal and vocational goals.*

### 2. Goals:

#### Goal A – Increase Professional Development

Provide enhanced professional development opportunities for faculty and staff.

##### Objective 1:

Provide funds for DSPS faculty and staff to attend relevant conferences, workshops and trainings throughout the school year.

##### Sub-Objectives:

- ❑ Maintain a list of regularly offered conferences relevant to DSPS (CAPED, AHEAD, etc.)
- ❑ Disseminate all conference, workshop and training schedules to instructors, counselors and classified staff
- ❑ Assist personnel with registration process and completion of Conference and Travel requests as needed
- ❑ Provide funds for substitute coverage as needed
- ❑ Encourage faculty and staff to present information at department meetings after they return from a conference or workshop;disseminate materials

##### Objective2

Provide workshops for CE faculty and staff regarding disability issues, access technology, academic accommodations, etc.

##### Sub-Objectives

- ❑ Develop a needs assessment to survey faculty and staff to determine relevant topics for workshop or in-service presentations
- ❑ Provide individualized workshops or presentations at departmental meetings, report day, during FLEX, etc.
- ❑ Utilize the new website or email to disseminate information regarding current disability issues, legislation, recommendations for accommodating students, etc.

*Timelines:   2009 – 2012*

## Goal B – Expand Course Diversity

Develop and offer new DSPS courses in Continuing Education utilizing the 2006 Community Needs Assessment.

### Objective 1:
Offer "Introduction to Computers"; review and expand each semester.

### Sub-Objectives:
- ❑ Access Technology Specialist to develop curriculum and gather instructional materials
- ❑ DSPS counselors to assist with outreach efforts and recruitment/ retention of students
- ❑ Maintain computer lab, purchase software and access technology as needed
- ❑ Expand course offering to include a site on a north campus as well as a south campus

### Objective 2:
Review current large enrollment of Deaf students in Centre City VESL class; research feasibility of offering as a special section or DSPS class.

### Sub-Objectives:
- ❑ Provide DSPS counselor fluent in ASL at Centre City for ongoing support in recruitment, enrollment, requests for accommodations, and counseling services
- ❑ Provide ongoing interpreting services and instructional support in ASL
- ❑ Review and revise curriculum as needed, and provide appropriate instructional materials
- ❑ Establish and maintain a Deaf Club for hearing and Deaf students to practice ASL and encourage cultural awareness
- ❑ Assess current offering as VESL class versus DSPS class, review strengths and drawbacks, and determine the best model

### Objective 3:
Develop and offer "Personal Growth" class for DSPS students each semester.

### Sub-Objectives:
- ❑ DSPS instructional faculty and counselors to develop curriculum and gather instructional materials
- ❑ DSPS counselors to assist with outreach efforts and recruitment/ retention of students
- ❑ Determine best model for offering this class, including days, time, campus location and student competencies
- ❑ Expand course offering to include a site on a north campus as well as a south campus

### Objective 4:
Develop and disseminate a Student Needs Assessment.

### Sub-Objectives:
❑ Form a work group of DSPS counselors and faculty to develop a simple student needs assessment
❑ Identify classes where the needs assessment will be distributed
❑ Disseminate the survey in identified classes, giving a brief overview and directions
❑ Collect, review and tabulate results
❑ Facilitate a discussion with DSPS faculty, counselors and students to review outcomes and determine how to proceed

### Objective 5:
Expand "Basic Education –DSPS" class to new campus locations.

### Sub-Objectives:
❑ Review Needs Assessment to decide campus locations for new class offerings
❑ Locate classroom space for desired days and times
❑ Recruit and hire faculty and support staff as needed
❑ Develop curriculum, procure materials and supplies, and request course announcement
❑ DSPS counselors to assist with outreach efforts, recruitment and retention

*Timelines:     2009 – 2012*

## Goal C – Enhance the Image of Continuing Education

Increase visibility, improve credibility and expand media marketing for DSPS in the community and colleges.

### Objective 1:
Develop a comprehensive plan for the effective delivery and provision of DSPS instructional and support services at each campus and in every new facility.

### Sub-Objectives:
❑ DSPS counselors, appropriate faculty and staff meet at each campus to review current delivery of DSPS instruction and services
❑ Assess current delivery model and make recommendations for change as necessary
❑ Develop a campus plan using previous review and assessment
❑ Consolidate each campus plan into one comprehensive Continuing Education plan

## Objective 2:

Establish a permanent, accessible DSPS presence (i.e., office space) at each CE campus, integrated with Student Services and with clerical support provided.

### Sub-Objectives:

❑ DSPS counselor or DSPS dean to serve on each Prop S and Prop N committee to ensure accessibility at all new and remodeled sites
❑ Provide input to committees to ensure confidential office space for DSPS counselor, and adequate clerical support and space
❑ Work with Student Services faculty and staff at each campus to promote full integration of DSPS counseling services

## Objective 3:

Develop a high quality CE-DSPS Brochure for student outreach and referral.

### Sub-Objectives:

❑ Establish a committee to review outdated brochure and make recommendations for changes
❑ Work with Public Information Officer to ensure compliance with all district guidelines and procedures
❑ Secure funding for production of high quality brochure
❑ Disseminate completed brochure as needed for recruitment and outreach

## Objective 4:

Incorporate "Introduction to DSPS" DVD and other relevant information into the new Continuing Education website.

### Sub-Objectives:

❑ Establish working relationship with Continuing Education webmaster to provide information for DSPS pages
❑ Provide DVD for incorporation into DSPS pages
❑ Access Technology Specialist to work with webmaster to ensure compliance with all accessibility standards and requirements

## Objective 5:

Increase awareness among faculty, staff and the community of the role of DSPS in providing services to students with disabilities.

### Sub-Objectives:

❑ Provide in-service training at department meetings, convocation day, etc.
❑ Develop and disseminate written materials, brochures, flyers, faculty handbook, etc.

- ❑ Provide ongoing disability awareness activities including films and special activities
- ❑ Provide DSPS materials and staffing at community fairs, school events and other outreach activities

***Timelines:    2009 – 2012***

## Goal D – Grow Enrollment

Increase enrollment of students with disabilities in Continuing Education regular and DSPS classes.

### Objective 1:
Establish liaison with Naval Medical Center San Diego to offer Cognitive Retraining-ABI classes to injured service members.

### Sub-Objectives:
- ❑ Meet with Naval Hospital personnel to establish the need for services and to define class options
- ❑ Develop curriculum materials specific to this population
- ❑ Provide instructional and counseling support to students
- ❑ Maintain communication with professional staff at the Naval Medical Center to support and expand the program
- ❑ Provide information to students and staff regarding the other Continuing Education ABI Programs for referral and recruitment purposes

### Objective 2:
Provide learning disabilities assessment and resource support for students enrolled in ABE/GED/HS classes and the Basic Skills Initiative at each campus every semester.

### Sub-Objectives:
- ❑ LD Specialist and DSPS Counselors coordinate with faculty in targeted programs
- ❑ Provide LD assessment
- ❑ Provide instructional strategies and in-service for faculty
- ❑ Provide resource groups, distance education and accommodations for students
- ❑ Coordinate and facilitate GED test accommodation requests and follow-up
- ❑ Maintain DSPS database to track testing accommodations and outcomes

### Objective 3:
Provide access technology to students with disabilities in DSPS and regular continuing education classes.

## Sub-Objectives:
- ❑ Provide funding for access technology and training
- ❑ Access Technology Specialist will represent DSPS on Continuing Education Information Technology, Web Site and other appropriate committees
- ❑ Coordinate with counselors to assess and recommend appropriate access technology and training
- ❑ Assign Access Technology Specialist to teach appropriate courses to enhance student understanding of computers and technology

*Timelines:* **2009 – 2012**

# 11.0 Community Education

## Goals and Objectives

### 1. Purpose/Vision:

*To provide diverse, affordable personal enrichment workshops to the San Diego community including, but not limited to: arts and crafts, business and career development, dance, fitness and exercise, foreign languages, jewelry-making, living green, travel and excursions, personal finance, and music.*

### 2. Goals:

#### Goal A – Increase Professional Development

##### Objective 1:
Provide existing staff with the opportunity to teach in the Community Education Program.

##### Sub-Objective:
❏ Coordinate with the Dean of Professional Development to offer a flex class on "How to Become a Community Education Presenter"

##### Objective 2:
Provide existing staff with opportunities to support the expansion of the Community Education Program through new job openings.

##### Sub-Objective:
❏ Identify skill sets and create job descriptions to support the growth and development of a Community Education Program

##### Objective 3:
Solicit ideas for new community education classes from current faculty and staff.

##### Sub-Objective:
❏ Create a web-based process for accepting new course proposals and new course recommendations from existing staff and faculty

*Timelines:      2009 – 2012*

#### Goal B – Expand Course Diversity

Expand current Community Education classes to include more offerings in diverse topics.

##### Objective 1:
Review fee-based workshops for diversity of offerings.

## Objective 2:
Identify key areas for expansion in coordination with Program Deans and Vice President of Instruction.

## Sub-Objective:
❑ Invite current Community Education instructors to teach new topics and additional sections of existing courses

## Objective 3:
Review current fixed-pricing policy of charging $4.25 per student instructional hour with respect to program expansion opportunities.

## Sub-Objectives:
❑ Conduct a county-wide community services fee study to determine common practices related to setting course fees based upon topics and course marketability
❑ Present results from fee study to Continuing Education and District leadership in order to determine next steps to support program expansion. This could include recommending a change to Board Policy regarding community education course pricing

## Objective 4:
Research best practices of other community colleges in hiring community education instructors/presenters in order to amend hiring and compensation strategies in support of program expansion.

## Sub-Objective:
❑ In coordination with District HR summarize best practices and recommend appropriate Board Policy changes to Continuing Education and District leadership

## Objective 5:
Double the number of instructors and presenters to provide Community Education workshops; thereby increasing the number of offerings for fall 2008 by 25 new classes.

## Sub-Objectives:
❑ Recruit Community Education presenters from current Faculty and staff, and presenters from local community college programs
❑ Create "Course Presenter Proposal Form" with guidelines for working in the Community Education Program
❑ Hire new instructors/presenters
❑ In coordination with CE administrative staff, review current fee class forms and operating processes in order to create a standardized set of policies, procedures and practices
❑ Advertise expanded program offerings in class schedule and on SDCE website

- ❑ Continuously identify new program expansion areas
- ❑ Investigate the feasibility of offering the following programs within Community Education: "College For Kids", Workforce Certification Programs, "Super Saturday classes", and On-line Learning classes in partnership with vendor organizations

### Objective 6:
Locate additional facilities for classes.

### Sub-Objectives:
- ❑ Identify facility needs based upon the roster of new classes to be offered
- ❑ Identify room availability within existing facilities
- ❑ Identify recommended locations/geographic areas in which to offer the new classes based upon marketability, accessibility and appropriateness of the facility
- ❑ Identify and set up new facility agreements following district site approval guidelines

### Objective 7:
Schedule 25 new workshops for fall 2008 Schedule a minimum of 9 new workshops for spring 2009 and 10 new workshops for summer 2009 for a total of 44 new classes in fiscal year 2008-2009.

### Sub-Objective:
- ❑ Solicit new course proposals from existing faculty and new faculty/ presenters on an on-going basis

### Objective 8:
Continuously grow the number and diversity of program offerings through 2011.

### Sub-Objective:
- ❑ Develop a three year business plan for Community Education. The plan is proposed to contain the following sections: vision/ mission, operating principles, current program description, expansion goals, growth enablers, staffing needs budget and marketing

*Timelines:*     *2009 – 2012*

## Goal C – Enhance the Image of Continuing Education

Create a high quality, diverse, and affordable Community Education Program which is effectively marketed to the San Diego community.

### Objective 1:
Research effective marketing strategies to promote program.

### Sub-Objective:
- ❏ Benchmark with Community Education Programs wide to determine cost-effective program marketing strategies

### Objective 2:
Establish marketing budget.

### Sub-Objective:
- ❏ Develop a marketing plan to include web, printed schedule, and print advertising

### Objective 3:
Implement marketing action plan.

### Sub-Objectives:
- ❏ Capture data on effectiveness of distinct marketing Strategies determine most cost effective marketing approaches
- ❏ Employ strategies which cross-market to non-credit, credit and not-for-credit students

***Timelines: 2008 - 2011***

## Goal D – Grow Enrollment

Continuously create fresh, new, relevant courses which satisfy the needs and interests of San Diego residents thereby creating a program which contributes to enrollment growth.

### Objective 1:
Design or adopt an on-line, secure course registration and fee collection system which is easy for students to use and cost-effective for staff to manage.

### Sub-Objectives:
- ❏ Benchmark with successful Community Education Programs to determine critical design features
- ❏ Research system options
- ❏ Identify most cost-effective, efficient and secure system to adopt
- ❏ Recommend system, approach and process to CE leadership

***Adopt and implement system by fall 2009***

### Objective 2:
Continuously evaluate the effectiveness and functionality of the program to ensure customer satisfaction, security and program quality.

## Sub-Objectives:

❑ Establish an open communication process between students, faculty/presenters, program support staff and program administration

❑ Consistently evaluate and respond to recommendations for program improvements within the constraints of program capabilities

# 12.0  Contract Training and Workforce Certification Programs

## Goals and Objectives

### 1. Purpose/Vision:

*Transition the services of the San Diego Community College Auxiliary Organization's Employee Training Institute (ETi) into services offered under a newly formed Continuing Education Foundation. Services to be offered include: customized contract education, training and consulting and fee-based Workforce Certification programs.*

### 2. Goals:

Targeted audiences to be served include: private and public sector employers, career changers, and individuals interested in upgrading and diversifying their employability skills.  Additional audiences may include: the general public, baby boomers, recent high school graduates and hard to serve youth.

#### Objective 1:
Create a Continuing Education Foundation.

#### Sub-Objectives:
- ❏ Develop Foundation vision, mission and goals
- ❏ Create structure and operating guidelines
- ❏ Create business plan
- ❏ Identify core staffing needs
- ❏ Identify products and service offerings
- ❏ Research and establish critical partnerships
- ❏ Set revenue goals

#### Objective 2:
Transition existing SDCCAO ETi offerings to the newly formed Continuing Education Foundation.

#### Sub-Objectives:
- ❏ Identify staffing needs
- ❏ Hire employees
- ❏ Identify employer, incumbent worker and career changer needs for new programs and services
- ❏ Continuously build new programs based upon needs surveys and data from external scans
- ❏ Collaborate with Program Deans to build a diverse, integrated, seamless workforce delivery system offering programs and services ranging from noncredit to not for credit

#### Objective 3:
Establish a brand identity for San Diego Continuing Education Foundation and market its programs and services.

Sub-Objectives:
- ❑ Identify target audiences by program
- ❑ Build marketing costs into program development
- ❑ Determine marketing strategies and approaches
- ❑ Collaborate with Program Deans to jointly market similar non credit and not for credit programs to like audiences

# 13.0 CalWORKs

## Goals and Objectives

### 1. Purpose/Vision:
*To provide methods whereby the colleges and Continuing Education centers can respond to business, industry or county agency request for specialized instruction or services for CalWORKs students in a timely manner.*

### 2. Goals:

#### Goal A – Increase Professional Development

Objective:
Increase the number of open entry / open exit, modularized Training programs in Vocational English as a Second Language (VESL) and programs for students with learning disabilities that lead to immediate entry-level employment.

Sub-Objectives:
- ❑ Establish partnerships with ESL Instructional Leaders and teachers to develop VESL curricula for lower level ESL students in order to increase work readiness and basic workplace-culture skills
- ❑ Work with Disability Support Programs and Services (DSPS) to implement work readiness programs at Continuing Education sites in order to enable students with learning disabilities or other disabilities to explore career options and job search in a supportive environment.

#### Goal B – Expand Course Diversity

Objective:
Maintain a CalWORKs Coordination/Intake Center at each of the six Continuing Education Centers to serve as the initial entry point for CalWORKs students and to coordinate the provision of services with both on-site services as well as the county Health and Human Services Agency (HSSA), Case Management Organization, and other community agencies.

Sub-Objective:
- ❑ Continue to staff each center with a CalWORKs Intake Coordinator, Job Development Specialist and clerical support staff.  These intake centers will continue to provide to all CalWORKs participants:
    - ■ Orientation to training programs, availability of student services, and explanation of the WTW requirements
    - ■ Assessment of needed supportive services (books & transportation) and collaborating with HHSA staff regarding child care as well as other barriers
    - ■ Referral to appropriate training program commensurate with participants basic skill level and vocational aspiration
    - ■ The development of Individual Training Plan (ITP) and monitoring of participants progress and attendance

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- Referral to the Job Placement Specialist for internships and/or work/study assessment
- Referral to skill enhancement training as well as other community resources
- Continue coordination with HSSA, Case Management Organizations, Child Development Association, and Community Based Organizations to refine policies and procedures for the referral of CalWORKs participants at each of the Continuing Education Centers

## Goal C – Enhance the Image of Continuing Education

### Objective 1:

For Job Developers to identify and place CalWORKs participants in work study positions that enable them to meet their WTW requirements. As a condition of the work study, participants must be enrolled in vocational /academic classes in conjunction with their work study. Students must maintain academic progress in order to remain eligible for work study.

### Sub-Objective:

- Provide the following services to CalWORKs participants:
  - Assess work readiness of each participant
  - Emergency transportation tickets on limited basis
  - Referrals to Community Based Organizations to address mental, physical or social needs student may be experiencing
  - Establish and refer participants to appropriate work study assignment based on skill levels

### Objective 2:

Identify and assist in placing students into employment when they have completed their training program.

### Sub-Objectives:

- Continue to establish a strong working relationship with employers in our local business community as well as larger organizations
- Provide direct placement services which include resume development, internet services (CalJOBs and appropriate web site addresses) and interview role playing

### Objective 3:

To provide transportation to CalWORKs participants who have not yet received transportation funds from HHSA or another approved case management organization.

### Sub-Objectives:

- Develop an Individual Training Plan for each student and request transportation funds on behalf of the student
- Provide day trippers to each student until the case management organization issues the appropriate funding

## Goal D – Grow Enrollment

### Objective:
Continuous improvement of program services provided to CalWORKs student population.

### Sub-Objectives:
- ❑ Provide a Learning Disability (LD) screening during the initial intake and referral to the LD specialist when appropriate
- ❑ Provide early intervention and support with students who are having difficulty maintaining progress and classroom attendance
- ❑ Seek opportunities for additional funding in order to continue to provide our work study programs
- ❑ Work collaboratively with the County Health and Human Services Agency regarding facilitating and operating a SDCCD kiosk in the lounge area of some of the county offices to assists in serving CalWORKs participants
- ❑ Develop and maintain an updated resource manual to better meet the needs of our students

# 14.0 Student Services

## Goals and Objectives

### 1. Purpose/Vision:

*Provide students with information about the services, programs and academic policies of the colleges and Continuing Education campuses. Provide a process that will assist and serve all students applying to and enrolling in classes. Provide an organized orientation to continuing education programs, services and procedures, and provide special advisement and provisions for students in underrepresented groups. Provide academic, career and personal counseling appropriate to the goals of the student. Note reference noncredit Matriculation Program plan (October 2007) as guide to* student services objectives and activities.

### Goal A:

#### Objective:
Provide orientation activities delivered through both counseling personnel and instructional staff which will acquaint students with the district's services, facilities and programs-especially those which lead to job placement services or employment and transition from noncredit to credit colleges. Programs served include: Elementary and Secondary Basic Skills, English as a Second Language, Parenting, Adults with Disabilities, and Short-Term Vocational programs.

#### Sub-Objectives:
❏ Develop an orientation to acquaint students with the District's services, facilities, and programs
❏ Develop and print orientation materials which will include a student handbook

### Goal B:

#### Objective:
Identify basic skills learning styles, career interests, aptitude and/or the need for special services.

#### Sub-Objectives:
❏ Review all assessment practices and procedures within the noncredit program to ensure compliance with all Matriculation Regulations
❏ Administer approved and agreed upon assessments of basic skills and utilize multiple measures for advisement
❏ Provide individual and group assessment to identify career goals, vocational interests and values (include use of computer information systems, on-line tools, books and handouts)
❏ Provide information and/or questionnaire to assist in identifying additional assessment services required by students with disabilities and others with special needs
❏ Inquire regarding the student's need for testing accommodations and refer to DSP&S as appropriate

## Goal C:

### Objective:
Provide counseling and advisement to students in all designated areas.

### Sub-Objectives:
- ❑ Provide workshops on student success, goal setting, and other appropriate special topics as requested
- ❑ Develop a Student Educational Plan (SEP) form
- ❑ Advertise the availability of counseling services in the class schedule, orientation materials and student bulletins
- ❑ Provide workshops on career development topics such as: job search skills, resume writing, interviewing, and career decision-making
- ❑ Select and purchase appropriate hardware and software for career information systems
- ❑ Provide information concerning other appropriate academic or vocational programs

## Goal D:

### Objective:
Utilize computerized information services to implement and support admissions services.

### Sub-Objectives:
- ❑ Conduct website usability study and use results to improve and upgrade website
- ❑ Review and upgrade website information regarding admissions, registration, and matriculation program and student services

## Goal E:

### Objective:
Develop a comprehensive data collection system that will assist in generating critical information for student, counselor and program while enhancing overall accountability.

### Sub-Objectives:
- ❑ Establish and maintain institutional research to evaluate the effectiveness of student services/matriculation services
- ❑ Develop faculty, staff and community surveys to identify and select strategies for improving communication based on survey results
- ❑ Develop, implement and provide training as needed regarding data collection systems for noncredit student services/ matriculation program
- ❑ Develop and implement system to document transitions and articulation from non-credit to credit;
- ❑ Develop plan to evaluate effectiveness of student services/ matriculation services to all components;

❑ Use the enhanced student outcome information to facilitate meaningful articulation with employers and with credit institutions

## Goal F:

### Objective:
A comprehensive and on-going staff development program will be developed to help counseling faculty; instructional faculty and staff will effectively pursue the goals of the Matriculation plan.

### Sub-Objectives:
❑ Counseling faculty will be surveyed and sub-committee of matriculation will guide the staff development activities on-going throughout the year
❑ Provide faculty and staff with training and information regarding student services and the matriculation process
❑ Workshops on Right and Privacy issues, customer service, database and date collection methods, crisis intervention, and learner persistence
❑ In-service on software programs for Career counseling, online assessment and use of the Internet will be provided to all certificated and classified employees working with matriculating populations

## Goal G:

### Objective:
Instructors, counselors and staff shall have all of the necessary tools needed to serve matriculation goals in a consistent manner.

### Sub-Objectives:
❑ The matriculation plan will be reviewed and updated annually. It will be used to guide student service and matriculation program activities and budget expenditures
❑ A checklist of essential resources, supplies and equipment will be created to ensure that staff has the tools needed to address the diversity of student needs
❑ A similar checklist and system needs to be put in place to ensure that key information is available to all in the form of flyers, catalogues and other essential student information

# 15.0 Career Development Services

## Goals and Objectives

### 1. Purpose/ Vision:

*An on-going process of sharing forms, procedures, and "best practice" approaches to serving students will assist in developing a more consistent approach to services among the six major campuses in Continuing Education. The counseling departments meetings and dialogue with the Counseling Department chair will serve as a vehicle to facilitate the process.*

### Goal A:

#### Objective:

Career Development Services (CDS) plans, develops, supervises, evaluates and provides career activities and placement services for students and graduates of six campuses of Continuing Education and assists them with obtaining employment and promotional opportunities. The program coordinates job search readiness instruction and consultation and provides labor market information including current job leads and support services CDS matches students and graduates with employment opportunities with special emphasis on identifying positions consistent with the student's academic, vocational and career goals.

#### Sub-Objectives:

- ❑ Plan, develop and implement a system-wide career development and placement services program for all campuses on Continuing Education
- ❑ Fund and hire career and placement services and support positions
- ❑ Write a strategic plan incorporating WASC standards in consultation with faculty and staff
- ❑ Establish consistency and assist in supporting campus career center services

### Goal B:

#### Objective:

Write, edit and produce newsletter, internet and job search guide content relating to career development and job placement issues for students, faculty, staff and partners. Contribute employment leads to planned district job bank.

#### Sub-Objectives:

- ❑ Develop a quarterly job seeker newsletter for distribution to students at all campuses
- ❑ Develop job search guide and web content directed toward students and prospective students
- ❑ Collaborate with the district job bank initiative and explore possible partnership with colleges

# 16.0 Continuing Education Campuses

As a result of a past Master Plan review, Continuing Education consolidated its ten centers into six campuses of excellence to better serve the needs of its diverse communities.

***The campuses of excellence are:***
- ❑ Centre City
- ❑ César Chávez (formerly Harbor View)
- ❑ Educational Cultural Complex (ECC),
  includes the Continuing Education President and Administrative Services
- ❑ Mid-City (formerly East San Diego and Navajo)
- ❑ North City (formerly Kearny and Miramar)
- ❑ West City (formerly Midway, Clairemont and North Shores)

The purpose of each Continuing Education campus is substantially the same, but the curriculum of each center may vary. For example, and at the Educational Cultural Complex (ECC) a student may find courses in a number of vocational programs not offered at other sites.

In addition to the courses available at the six campuses of excellence, classes are offered at various locations in the communities that are served.  Currently, there are more than 275 classes scheduled in churches, storefronts, public libraries, public recreation centers, public schools, senior day care facilities and senior residential care facilities.  As the older adult population increases, Continuing Education classes grow to meet the need.

In addition to the regular instructional programs, San Diego Continuing Education has established a program to train private sector students who wish to take advantage of the opportunity to have custom tailored classes to meet their specific employment training needs, i.e. contract education.

# 17.0 Continuing Education Facilities

**The specific facilities projects at San Diego Continuing Education include:**

**PROJECT I:     West City Campus:**
1.   Construction of a building to house approximately 40,000 square feet to replace the existing Point Loma campus building and incorporate programs from the Mission Bay campus. **Completed: 2009.**

**PROJECT II:     Educational Cultural Complex:**
1.   Construction of three buildings adjacent to the existing ECC building to relocate current Skills Center and ECC vocational programs. **Completed: 2009.**

**PROJECT III:     César Chávez Campus:**
1.   Construction of buildings to consolidate current programs at the César Chávez and Centre City campuses.
2.   Renovate and repair the existing César Chávez campus building.
     In progress: **Land has been acquired for new campus construction.**

**PROJECT IV:     North City Campus:**
1.   Acquisition of land.
2.   Construction of buildings to replace the current North City campus.
     In progress: **Land has been acquired.**

**PROJECT V:     Clairemont/Linda Vista Campus**
1.   Acquisition of land
2.   Construct 25,000 ASF building to consolidate the current programs at Clairemont High School and Linda Vista Presbyterian Church.
     In progress: **Land has been acquired.**

**PROJECT VI:     Educational Cultural Complex:**
1.   Construction of Phase IIB wing, to complete main building on campus.
     ❑ Programs accommodated in the new wing include work force training and preparation;
     ❑ Include state of the art labs, lecture and support space.
     ❑ Replacement of all bungalows and modular classrooms, labs and support room within new wing.
2.   Renovation and relocation of Administrative Offices

**PROJECT VII:     Educational Cultural Complex:**
1.   Construct Career/Transfer/Placement Center

**PROJECT VIII     Educational Cultural Complex:**
1.   Construct a College Police Substation of approximately 3,000 ASF

**PROJECT IX:     Educational Cultural Complex:**
1.   Renovation of Theater

**North City**
8401 Aero Drive
San Diego
CA 92123
619-388-1800

**North City**
*Miramar Campus*

**Mid-City**
3792 Fairmount Avenue
San Diego CA 92105
619-388-4500

**West City**
*Clairemont Campus*

I-5

52

I-15

163

**West City**
*Mission Bay Campus*

**Mid-City**
*Navajo Campus*

**North City**

I-8

**West City**
3249 Fordham Street
San Diego CA 92110
619-388-1873

**West City**

**Mid-City**

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**Centre City**

**César Chávez**

**Educational Cultural Complex**

**Centre City**
1400 Park Boulevard
San Diego CA 92101
619-388-4600

**César Chávez**
1960 National Avenue
San Diego CA 92113
619-230-2895

I-805

**Educational Cultural Complex**
4343 Ocean View Boulevard
San Diego CA 92113
619-388-4956