Student Services Program Review &
Technical Assistance Site Visit

Self-Evaluation

San Diego Continuing Education

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SAN DIEGO COMMUNITY ○ COLLEGE DISTRICT
Educating Adults Since 1914 ❋ Skills for the Real World

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Date: November 14, 2008

Signature Page

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Categorical Programs Self-Evaluation

Table of Contents

NOTE: Data for CalWORKs and DSPS is for 2006-2007 from the System Office. Matriculation data is from the District's "Facts on File". Introduction and additional data from District Student Profile Reports and "Facts on File".

I. Introduction

A. Overview

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

The SDCCD Master Plan (2006) states that the mission of CE is not to select students who will be successful, but to make successful those who come, through the provision of quality instruction and support services.

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

Overview of Organization

CE consists of six major campuses throughout the City of San Diego serving over 70,000 ("Facts on File 2008-2009") students annually: Centre City, Cesar Chavez, Educational Cultural Complex (ECC), Mid-City, North City, and West City. In addition, there are over 225 off-campus locations, including churches, community centers, SDUSD schools, and businesses. The specific mission of CE is to provide high quality accessible learning experiences in nine mandated areas. These areas include: elementary and secondary education, English as a Second Language (ESL), immigrant education, short-term vocational training, consumer education, classes for the disabled, parenting classes, health and safety classes, and classes for older adults.

Context of SDCCD and CE

SDCCD and CE have been serving the educational needs of San Diegans for over nine decades. During that time, the population, demographics, and economic characteristics of San Diego and SDCCD have changed tremendously. In 1914, free night classes began for adults in areas such as elementary and secondary basic skills and citizenship instruction. After World War II, adult high school completion courses were offered to returning veterans. In the 1960's, San Diego Evening High School was changed to San Diego Adult School. In 1970, a separate community college district with approximately 50,000 enrolled adults was established operating under a local governing board. In 1973, a new separate governing board and Chancellor were established and given specific responsibility for the education of adults within the SDCCD. In 1981, the name of the Adult Education division was officially changed to CE.

In the mid-1970's, more than 100,000 adults were enrolled due to the influx of Indo-Chinese refugees. This fueled the rapid growth of the ESL program. In 1978, California voters passed Proposition 13. This legislation severely limited local-based funding, tax assessment options, and overall control of local governing boards. A cap on enrollment was created by the state and a number of instructional areas: art, music, drama, and physical fitness were eliminated as state-supported classes.

The decade of the 1980's brought diminishing resources for adult education at a time when the demand for educational services was increasing. During this period, refugees and persons seeking amnesty and citizenship, and fulfilling welfare obligations under the Greater Avenues for Independence (GAIN) program, were a primary source of student growth. To respond to the needs of women entering the workforce, special projects funded through grants and contracts were developed to serve single parents, displaced homemakers, and women in the trades.

The 1990's also saw diminished funding for adult education, even though there was continued growth in the number of adults most in need of CE services. In 2003, SDCCD leadership instituted a plan to reorganize SDCCD and eliminate CE as a separate administrative unit. To this end, not only was most of CE's central administration eliminated but course offerings and instructional staff were also reduced by approximately 15%. In 2004, Chancellor Dr. Constance M. Carroll reversed this decision and during the past four years, CE has been rebuilding its administrative structure and its instructional program.

Student Profile

Race/Ethnicity:
Students at the CE Campuses are a diverse group. They reflect a variety of backgrounds and heritages. As the City of San Diego continues to become more ethnically diverse, it is expected that CE will reflect the general population trends. The self-reported racial and ethnic background of CE students for the end of Fall 2007 term revealed the following:

1%	301	American Indian Native	35%	12,595	Latino
13%	4,691	Asian/Pacific Island	3%	1,036	Filipino
9%	3.069	African American	2%	851	Other
34%	12,298	White	3%	1,195	Unreported

Age:
CE serves adult learners of all ages. The distribution of age groupings is relatively uniform across age cohorts, which have changed less than 1% in the last six years.

<1%	90	Under 18
14%	5,192	18-24
12%	4,217	25-29
11%	3,752	30-34
10%	3,421	35-39
15%	5,527	40-49
38%	13,837	50 and over

Gender:

61 %	22,032	Female
38%	13,799	Male
1%	205	Unknown

The disparity in male to female enrollment is largely the result of the course mixture offered by CE females outnumber males in consumer education and parenting classes by 4:1 and in Older Adult classes by 3:1, but are out numbered in industrial technology classes by almost 16:1. At campuses that have a large percentage of consumer education, parenting and older adult classes,

females outnumber males by an approximate 2:1. At Centre City, which has the largest industrial technology program, females comprise only 49% of the student body. This disparity in enrollments makes it imperative that CE continues to support the concept of gender equity in its vocational programs and develop schedules that will attract the working male population.

Citizenship Status (Spring 2008 student profile data):
Overall, approximately 64% of our students declare themselves to be U.S. citizens while about 19% identify themselves as immigrants or refugees. The remainder of the students identify themselves as students here on visas, temporary residents or other status. These percentages are reflective of the diverse community served by CE's large ESL program.

CE Student Income (Spring 2008 student profile data):
Based on these self-reports the median household income for CE students is approximately 40% of that reported for all households in the city ($20,000 versus $50,344). However, as with much of these data, household income level varies by campus. Generally, reported household incomes are lower in the central and southeastern metropolitan area of the CE service area. For example, the median self-declared household income at Cesar Chavez is $12,000, at ECC, it is $14,000 and at Mid-City, it is $15,000. Those campuses in more affluent areas (West City and North City) report substantially higher median household incomes of approximately $30,000. These data suggest that a relatively large proportion of students in CE live at or below the poverty level and qualify for social and economic assistance due to low-income levels.

While these data suggest that CE is meeting its mission of serving lower income residents and recent immigrants through its free, or low cost education and training programs, it must be noted that income figures for CE were self-reported and approximately 32% of the students in Spring 2008 reported zero income or did not respond at all.

CE Enrollment by Country of Origin (Spring 2008 student profile data):
CE students tend to reflect the immigration patterns of countries from around the world. Although students identify themselves as coming from 160 countries, the major contributing nations are included to provide some insight into the differing origins of our students.

Brazil 446	Mexico 9,155
China 758	Republic of Korea 529
Republic of China 209	Philippines 980
Ethiopia 320	Russia 342
Guatemala 333	Somalia 627
Iran 339	United States 20,195
Japan 554	Vietnam 1,367

Student Educational Characteristics:
The range of educational backgrounds of our students is one of the distinguishing characteristics of CE. Although 68% of the CE students in Spring 2008 indicated that they had a high school diploma or its equivalent, this represents a 4% decline since CE's last accreditation and belies the differences in the educational attainments of the students at the various campuses. This indicates the significant range of educational preparation of CE students and the continued need for elementary and secondary basic skills programs at many, if not most, of the CE campuses.

Non-Native English Speakers:
Approximately 35% (a 4% increase since 1999) of the CE students who enrolled in Spring 2008 indicated that English was not their primary language. This relatively large percentage of non-native English speakers is reflected in the large ESL program operated by CE. Given the fact that many students are also not literate in their first language, CE must offer an ESL program that includes all levels outlined by the state model standards for ESL and a wide variety of instructional methodologies. Programs such as Vocational English as a Second Language (VESL), and Community-Based English Tutoring (CBET) courses are increasingly useful to students who need English in a focused vocational or family literacy context.

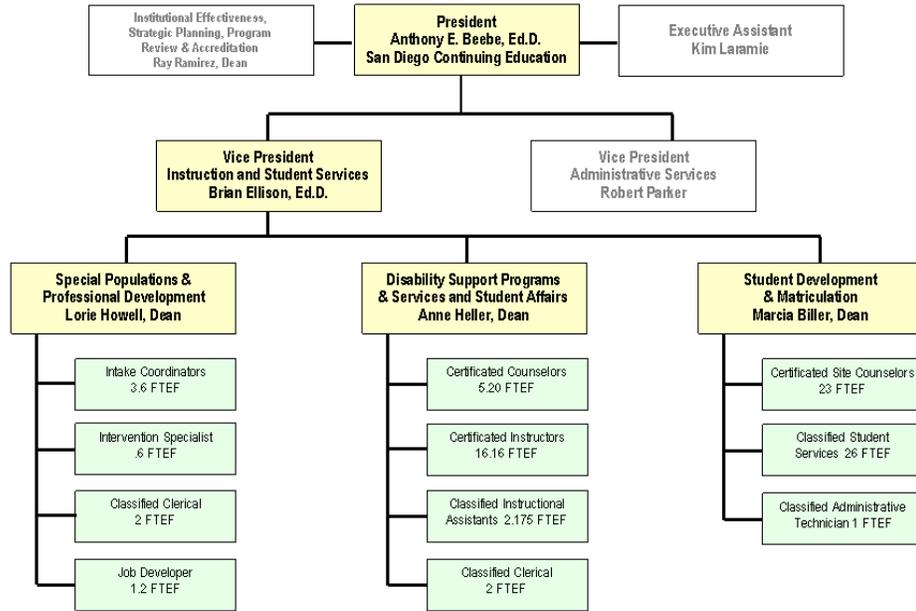Career Technical Education (CTE) Program Information:
CE provides one of the largest non-credit CTE programs in the nation. According to data compiled by the Management Information Systems Division (MIS) of the State Chancellor's Office for the California Community Colleges, in 2003-2004 CE's non-credit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

CE CTE programs include automotive technology, welding, culinary arts, nursing assistant, and other programs that require substantial amounts of supportive equipment. As the San Diego economy continues to change and our local occupational profile evolves, many students are in need of training in new careers or upgrading their existing skills.
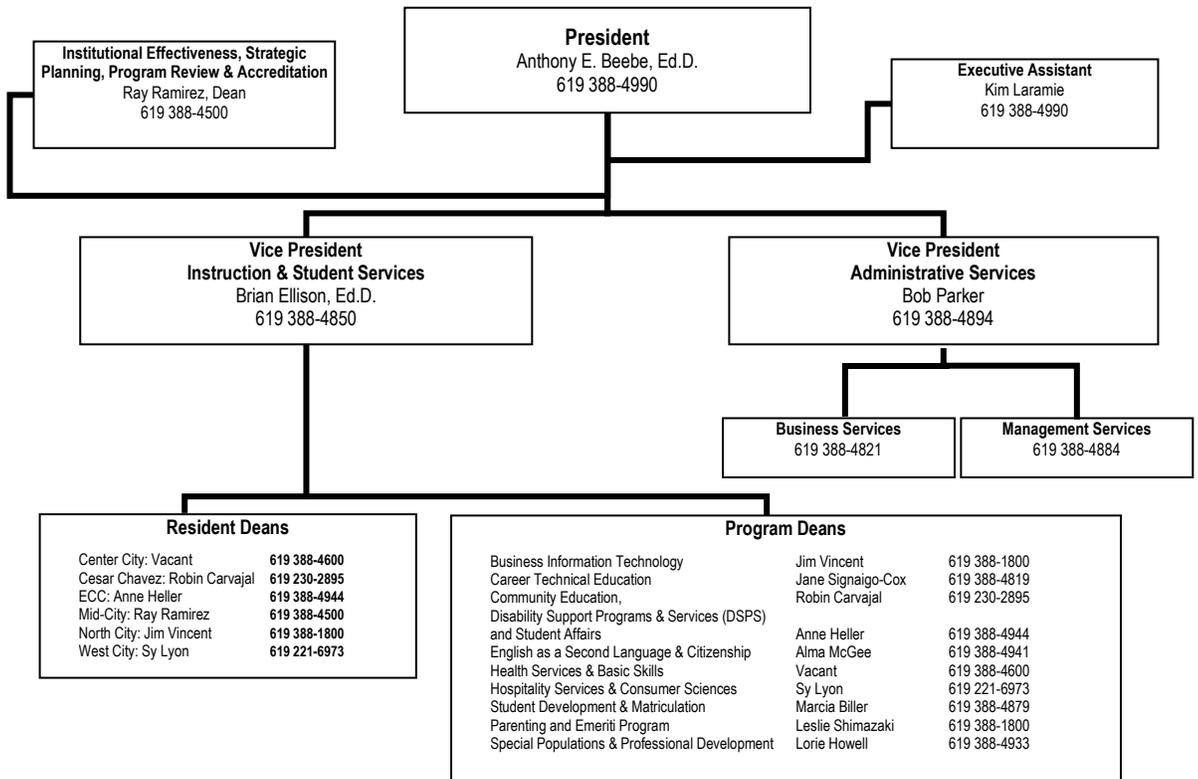
Notwithstanding the current complications in the economy, economic research data suggests that between 2000 and 2015, approximately 14,000 new jobs will be created annually. However, this same data suggests that about 10% will be in higher paying sectors of the economy, and about 60% will be in lower paying occupations such as services, tourism, and retail and trade sectors of the economy. This suggests the continued importance of providing high quality, relevant occupationally related communication and computation skills to our fast growing service area population. This would include continued expansion of our VESL, and Vocational Adult Basic Education (VABE) programs to improve the employability of our students while increasing their communication, parenting, and civic participation skills.

The demographics of our students show that we serve a diverse group. Of the nearly 39,000 students served in Spring 2008, the majority were non-White, and a large proportion came from foreign countries. This is also evidence not only of the demographic and educational diversity of our learners, but also of the commitment of CE to meet the most pressing needs of our community.

Organizational Chart for Categorical Programs

Institutional Effectiveness, Strategic Planning, Program Review & Accreditation
Ray Ramirez, Dean

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

Executive Assistant
Kim Laramie

Vice President
Instruction and Student Services
Brian Ellison, Ed.D.

Vice President
Administrative Services
Robert Parker

Special Populations & Professional Development
Lorie Howell, Dean

Disability Support Programs & Services and Student Affairs
Anne Heller, Dean

Student Development & Matriculation
Marcia Biller, Dean

Intake Coordinators
3.6 FTEF

Certificated Counselors
5.20 FTEF

Certificated Site Counselors
23 FTEF

Intervention Specialist
.6 FTEF

Certificated Instructors
16.16 FTEF

Classified Student Services 26 FTEF

Classified Clerical
2 FTEF

Classified Instructional Assistants 2.175 FTEF

Classified Administrative Technician 1 FTEF

Job Developer
1.2 FTEF

Classified Clerical
2 FTEF

Organizational Chart for San Diego Continuing Education

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619 388-4850

Vice President
Administrative Services
Bob Parker
619 388-4894

Business Services
619 388-4821

Management Services
619 388-4884

Resident Deans

Center City: Vacant	**619 388-4600**
Cesar Chavez: Robin Carvajal	**619 230-2895**
ECC: Anne Heller	**619 388-4944**
Mid-City: Ray Ramirez	**619 388-4500**
North City: Jim Vincent	**619 388-1800**
West City: Sy Lyon	**619 221-6973**

Program Deans

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Career Technical Education	Jane Signaigo-Cox	619 388-4819
Community Education,	Robin Carvajal	619 230-2895
Disability Support Programs & Services (DSPS) and Student Affairs	Anne Heller	619 388-4944
English as a Second Language & Citizenship	Alma McGee	619 388-4941
Health Services & Basic Skills	Vacant	619 388-4600
Hospitality Services & Consumer Sciences	Sy Lyon	619 221-6973
Student Development & Matriculation	Marcia Biller	619 388-4879
Parenting and Emeriti Program	Leslie Shimazaki	619 388-1800
Special Populations & Professional Development	Lorie Howell	619 388-4933

B. Overview of each of the categorical programs

CalWORKs Overview

The CE CalWORKs program has distinguished itself from its counterparts in San Diego County by providing consistent and exceptional student support services. These services are available for CalWORKs students at each of the six CE campuses. Our services include: assessment/appraisal, counseling, intervention services, book loans, transportation assistance, schedule prep assistance, development of individual training plans, Work-Study and job placement opportunities, referral to on-campus student support services and off-campus community service providers.

The CalWORKs program in CE is a State and Federally funded program. Funds are allocated each year to provide special services to students who are currently receiving or transitioning off cash aid.

Currently, the CalWORKs staff is comprised of six Intake Coordinators, two Job Developers, and one Intervention Specialist, all of whom are adjunct faculty at 60% (24 hours a week). The Intake Coordinators are responsible for the daily coordination of student services, intake and assessment, development of the student's Individualized Training Plan (ITP), tracking and monitoring of student attendance and progress, input of MIS data, and case management services. There are two full-time classified support staff and limited hourly assistance is available as funding permits. The Dean of Special Populations has administrative oversight of the daily operations of the program and acts as the program director. The CE CalWORKs program works closely with all CE student services components including counseling, assessment, Disability Support Programs and Services (DSPS) and instructional staff.

The CE CalWORKs program has served a total of 748 students in the 2007/2008 academic year and continues to strive to increase the number of students served. One method that has been found to be particularly successful is meeting regularly with the County of San Diego Health and Human Services Agency (SDHHSA) and its contracted case management agencies. The purpose of these meetings is to facilitate the exchange of information regarding the student support services and educational programs that are available in CE and current Welfare to Work (W2W) policies and procedures that affect CE students.

DSPS Overview

The 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. DSPS has received funding to provide services to students with disabilities in CE since 1977. The original model provided DSPS (special) classes only, which were primarily offered in off-campus locations at community agencies and hospitals. Over the years, the DSPS program expanded and made a shift to include the provision of services to students in mainstream classes and the offering of DSPS classes on-campus as well as off. Currently, DSPS services at CE are quite similar to those at the colleges, except for the large number of DSPS classes, which provide a variety of non-credit options for students who are not currently college bound.

In 2007/2008, DSPS served 2,376 students in CE, and generated 449 FTES. 13 DSPS courses (titles and outlines included in supplemental information) are offered at 10 off-campus and six on-campus locations as follows:

North City:
United Cerebral Palsy Association
Association for Retarded Citizens (ARC)
Marine Corps Air Station Miramar
Mesa College
Mesa Vista Hospital
North City

West City:
Mission Beach Plunge
V.A. Medical Center
West City, Pt. Loma Campus

Mid-City:
San Diego Center for the Blind
Mid-City

Centre City:
Blind Community Center
Chippers
Naval Medical Center San Diego
Centre City

Educational Cultural Complex (ECC):
ECC

In addition, support services, access technology and counseling are offered to enable students with disabilities to participate as fully as possible in CE classes and programs. Counselors provide services to students at all six CE campuses, with designated office space at each site except the Cesar Chavez campus.

There are currently 67 employees who provide DSPS support for CE. The Dean of DSPS and Students Affairs is funded 50% by DSPS and 50% by General Fund. Two contract DSPS counselors are funded 100% by Matriculation. The remaining employees are funded 100% by DSPS.

Full Time Equivalency Faculty (FTEF) assigned in the DSPS program includes one dean (.50), one program chair (1.0), six certificated counselors (5.20), 36 certificated instructional/non instructional faculty (16.16), eight classified employees (4.17) and 16 non-academic non-classified employees (hourly classroom instructional assistants and educational technicians).

Certificated faculty includes contract and adjunct counselors and classroom instructors, one contract non-classroom Learning Disabilities (LD) Specialist, and one contract non-classroom Access Technology Specialist (ATS). Classified staff includes two contract clerical assistants and six contract classroom instructional assistants (two positions are currently vacant). A chart is available in the DSPS Program Plan located in the Supplemental Materials.

Matriculation Overview

CE's non-credit matriculation program provides a full range of services at six main campuses and at additional off-campus and community locations. All allowable program areas listed in the State's matriculation guidelines are currently being served: ESL, Elementary and Secondary Education, Short-term Vocational, DSPS, and Parenting. CE is the largest non-credit matriculation program in the State of California. To convey the scope of non-credit matriculation services in CE, in the matriculated program areas the unduplicated head count from the Spring semester 2008 was 20,890. This is representative of each semester and as such in a year approximately 55,000 (2007-2008) students received matriculation services.

CE began receiving non-credit matriculation funding in 1998. CE had a counseling staff in place at that time. Matriculation funding led to the expansion of the number of counseling faculty (including

funding of additional DSPS counselors) and student services staff. Students who had been previously underserved due to staffing and resources began to receive counseling services per the developed matriculation plan. At first counselors funded by matriculation served only specific student populations (such as ESL) and this was kept separate from the previously in-place counseling services. Over time the whole counseling staff's services were merged to provide a consistent set of planned services to all students in all matriculated program areas throughout CE. Annual plans are updated by a CE Matriculation Advisory Committee (MAC) consisting of counseling, instructional faculty, management and student services personnel.

The current overall general student services staffing include the following FTEF:

- 18.0 Full time counselors
- 5.0   9 adjunct counselors
- 26.0 Student services personnel
- 1.0   Administrative Technician
- 1.0   Dean, Student Development & Matriculation

The above includes student services staff that are funded by matriculation and by general purpose funds. DSPS counselors funded by matriculation funds are under the direct supervision of the Dean, DSPS.

CE has not previously had a categorical matriculation program review.

II. College-wide Student Services Integration and Coordination

A. <u>How these five programs work with each other and with other student services programs.</u>

CE's three categorical programs are CalWORKs, DSPS and Matriculation. The deans responsible for these programs meet regularly as part of CE's Student Services Council to coordinate student services issues related to all three programs. Staff from the programs regularly coordinate and make referrals to each other's programs. Staff collaborates and communicates regularly to support student success, including professional development and staff meetings. The three deans are members of the CE Management Team where they share information regarding student services. The Dean of Special Populations and Professional Development (CalWORKs) also supervises veterans and New Horizons/Gender Equity programs. The Dean of DSPS also has responsibility for Student Affairs. The three deans working together cover the broad range of all programs and activities affecting the majority of CE students. An ongoing goal is to keep open communication regarding programs and operating procedures affecting six geographically separate main campuses with unique characteristics, serving unique communities.

B. <u>How student services works with instruction, institutional research, and the Management Information Systems (MIS).</u>

It cannot be overemphasized the extent to which student services in CE are brought directly into the classroom (as opposed to counselors waiting for students to seek them out) and how instructors and counselors work together to implement these services. All categorical program faculty and staff work closely on a day-to-day basis and interface with instructional faculty in the classroom.

DSPS and Matriculation Counselors actively support Basic Skills Initiative (BSI) implementation. CalWORKs interfaces with instructors, working with teachers to determine assessment, attendance and progress. The MAC meets regularly, includes counseling, instructional faculty, management, and classified staff representation.

Institutional research at the District level provides data as requested and CE has recently formed a Research Committee to set a research agenda and collaborate with District research efforts. The Matriculation and CalWORKs Deans are on the committee and the District will be hiring a CE-focused Research Analyst in the future. Due to a lack of resources and current District priorities, this has been an area in need of additional focus. Efforts are being made and improvements are occurring as non-credit education has been given a stronger focus in the SDCCD in recent years.

All programs have staff that input data into the Integrated Student Information System (ISIS) which connects to the System Office MIS. All instructional programs work closely with CE's Instructional and Student Services Analyst to coordinate data exchange and to request reports from the District office. There are variances among the categorical programs regarding accuracy of data shown by District and state reports. This year (2008) is the first year for which non-credit matriculation data has been sent to the State.

C. How the programs and the business office work together to monitor allowable expenditures, ensure funds will be expended, and reconcile fiscal reporting.

CE's Business Services Office works closely and effectively with Matriculation and CalWORKs Offices to ensure compliance with expenditures and fiscal reporting. CE DSPS works with the District DSPS office for budget development and reporting. DSPS and CalWORKs work closely with the District Grants and Contracts office for budget input, maintenance, compliance and reconciliation. Each categorical manager is fully aware of state budget, regulations and protocols. Oversight and coordination of expenditures for all programs is provided by the District Grants and Contracts office.

D. How these programs are integrated with student equity planning and other strategic planning initiatives of the college.

As adult education institution, CE is not obligated to have a student equity plan.

All programs are involved with CE planning initiatives including the Education Master Plan, WASC Accreditation and the Strategic Plan. CE planning efforts are centralized and inclusive. All categorical programs are managed by deans who are members of the CE Management Team and the President's Council which meets bi-weekly. In addition, CE has a newly organized participatory governance structure to allow for input and exchange among all CE constituencies.

E. How effective the programs are in enabling success for underprepared and underrepresented students? (i.e., are they using data to reassess how services are provided?)

We believe we are extremely successful in preparing underprepared and underrepresented students for success in CE. Data demonstrating the number of students who transfer to the credit colleges are available from Institutional Research (migration from non-credit to credit.) Qualitative surveys are done to measure student satisfaction at point of service (for example at orientations).

CE is moving towards becoming more data-driven for decision-making. The following are several examples: the District report on migration from non-credit to credit indicates approximately 7,300 students transfer from CE to the colleges during a three year period; in the BSI pilot programs systems are being developed to evaluate the effectiveness of new modes of instruction and support services to assist students to raise their basic skills levels. New programs are also in the planning stages, to integrate basic skills teaching with vocational training in a seamless manner.

F. How well is the college integrating the use of data in program planning?

CE currently does not have a CE researcher. However, a Research Committee has been formed and a Research Analyst will be hired soon to assist with integrating data-driven planning and decision making. Matriculation, DSPS and CalWORKs use internal ISIS data to assist in determining the allocation of student services resources. DSPS also utilizes other formal and informal data to determine allocations of resources. As stated in "E" above, CE is moving to being more data-driven.

III. Program-Specific Self-Evaluation

CalWORKs/TANF California Work Opportunities and Responsibilities to Kids/Temporary Assistance to Needy Families.

A. Management Information System (MIS) Data Reporting

1. How is the categorical program director involved in the review of MIS data before it is submitted to the System Office?

    Each academic term, the Program Director (Dean of Special Populations and Professional Development) works closely with program staff to ensure that student data are input accurately and on a timely basis. One month prior to the System Office MIS submission deadline, the Program Director receives a preliminary report from the District Office. The CalWORKs staff reviews the report to resolve any discrepancies that may exist. Any discrepancies are corrected by the staff and reviewed by the Program Director prior to final submission to the System Office.

2. Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

    During 2007-08 CE implementation a MIS reporting process. We are confident that any discrepancies in reports generated by the CalWORKs Office will be resolved as the staff becomes more familiar with the reporting system.

3. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

    Fewer participants appear in the system than were actually served. However, we work closely with our District Office and are confident that any lost student data will be recovered and integrated into our daily program operations.

B. Access

1. How does the program compare with the total college demographic data?

    CalWORKs differs from the total college when the ratio of female to male is examined. Females comprise 58.79% of all students in CE. However, 84.71% of the CalWORKs student population is female. This was not unexpected as the majority of single parent households receiving public assistance are headed by females.

    The CE student population reflects the diversity of the City of San Diego with Hispanic students comprising 36.32% and White students compromising 32.58% of the general student population. African American students comprise only 9.14% of general student population. The CalWORKs student population is comprised of 41.65% African American, 27.61% Hispanic and 7.96% White.

The majority of students in the CalWORKs program are clustered between the ages of 25-29 comprising 21.53% and 40-49 comprising 21.06%. The next largest age demographic is between the ages of 20-24, comprising approximately 16% of the CalWORKs student population.

2. <u>Describe the areas where you have concerns about access.</u>

Our student demographics accurately reflect the composition of San Diego County. Access of all ethnic groups to our program continues to grow due to the positive working relationship with the SDHHSA and the contracted case management services agencies.

3. <u>Please describe any plans in place for improving access.</u>

Our access improvement plan includes increasing student awareness of the current services available in CE as a whole and the CalWORKs program. The District CalWORKs staff has developed a "point of service survey." Currently, the point of service survey is being reviewed by District research and planning and should be available to students Spring 2009.

4. <u>What programs and services do you feel specifically contribute to student access at your college? Why?</u>

- DSPS - This office provides valuable assistance for our students with learning disabilities, many of whom were not previously diagnosed.

- Matriculation - The matriculation (counseling and testing) faculty and staff offers general academic and vocational counseling and academic assessment. Because of the excellent working relationship established between the CalWORKs and Matriculation staff, CalWORKs students are able to successfully navigate through a system that is often intimidating and challenging.

- ESL – This department is an important part of the services that our students receive. ESL provides language skill assessment and ESL level placement. A large portion of our students are English Language Learners, many of whom are illiterate in their native language. Our close working relationship with this department affords us the opportunity to ensure that our students receive the support and instruction they need to become successful.

- New Horizons- This program provides additional community resources and individual life skills counseling. Together with the CalWORKs Intervention Specialist, this program ensures that our students have all the support they need to become successful and transition off welfare into sustainable employment.

C. Progress

1. <u>How well do the students served by your program perform compared to the total college population?</u>

CalWORKs students consistently have higher persistence rates than students in the general population. Spring 2006 data indicate that the persistence rate for students in the general

population was 25.32% while CalWORKs students persisted at a rate of 48.52%. Data for Fall 2007 is equally impressive as CalWORKs students persisted at a rate of 31.67% while the general student populations' persistence rate was 16.16%.

2. <u>Describe areas where you have concern about student progress.</u>

CalWORKs students face multiple barriers that affect their progress in school. Based on the large number of refugee CalWORKs students entering the program, it is our estimate that 50% of our ESL refugee students do not possess the formal education they need to learn the basic writing and reading skills. It is also our belief that the multiple barriers faced by CalWORKs students may contribute to the attrition rate that some CalWORKs sites experience.

3. <u>What programs and services do you feel specifically contribute to the progress of students at your college? Why?</u>

Support services programs that contribute to student progress in school are DSPS, Matriculation, New Horizons, and CalWORKs special intervention services. The CalWORKs program coordinates with all CE student support services to ensure students receive the supportive services they need to succeed in school. In the event the Intake Coordinator identifies a possible learning disability or the student discloses past learning disabilities, a referral is made to the DSPS counselor for a preliminary disability assessment. In general, Intake Coordinators work closely with matriculation counselors to address the academic and vocational needs of students. In cases where the student may be experiencing mental health issues or challenges, the Intake Coordinator will make a referral to the Intervention Specialist for additional support and services.

D. Success

1. <u>How well do the program students perform compared to the total college population?</u>

Currently, the available student data does not include performance comparisons. Persistence data is addressed in the appropriate section of this document.

2. <u>Describe areas where you have concern about student success.</u>

We continue to face challenges as we work with our refugee student populations. Culturally, our students continue to struggle to assimilate into the American culture while also trying to preserve their own culture. When cultural practices are perceived to be counterproductive to making progress in school, students often feel conflicted and are forced to make difficult decisions. These decisions often results in lack of progress toward their academic and vocational goals.

3. <u>What programs and services do you feel specifically contribute to the success of students at your college? Why?</u>

Case management services offered to CalWORK's students contribute greatly to the success of students attending CE. Intake Coordinators conduct individual student orientations where students are made aware of our training programs. They are given a detailed explanation of the W2W requirements and available student support services such as book loans and

transportation. We also collaborate with SDHHSA staff regarding childcare as well as other county provided support services to ensure that students have in place all the support services that are needed to be successful in school.

One of the services that the CalWORKs program has implemented is that of the Intervention Specialist. The Intervention Specialist assists the student with barriers that may cause difficulties with academic progress. These difficulties include childcare, mental health issues, organizational skills, goal setting, parenting skills, housing, and food resources. This service provides a confidential, stress-free environment with a counselor to assist the student with their particular barrier so they may continue their education. Intervention Specialists can also provide students with academic assessments on an as needed basis to meet the needs of students with time constraints and transportation limitations. Time spent with the Intervention Specialist can count toward the students W2W requirements.

Our job development component is highly effective in assisting students in selecting, acquiring and retaining competitive employment opportunities. Job Developers are responsible for networking in the community to secure and develop paid work-study positions, provide necessary support services to students and employers, and facilitate the processing of any documentation required for these positions. Job Developers are also responsible for developing and implementing a process for conducting individualized client interviews and monitoring attendance for assigned job placements. To facilitate successful employment, Job Developers monitor, support and supervise students on the job site. This includes discussions with the employer to make certain that the quality of work is satisfactory and that the student is best able to the perform tasks required. Based on the outcome of the work-study evaluation, Job Developers meet with the student to discuss their work performance, areas of concern, and overall progress in their placement.

E. Student Learning Outcomes (SLO)

1. <u>What are the SLOs for the program?</u>

As an adult education non-credit institution, we have established Expected Student Learner Results (ESLRs). We are in the process of transitioning to Student Learning Outcome (SLOs) and have identified one for the CalWORKs program for Fall 2009. CalWORKs SLO for the 2009-2010 academic year is as follows;

"Students will be able to identify and access three useful supportive services in CE."

2. <u>What process was used (or plan to use) to develop these outcomes?</u>

District CalWORKs coordinators met as a group to develop a process for the development of CalWORKs SLOs. Each program Director met with their staff to discuss how SLOs will be developed for the first year. Upon consultation with other college districts and information given last year during the CalWORKs conference, it was determined, we would start with one SLO for 2009-2010 academic year.

3. <u>What types of activities are you conducting in order to achieve these outcomes?</u>

At this time, we are not conducting any activities as we are still in the initial planning stages of development and implementation of CalWORKs SLOs.

4. How are you assessing the achievement of the outcomes?

We are not assessing at this time.

5. How have you used the assessment information to improve the services?

We do not have assessment information at this time.

F. Compliance

1. Student Eligibility

1. Describe your college's coordination with the local county department of social services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's W2W plan.

The CalWORKs Program has established an efficient and effective working relationship with SDHHSA. The established referral process ensures that the student is eligible for CE CalWORKs services and is in compliance with their W2W plan. At initial intake appointment an individual training plan is developed and faxed to the Employment Case Managers (ECMs) for authorization for county supportive services. All efforts are made to ensure that students are properly assessed and receive the county educational support services they need to become successful.

Each semester the CalWORKs program staff attends meetings with the ECMs to discuss program updates. Through these presentations, CalWORKs program staff has the opportunity to disseminate program information (i.e. academic, vocational, and support services). To assist in this endeavor, the CalWORKs program staff has developed a resource packet that is disseminated to SDHHSA ECMs. This resource packet contains information about the referral process, assessment schedules, work-study program, book loan and transportation assistance. Also contained in the resource packet is information regarding counseling services, DSPS and the Gender Equity/New Horizons program.

2. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?

The receipt of one or more of the following forms confirms CalWORKs students' eligibility for services:

- Welfare to Work Referral Form (27-114) for current academic term
- Welfare to Work Plan
- Notice of Action (NOA) Form
- Written verification from SDHHSA Representative
- In-House Welfare to Work Verification Form approved by the SDHHSA

The CalWORKs program staff maintains eligibility documentation in each student's file and ensures the documentation is updated each academic term. The region 10 CalWORKs programs are in the planning stages of finalizing an agreement that would allow the community colleges access to the county CalWIN system. This access would greatly expedite the verification process of CalWORKs students.

3. If provided, describe how student eligibility for on-campus childcare is determined and is this service coordinated between the college's Child Development Center and the CalWORKs program.

SDHHSA has sufficient childcare funds to meet the county's childcare needs. Consequently, CE does not provide funding for childcare. However, CalWORKs coordinators work with the students and their case managers to ensure appropriate and reliable childcare is in place prior to enrolling in school.

2. Student Services

1. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented.
   (State Budget Act; Education Code)

The CalWORKs program offers the following student support services utilizing CalWORKs and TANF funds. These services include eligibility verification, case management services, work-study & job placement, book and transportation assistance, and intervention services.

Eligibility Verification: The CalWORKs program works closely with SDHHSA and contracted case management agencies to ensure student eligibility and coordination of services. Prior to or at initial intake with the student, the CalWORKs Intake Coordinator reviews the student eligibility documentation, conducts a needs assessment with the student, and provides a thorough overview of the program policies and procedures. The Intake Coordinator is responsible for creating a student file where all verifying documents and case notes are maintained.

Case Management Services: At the initial appointment with the Intake Coordinator, the student is assessed to determine academic goals and identify any barriers that may affect the student's progress in school. Based on the outcome of the assessment, the Intake Coordinator provides the specific supportive services needed or makes a referral to the appropriate program services to ensure the delivery of supportive services. The Intake Coordinator is responsible for developing an ITP. The ITP outlines the student's weekly class schedule. On a monthly basis, the CalWORKs Intake Coordinator collects the student roll cards from the instructor and reports student attendance and progress to the ECM. All case management services are documented and maintained in the student file.

Work-Study: Work-Study opportunities are provided to CalWORKs students based on two factors, satisfactory progress in class and a willingness to work. The CalWORKs program provides both on and off-campus Work-Study opportunities.

The CalWORKs program reimburses employers 75% of the student's hourly rate for a period of six months. In the event an off-campus employer agrees to hire the student permanently the Work-Study contract may be extended for an additional six months. The requirements for contract extension also include a pay raise and additional on the job training.

The Job Developers are responsible for completing Work-Study performance evaluations and providing on going support to ensure student success and retention. The Job Developer is

also responsible for submitting Work-Study placement information to ECM and county eligibility staff. Additionally, they are responsible for developing relationships with potential employers. This includes:

- Contacting employers in the local business community that are interested in participating in our Work-Study program.
- Meeting with students and understanding their long term employment goals.
- Matching their abilities with employer needs.
- Completing interview process.

Book Loan and Transportation Assistance: The CalWORKs program staff provides students with book loans and transportation services. This service is provided in cases where the student is experiencing difficulties or delays in obtaining their supportive services from the ECM. Prior to issuing CE supportive services, the CalWORKs Intake Coordinator makes an attempt to reach the ECM to discuss possible causes for the delay. All CE CalWORKs supportive services received are documented and maintained in the student file.

Intervention Specialist Services: The CalWORKs Intake Coordinator will refer the student to the CalWORKs program Intervention Specialist based on information obtained in the initial assessment. After the referral is made, the Intervention Specialist contacts the student to conduct an individualized assessment. This assessment is designed to determine the student's needs, offer additional supportive services, and make the appropriate referral to on-campus and off-campus community support services. The Intervention Specialist conducts follow up appointments as needed. Referrals to the Intervention Specialist are documented and maintained in the student file.

2. <u>Describe your college's process for providing case management services.</u>
    (State Budget Act; CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)

The CalWORKs program has case management processes in place to ensure eligibility is met for all CalWORKs students enrolled and that all students receive the optimal support services needed to succeed.

The CalWORKs case management process is as follows:

1. Student eligibility is confirmed and an intake appointment is scheduled.
2. During the intake appointment session with the student, a needs assessment is conducted to determine the student needs to achieve his/her educational and employment goals.
3. An ITP is developed with the student to ensure compliance with student's W2W.
4. The Intake Coordinator enters the student information into the CalWORKs database to monitor the student's attendance and progress in school.
5. A student's physical file is created to ensure proper record keeping. The student's file is then placed in a secured area.
6. Through the course of the student's academic term in school, the student ITP is revised and entered electronically into the CalWORKs shared database.

7. Once the student is entered into CE's student database by the campus attendance clerk, the CalWORKs Intake Coordinator enters the student's information into the MIS system.
8. On an going basis, Intake Coordinators update student files, meet with students to discuss and address progress.
9. Intake Coordinators maintain a record of each student's services and follow up with the EMC to verify continued eligibility for services.

2. Program Requirements

The community college CalWORKs program must have a program coordinator or director in place to manage the use of funds, ensure coordinated services are provided to students, and ensure that reports, forms, and program plans are submitted to the System Office in a timely basis.

1. <u>Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated?</u>
   (CalWORKs Handbook, Essential Program Elements (g); Organization Section)

   The Dean of Special Populations and Professional Development acts as the Program Director for the CalWORKs program. Approximately 70% of the Program Director's time is assigned to the daily operations and management of the CalWORKs program. These duties include the oversight of the following: coordination, job development/job placement, Work-Study, budget planning/reporting, MIS reporting and training/supervision of faculty and classified staff. The Program Director is also responsible for the oversight of the Memorandums of Understanding and employer contracts as well as monitoring legislation relevant to the CalWORKs and TANF programs. The Program Director also represents the CalWORKs program in the CE participatory governance structure.

   The 70% assignment was calculated using the total size of the student support services programs managed by the Program Director as factors. The CalWORKs program served approximately 748 students in the 2007/2008 academic year. The Veterans programs and the New Horizons programs served approximately 115 and 135 students respectively. The total number student served was 998, of which CalWORKs students comprised over 70%. Consequently, an assignment of 70% was made.

2. <u>Describe how the CalWORKs program coordinator and staff coordinates with the local country welfare department to provide services to eligible CalWORKs students.</u>

   The CalWORKs program staff works closely with SDHHSA to ensure students meet the eligibility criteria for services and are receiving supportive services to succeed in school. This includes conducting presentations at county meetings. This facilitates an exchange of information that allows CalWORKs program staff to present student support services available in CE. This also offers an opportunity to address any issues that have developed. As a result of this process, the CalWORKs program staff has had the opportunity to build and strengthen relationships with the ECMs.

   Additionally, the CalWORKs staff has developed a CE CalWORKs resource packet. This resource packet provides ECMs with information regarding the referral process, assessment procedures for Adult Basic Education (ABE), General Education Diploma (GED), ESL, and

Business and Information Technology (BIT). Other information contained in the resource packet include information regarding work-study opportunities, the book loan assistance program and transportation assistance services.

Most importantly, the CalWORKs Intake Coordinators are in daily communication with county ECMs to provide student updates and address issues that may affect the student academic progress and success in school.

3. **Funding, Expenditures and Accountability**

1. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students?
   (State Budget Act, Education Code, CalWORKs Handbook)

   We ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students by following state and CalWORKs regulations as outlined in the CalWORKs program handbook. We diligently follow regulations set forth by the System Office to ensure that all expenditures are allowable and appropriate. Additionally, we work closely with the CE Business Office, which acts in consultation with our District Office of Grants and Contracts to ensure that funds are used appropriately and that required documentation is maintained.

2. How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?

   All matching funds are from allowable sources and are for direct services provided to CalWORKs students. The CalWORKs program guidelines are strictly followed to determine appropriate matching funds. Any questions regarding policy are directed to the CalWORKs System Office staff. The Program Director and Vice President of Administrative Services work in collaboration to ensure all matching funds meet the guidelines of the CalWORKs program plan.

3. Describe the process for developing and approving the CalWORKs Budget and Expenditures.

   The CalWORKs Budget and Expenditure plan is initially developed by the Program Director and CalWORKs program staff. Budget priorities continue to be focused on the following areas;
   - Direct services to students
   - Staffing
   - Program goals

   After review, the Program Director forwards the budget plan to the Vice President of Administrative Services for review and approval. The budget plan is then forwarded to the Vice President of Instruction and Student Services for review and approval. Once the internal CE process is complete, the budget plan is sent to Grants and Contracts where it is again reviewed. Following this review, the District compiles the plans from the colleges and CE and forward to the County of San Diego for review and approval. Once returned by the county, plans are forwarded to the System Office.

4. Identify the process for completing the CalWORKs Year-End Report and relationship to the District's year-end program accounting.

At the end of each fiscal year, the CE Business Services Office in consultation with the District office of Grants and Contracts generates a report that outlines the CalWORKs/TANF expenditures for the prior fiscal year. The report is reviewed by the Program Director and Vice President of Administrative Services for accuracy and submitted to the System Office.

5. Other

What other areas or departments on-campus do you coordinate with to provide services to CalWORKs students?

The CalWORKs program coordinates with the ESL, Matriculation, DSPS, and the New Horizons programs. Based on the CalWORKs student's initial assessment, the Intake Coordinator makes a determination of the needs of the student. If the student needs to be referred to DSPS for additional supportive services, or to the Intervention Specialist the referral is made. In cases where the student is in need of further counseling services regarding a specific career technical program, the Intake Coordinator will refer the student to Matriculation for counseling.

Disability Support Programs and Services (DSPS)

A. Management Information System (MIS) Data Reporting

1. How is the categorical program director involved in the review of MIS data before it is submitted to the System Office?

A schedule of MIS Report dates and deadlines is developed each year with the DSPS District Office, CE and Computing Services. Under the supervision of the DSPS Dean, the senior clerical assistants input student data on the Disabled Persons (DP) Screen in ISIS each semester for all students with disabilities who have been served. A pre-run report is scheduled approximately one to two weeks after the end of each semester. The clerical assistants, counselors and DSPS Dean review the pre-run for any corrections, deletions or additions. The final MIS report is run approximately one week after the pre-run has been received. After final reconciliation at the District Office, the data is submitted to the System Office. This process is completed each semester, culminating with the Final End of Year Unduplicated Student Count.

2. Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The Data for San Diego Adult Ed Reports received from the System Office for the years 2004-2005, 2005-2006 and 2006-2007 appear to be accurate. Final MIS disability numbers for primary and secondary match our internal reports from SDCCD Computing Services.

However, data generated through the SDCCD Research and Planning Office is not accurate. We have identified the problem as an error in data collection dates, as all data is pulled during college census week. These dates do not correlate with the CE MIS deadlines, so CE data

pulled is incomplete. The District DSPS Office is working with Research and Planning to correct this error.

3. <u>If the data does not appear to be accurate, identify the problem (e.g., too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.</u>

Not applicable, as MIS data reported from the state is correct. Internal concerns mentioned in question 2 will be addressed and corrected.

B. Access

1. <u>How does the program compare with the total college demographic data</u>?

CE serves an extremely diverse population of students, as does DSPS. Data from 2006-2007 show that 3.13% of CE students received DSPS services. Data from the <u>2006-2007 San Diego Adult Ed Report</u> from the Systems Office (see appendix) is also used in the demographic information which follows.

Gender: The demographic data for CE shows a higher percentage of female students; 58.79 % are female and 39.93 are male, with 1.31% unknown. The gender demographics for DSPS are almost the reverse, showing a higher percentage of male students; 59.59% males and 40.32% females, with 0.09% unknown. This may be due to the large number of students with Acquired Brain Injuries (ABI), which has a higher incidence among males, as well as the higher proportion of males enrolled in classes at the Veterans Administration Medical Center.

Age Group: For general CE students, 31.77% are over 50, and 15.79% are between the ages of 40-49. For DSPS students, 41.97% are over 50 and 23.39% are between the ages of 40-49. This demographic distribution shows that DSPS students are older than CE students are as a whole.

Race/Ethnicity: The demographic distribution of race/ethnicity shows some similarity to the CE students as a whole, as the most represented group of students is White (32.58% for CE, 52.20% for DSPS). However, the percentage of DSPS students who are White is greater than CE by nearly 20%. The percentage of African American students in CE is 9.14%, but is a larger percentage of DSPS students at 17.25%. Also significant is the difference in percentage of Hispanic students, where 36.32% of CE students are identified as Hispanic only 19.86% of DSPS students are identified as Hispanic. This may be due to the large percentage of CE students of Hispanic background who enroll in the ESL program. It is possible that language and cultural barriers reduce the likelihood of Hispanic students seeking DSPS services.

2. <u>Describe the areas where you have concerns about access</u>.

National Research shows that approximately 10% of the general population are persons with disabilities. If this is correct, then students with disabilities are underrepresented in CE. Data from three years (2004-2005, 2005-2006 and 2006-2007) identify approximately 3% of CE students as persons with disabilities who are utilizing DSPS services.

3. Please describe any plans in place for improving access.

The DSPS Program Plan identified improved access as one of our Long Term Goals. Stated as follows, the goal is "to increase visibility of DSPS within CE and in the community at large". A number of relevant activities were listed, including development of a new DSPS brochure/dissemination materials, expanded website presence, outreach, and in-service training for faculty.

Another Long Term Goal, "to resolve DSPS facility needs in CE" outlines the need for dedicated DSPS office space at each campus and accessible space for the provision of DSPS classes and services. Plans to support this goal include active participation on all CE Prop S and Prop N committees and the continued advocacy efforts on behalf of the DSPS Program from the CE Administration. These activities will ultimately improve access for students with disabilities.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

DSPS counselors are included as part of the CE counseling department and collaborate regularly regarding programs and services. DSPS receives a large number of referrals from general counseling, CalWORKs, CE instructional faculty and the college DSPS counselors. In addition, DSPS sponsors an annual tour of CE vocational classes by approximately 150 high school students with disabilities enrolled in the SDUSD.

The current BSI model includes DSPS, with representation on the BSI Steering Committee and close collaboration on how best to meet the needs of students with disabilities. The DSPS ATS has been successful in supporting students with disabilities so that they may attend regular CE classes with accommodations. Provision of Interpreting Services and coordination of captioning requests through the District Office has also been crucial to providing access to students who are Deaf/Hard Of Hearing (HOH). Lastly, the SDCCD WorkAbility III Program, in conjunction with the CE DSPS Occupational Opportunities class, provides CE DSPS students direct access to job seeking skills, liaison with the Department of Rehabilitation and job placement.

C. Progress

1. How well do the students served by your program perform compared to the total college population?

Data provided by the System Office for 2006-2007 does not include course success rates and academic/ progress dismissal, primarily because these types of progress outcomes do not apply to CE. Hence, no comparison can be made between DSPS students and CE as a whole.

Data on persistence rates show that DSPS students have higher rates than CE students as a whole. Spring 2006 data indicates that the persistence rate for students in the general population was 25.32%, while DSPS students persisted at a rate of 44.04%. Data for Fall 2007 indicates that DSPS students persisted at a rate of 32.80%, while the general student population persistence was 16.16%. Because there are no restrictions on course repeatability, this data only shows that many DSPS students continue their enrollment from semester to semester. This is consistent with CE's mission of life-long learning, and the mission of DSPS.

2. <u>Describe areas where you have concern about student progress</u>.

DSPS students make progress at their own pace, based on their Student Education Contract, and in consultation with their counselor, instructor and other DSPS personnel. Progress can include maintenance of current skills and/or mastery of new skills. Better ways of quantifying this progress may need to be developed so that it can be documented and shared.

3. <u>What programs and services do you feel specifically contribute to the progress of students at your college</u>? <u>Why</u>?

Certainly, the provision of DSPS support services to students in regular classes puts them on an equal playing field with their non-disabled peers. The DSPS Resource Program provides pull-out groups to identified DSPS students who are enrolled in the High School/GED classes, providing support in the areas of writing and math. DSPS also provides assistance in submitting accommodation requests when students are ready to take the GED. A collaboration between DSPS and VESL provides the support needed for students who are Deaf and HOH to make progress in a mainstream class.

DSPS classes provide an inviting environment where students can make progress at their own pace and interact with peers who have similar goals and challenges. The CE ABI Program, currently offered at four locations, is known throughout the state for innovation and support in assisting students to make progress in their recovery and return to the community.

D. Success

1. <u>How well do the program students perform compared to the total college population?</u>

Data provided by the System Office for 2006-2007 is incomplete regarding degrees and certificates awarded, number of transfer-prepared students and number of transfers. CE does not award degrees, and the data provided does not include number of certificates awarded. Based on this, no comparison can be made between DSPS students and CE students as a whole.

2. <u>Describe areas where you have concern about student success</u>.

DSPS receives many subjective reports of student success due to student participation in special classes and/or provision of accommodations in CE classes. Because CE currently has no dedicated research staff, it has been a challenge for DSPS to develop assessment documents and collect outcome data. The CE Research Committee has begun to meet this year to address these issues. Please see the previous response regarding student progress as it pertains to the difficulty in quantifying student success as well.

3. <u>What programs and services do you feel specifically contribute to the success of students at your college</u>? <u>Why</u>?

The Resource Program has contributed significantly to the success of students with disabilities in receiving their GED and High School diplomas. Data collected by DSPS indicates that 13 students accomplished these outcomes in 2007-2008, and eight in 2006-2007. This would not have occurred without the learning disabilities assessment, small group

support and advocacy for approval of test accommodations provided by DSPS. Please see the previous response regarding student progress as it provides examples of student success as well.

E. Student Learning Outcomes (SLO)

1. What are the SLOs for the program?
2. What process was used (or plan to use) to develop these outcomes?
3. What types of activities are you conducting in order to achieve these outcomes?
4. How are you assessing the achievement of the outcomes?
5. How have you used the assessment information to improve the services?

At this time, CE has not been required to develop SLOs. Rather, ESLRs have been developed for CE as a whole. As part of the WASC Accreditation under the schools (K-12) division, committees including staff, faculty, managers and students met and collaborated in the development of the ESLRs. DSPS was included in the process. CE is currently planning to develop SLOs and to hire an SLO Coordinator.

F. Compliance

1. Student Eligibility

1. Describe the processes used to verify and document a student's eligibility for DSPS services and instruction. Please provide a copy of the form(s) used to document a student's eligibility for services.

Students who take classes on-campus meet individually with a DSPS counselor to begin the enrollment process for CE. The student signs a release which authorizes DSPS to request disability documentation from the appropriate professional, school or agency. DSPS sends or faxes this form, and follows-up as necessary. Occasionally, students bring documentation with them, but this is more the exception than the rule. The LD Specialist provides assessment and determines eligibility per the California Community College Learning Disability Eligibility Model for students who have a learning disability. Students with a visible physical disability may be verified by the DSPS counselor with approval by the DSPS Dean.

Students enrolled in off-campus classes are verified in several ways. A representative from the site (i.e., an agency setting) signs a form to verify the disability of enrolled students based on the documentation maintained at their location. Students in off-campus classes where no files are maintained are required to submit disability verification using the appropriate signed release.

Forms are provided in the Supplemental Information Section.

2. Describe the process used to determine what support services the student would need to enable his or her participation in activities, programs and classes offered by the college, given the student's educational limitation.

Determination of support services needed occurs in individual meetings between the student and DSPS counselor. The ATS or LD Specialist may be brought in for additional

assessment of student need. Occasionally, the classroom instructor, either DSPS or regular, will be included (with the student's permission) in collaborating in the determination of support services. This team approach seems to work well, and also assists the student in establishing relationships with the DSPS and CE personnel who will be supporting his/her educational goals.

3. <u>Since DSPS is a voluntary program, describe the process for serving students with disabilities who elect not to participate in DSPS.</u>

Students with disabilities who do not request participation in DSPS may be served by general counseling, or by enrolling on their own in any chosen class. DSPS counselors consult regularly with Student Services to provide information and referral as needed. DSPS also encourages universal design in instruction, technology and facilities so all students can be served effectively.

2. Student Services

1. <u>Describe the procedures for preparing, monitoring, and annually updating the Student Educational Contract (SEC). What methods are being used to evaluate student progress</u>?

The DSPS counselor meets with students who attend regular CE classes and develops the SEC. Although the student and counselor may meet several times throughout the semester, the SEC is reviewed on an annual basis. Both the counselor and student sign the SEC.

The instructional faculty who teach DSPS courses are responsible for the development and implementation of the SEC for students enrolled in their classes. Since many DSPS classes meet six or more hours per week, the SEC for enrolled students is updated once per semester, rather than annually. Both the faculty and student sign the SEC.

SECs are kept in the individual file for students enrolled in on-campus classes. The SECs for students enrolled in off-campus classes are maintained at the class location. Progress is evaluated using a variety of measures, including instructor observation, completion of assignments, class participation, data collection, pre and post testing and review of class work.

2. <u>Describe how regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSPS program operations and service delivery.</u>

Because the SDCCD is a multi-campus District with three colleges and six CE campuses, CE DSPS works very closely with the District DSPS Office and DSPS Director Gail Conrad to ensure compliance with all legal decisions and administrative directives. The DSPS Program Managers from each college and CE meet monthly with the District DSPS Director to discuss, review, and follow-up on all aspects of DSPS program operations and service delivery. The DSPS Council, including the DSPS District Director, Vice Chancellor of Student Services, Vice President of Student Services for each college/CE, and DSPS Program Mangers meet every other month to consult and review policy and procedures. In addition, regularly scheduled District meetings are held with each of the following groups: LD Specialists, ATS, and DSPS counselors.

3. Program Requirements

1. <u>Describe the role of the advisory committee, identify the composition of the advisory committee representatives, the frequency of the meetings, and attach minutes from the two most recent meetings.</u>

The District DSPS Advisory committee acts as a resource and consultation body in providing feedback, suggestions and guidance to DSPS faculty and staff at the three colleges and CE. The committee is composed primarily of community members with expertise in a variety of disability areas that pertain to the mission of DSPS. Meetings are held annually. The last two meetings were held on 3/3/08 and 6/13/07. The list of committee members and minutes from these meetings are in the Appendix.

2. <u>Identify the individual designated as the DSPS Coordinator and how the individual serving in this position meets the minimum qualifications</u>.

Anne Heller is the Dean of DSPS and Student Affairs. Anne holds a BS in Special Education from Syracuse University, and an MA in Rehabilitation Counseling from the University of Northern Colorado. She was employed as a special education instructor in K-12 for four years and also served as a VISTA volunteer with the Bureau of Indian Affairs. She began employment with the SDCCD as a DSPS adjunct faculty member, and was appointed CE Associate Dean for DSPS in 1978. In 2007, Anne was selected as the Dean for DSPS and Student Affairs. Anne is a member of CAPED, and has been actively involved in many disability organizations, serving on the advisory boards of the San Diego National Rehabilitation Association, ACCESS Center (formerly Community Service Center for the Disabled) and the SDSU Rehabilitation Counseling Program.

3. <u>Lists and describe each of the positions funded by or supporting DSPS and how the individuals serving in these positions meet the minimum qualifications.</u>

Listed below are both contract and adjunct counselors, and contract instructional and non instructional faculty. Approximately 32 DSPS adjunct instructional faculty are not individually listed, but all meet the minimum qualifications for non-credit instruction per Title 5.

> DSPS Counselors (contract and adjunct):
> | | |
> |---|---|
> | Dawn Stoll | M.S., Rehabilitation Counseling |
> | | B.A., Sociology |
> | John Bromma, CRC | M.S., Rehabilitation Counseling |
> | | B.A., Psychology |
> | Leslie Upton | M.S., Rehabilitation Counseling |
> | | B.A., Deaf Studies (Deaf and Hard of Hearing emphasis) |
> | Jamila DeCarli | M.S., Rehabilitation Counseling |
> | | B.A., Communicative Disorders, (Deaf and Hard of Hearing emphasis) |
> | Scott Bankston, CRC | M.S., Rehabilitation Counseling |
> | | B.A., Psychology (Mental Health emphasis) |
> | Kim Salerno, CRC | M.S., Rehabilitation Counseling |
> | | B.A., Behavioral Science |

Access Technology Specialist (contract):
    Kathy Hornik   M.S., Rehabilitation Counseling
                                    B.A., Psychology

LD Specialists:
    Marie Doerner   M.A., Special Education, M.A. Education Technology
                                    B.S., Physical Science
    Christina Gibbs, LCSW   M.S.W., Mental Health emphasis
                                    B.A., Social Work

Instructional Faculty (contract):
    Heike Kessler-Heiberg   M.S., Speech-Language Pathology
                                    B.S., Linguistics
    Antoinette Griffin   M.S., Counselor Education
                                    B.A., Education/Special Education

4. Funding, Expenditures and Accountability

1. Describe how DSPS funding is being used to provide support services and/or instruction to students with disabilities.

The DSPS budget is developed to provide maximum support to students with disabilities. Funds are used for the salary and benefits of designated DSPS personnel who provide instruction and/or support services, including the manager, certificated faculty/counselors and classified staff. Funds are also allocated for the supplies and specialized equipment needed to support student need.

2. How is revenue from special classes for students with disabilities being accounted for by the College? *[Title 5 – 56060, 56064, 56070, 56072]*

Revenue from DSPS classes is accounted for by the CE Instructional Services Office and Business Services. It is reported to the state through the District Office. The final report of DSPS FTES generated in CE is used in budget development for the following year so that it can be correctly distributed as required
.
3. Describe the process for developing and approving the DSPS Budget and Expenditures.

The District DSPS Office distributes the Excess Cost and District Funds per the formula. The allocation is based on weighted student count and FTES. The CE DSPS Dean develops the budget based on calculation of all contract, adjunct and support staff needs. Funds are also allocated for supplies, equipment, travel and benefits. The proposed budget is submitted to the DSPS District Director for review and approval. In consultation with the Director and staff in the Grants and Contracts Office, adjustments are made as needed. All expenditures within the CE DSPS budget are approved by the DSPS Dean. The District Director is available when there is any clarification needed on the proper use of funds. Title 5 guidelines are used for referencing these expenditures. Deaf and Hard of Hearing (DHH) funds are coordinated through the District DSPS Office, and 5% of the college effort stays in the District DSPS Office to cover office supplies and other minor operating expenses.

4. Identify the process for completing the DSPS Year-End Report and relationship to the District's year-end program accounting.

The DSPS District Director is responsible for working with the Grants and Contracts office to align the reports correctly. This is complex because the District identifies CE as a separate institution, but reports are submitted with Miramar College and CE expenditures combined. This occurs because the State only recognizes the three colleges, and not CE as a separate institution. Final reports are available to each college and CE site.

5. Identify the process for tracking and documenting Deaf and Hard of Hearing Allocation funds expenditures, if the college receives these funds, and the required college match.

The college regularly receives DHH funds as they become available. The Interpreting Services Office is a District office operation that is coordinated to provide services throughout the colleges and CE sites. DHH funds are maintained in a separate account. As the District has received over $500,000 this past year, the funds have been entirely used for direct interpreting, transcribing and real-time captioning services to students. The District has provided the proper match for this funding, which is over $125,000. DHH services exceed $1 million in the District. Reports on numbers of hours of service (over 100 hours per day in some cases), numbers of interpreters, costs of scheduler and supervisor times are all maintained at the District location.

6. Describe how the college utilizes the funds in the DSPS allocation for *Access to Print and Electronic Information* and funds from other sources, to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities.

The three colleges receive money for ATS positions that have been rolled into their base allocation. This is distributed to the colleges at the rate of $61,744 per college. CE covers the cost of their ATS position with its FTES funding, as no additional funds have been allocated. These funds support provision of access technology and alternate media coordination on each campus/site. The ATS also works with CE to support Distance Education and Webmaster activities to ensure awareness of and compliance with all guidelines for access.

The additional Access to Print funds ($79,308 for the District) is kept in the District Office and is utilized to assist in the coordination of District wide captioning of educational materials, such as videos and DVDs. The District maintains a fulltime position to contact publishers and agencies as needed.

7. Describe the procedures for recording the student's minimum four service contacts per year that are required in order to receive funding, and the process of verifying and reporting those service contacts to MIS. *[Title 5 – 56062]*

The DSPS counselors maintain a record of service contacts in the file for students enrolled in on-campus classes. The senior clerical assistant enters this data into the DP screen on ISIS throughout the semester. For students enrolled in off-campus classes, the service contacts are entered into ISIS by the senior clerical assistant at the end of each semester, with verification by the DSPS Dean. At a designated date following each semester, the CE DSPS MIS data is reported to the state.

8. In general, describe the DSPS funding allocations formula and its elements. Understanding the formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements, including weights assigned by disability category. Would your college like to request technical assistance in this area?

The DSPS allocation is based on the weighted student count, which comes from the number of professionally verified students served in each disability category. Additional funds are allocated based on the FTES earned for special classes. DHH funds are received based on student need and the ability to match the funding on a 1:4 ratio. Limitations on allocation decreases/increases are made at 95% and 105% of the previous year. COLA and Growth may be provided based on legislative action and vary each year. The reimbursement of College Effort is made using Program Accountability and Development Services funds that may not have been spent, or returned allocation funds from other colleges. The amount of reimbursement will vary and is determined by the availability of any funds. The SDCCD also provides District effort on a regular basis to meet the demands of students with disabilities and the service costs associated with 504 and ADA compliance.

5. Other

1. Describe other areas or departments on-campus you coordinate with to provide services to students served by DSPS.

DSPS is well integrated in CE. To provide the best services to students, DSPS coordinates closely with Student Services/Matriculation, CalWORKs, BSI, Program Chairs and Instructional Deans, the Public Information Officer, the Webmaster, the Information Technology Department, and the Office of the President and Vice Presidents of Administrative Services and Instructional and Student Services. In addition, we interface regularly with the District DSPS Office for interpreting, captioning, budget support and the WorkAbility III Program.

2. What type of training would you like to receive in order to improve the efficiency and performance of your college's DSPS program? Please describe all DSPS related training needs as you see them.

Additional training would be helpful in the following: Title 5 and disability verification, use of the SEC, working with faculty to provide accessible work stations in all computer labs, new trends in assistive computer technology, universal design and emerging disabilities.

Matriculation

A. Management Information System (MIS) Data Reporting

1. How is the categorical program director involved in the review of MIS data before it is submitted to the System Office?

In 2007-2008 the Matriculation (MC) screen was developed for CE by SDCCD. Counselors received training to do the data entry into the SDCCD ISIS MC screen. Spring 2008 was the first reporting period in which the screen was used. The MIS Data reporting years 2004-2007 show no data for CE. The categorical program director (dean) first received the Spring 2008

SDCCD data in August 2008. An ongoing formal system to review data before submission needs to be established between the District and the dean in CE.

2. <u>Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?</u>

As indicated in the response to question 1, no data was reported for the years 2004-2007 yet the full range of services was provided to all students in the non-credit matriculated programs and classes. The CE data sent in for Spring 2008 appears to match the number of CE students served in the areas of orientation and assessment. These areas are automatically populated based on enrollment into certain matriculated classes. Other data fields appear to have lower numbers than the service level provided. This may be a training area needed for the counselors, to make manual input a regular procedure as students are being served.

3. <u>If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.).   Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.</u>

As referenced in response to question 2, this may be a training issue: ensuring counselors document activities as they take place by manual input into ISIS. The future hope is data entered into the Scheduling and Reporting System (SARS) could upload into ISIS, which would decrease the need for manual input by counselors as services are delivered.

B. Access

1. <u>How does the program compare with the total college demographic data?</u>

Since the majority of CE's program areas are served by non-credit matriculation (excluding Older Adult/Emeriti and Health and Safety) the matriculated students' demographics reflect of the CE student population. If the older adult population were removed from the statistics, the impact would be a lower percentage of students 55 years of age or older in the matriculated areas. Reports to compare these data have been requested, although this has not been a report regularly run by SDCCD.

2. <u>Describe the areas where you have concerns about access.</u>

Presently, there are no concerns regarding access.

3. <u>Please describe any plans in place for improving access</u>.

Not Applicable

4. <u>What programs and services do you feel specifically contribute to student access at your college? Why?</u>

The matriculation plan defines services to be delivered to all non-credit matriculated programs. Access is contributed to by following, reviewing and upating this plan and serving students at six main campuses as well as at many off-campus locations

C. Progress

1. How well do the students served by your program perform compared to the total college population?

As noted previously, all of CE non-credit students in the matriculated areas defined by the state are served. We have not compared those served and not served as the process is presented and utilized by almost 100% of those enrolling in matriculated classes and programs.

2. Describe areas where you have concern about student progress.

Progress is defined differently depending on the student's goals and the instructional program and is representative of the unique nature of non-credit education. Data are collected and have been included in this report regarding the number of certificates and diplomas/GEDs awarded. No specific concerns are currently identified.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

CE's well developed and implemented matriculation plan, based on cross- campus, cross-discipline, instructor /counseling and management input contributes to the progress of students. All counselors being knowledgeable about the goals of matriculation and carrying out the comprehensive delivery of services as teams within their campus and as part of CE as a whole contributes to the institutional goal achievement. More data is needed and in addition a research plan and evaluation if *specific* programs within the matriculation plans were to be compared and evaluated. Special initiatives currently include BSI pilots, Immigrant Professional Transfer Academy, S.T.E.P. (a new "transitions" counseling program at one campus) and Career Development Services.

D. Success

1. How well do the program students perform compared to the total college population?

As noted, all students in matriculated classes receive services. In Fall 2007 (per "Facts on File"), the following diplomas and certificates were awarded:

Joint H.S. Diploma	365
GED Certificates	188
Vocational Certificates	623
TOTAL	1,176

The ESL program has a comprehensive system of reporting benchmark achievements of ESL students (CASAS) at all ESL levels.

2. Describe areas where you have concern about student success.

There is a lack of standardization for defining various "student success" outcomes in non-credit education. Better specific research design is needed to determine outcomes related to students' informed goals and to measure the effectiveness of specific interventions.

3. <u>What programs and services do you feel specifically contribute to the success of students at your college? Why?</u>

Same as C. 3 above

E. Student Learning Outcomes

1. What are the SLOs for the program?
2. What process was used (or plan to use) to develop these outcomes?
3. What types of activities are you conducting in order to achieve these outcomes?
4. How are you assessing the achievement of the outcomes?
5. How have you used the assessment information to improve the services?

CE is accredited by the Commission for Schools which is division of Western Association of Schools and Colleges. As such, ESLRs have been utilized as opposed to SLOs and are part of the school accreditation process. Recently, CE has decided to depart from ERLRs and adopt SLOs. To further this effort, a SLO Coordinator will be appointed by the Vice President of Instruction and Student Services.

F. Compliance

1. Student Eligibility

<u>Please provide a copy of your Board approved exemption policy for Matriculation.</u>
CE does not have an exemption policy.

2. Student Services

Admissions
<u>Are there significant student populations on-campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?</u>

In the "Facts on File 2008-2009" overall enrollment in CE was 70,227. In Fall 2007, 17,579 students studied ESL. Materials are available in other languages. CE has an ESL brochure with a message in Spanish, Vietnamese, and Somali. These same paragraphs are in the class schedule. There are also flyers in Spanish, especially for Citizenship classes. CE's application/registration form is in English. Assistance in completing the registration form is given to those at the beginning ESL levels. All ESL students receive non-credit matriculation services in CE. Intermediate to advanced level ESL students have been the recipients of the most focused and organized services by counselors, since they have some proficiency in the English language. In Spring semester 2008 there were 4,808 intermediate to advanced level ESL students receiving services. In a year approximately 14,412 intermediate to advanced-level ESL students receive matriculation services from counseling.

Orientation
1. What modes of orientation are available to students?

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

2. What topics are covered in orientation?

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

Is there a script, PowerPoint presentation or outline available?

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

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

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

Assessment
1. Are all validation studies for the college's assessment instruments up to date?

ESL is the largest subject area by number of enrollments in CE, constituting approximately 42% of the overall FTES. In 2008, CE's ESL department participated in a validation study of the CASAS testing used for ESL placement. We are currently waiting to hear if formal approval has been finalized for this placement test.

Prior to 2007, many non-credit matriculation programs in California believed that since assessment instruments were used by counselors to initially place students into classes, in an advisory capacity, that formally validating assessment instruments was not required. No students were prevented from entry into classes of their choice. As it became understood that non-credit did need to also validate any formal assessments being utilized, CE began this process. This is an area CE will continue to address and has begun to do so with the above-mentioned participation in ESL assessment validation.
The other program areas using assessment are the H.S./GED program and most vocational certificate programs. Currently the Test of Adult Basic Education (TABE) is being used for initial class placement. No one is prevented from taking classes due to assessment results though

if they are lower than recommended by the instructors, students will be guided by a counselor to work on basic skills prior to entering or concurrently with attending vocational training.

In 2007-2008 CE implemented pilots in the Basic Skills area and developed an institutional action plan related to the Academic Senate's state-wide BSI. Faculty in this area began to explore which assessments might best work for these BSI programs for pre-post testing and placement. As student services has also been closely involved with implementation, resolving the assessment test usage will also address test validation (per matriculation) as well as which assessments best serve the students in the BSI programs. Determining preferred tests to use is currently under review by the BSI Steering Committee, and those involved with the pilots. Counselors and instructors are directly involved in this effort.

2. Describe the multiple measures and how they are regularly used for placement.

Assessment is a holistic, comprehensive process in CE's matriculation program and is used in an advisory capacity to guide the student's initial placement into classes. The counseling appointment is a key part of this process. Counselors review education history and success, support services needs, and student's motivation. Skills checklists are employed in certain matriculated programs. Employment history is reviewed. In ESL, in addition to the formal appraisal, speaking and writing measures are used to assist in correct placement. Another key element is instructor input and collaboration with counselors to provide understanding of course requirements and what a "successful" student might look like. Counselors will follow up about a student's progress after initial placement into a class and based on performance the student may switch classes in a short time period, based on their progress and goals.

3. Identify the test instruments used for placement.

In ESL the CASAS appraisal is used for placement. In High School Diploma/GED/ABE classes, the TABE is used for initial placement into class and currently as a pre-test and post-test instrument. In Vocational classes, the TABE is also used.

Counseling and Advising
 1. How do you address the counseling needs of:
   - Students who speak languages other than English?
     The counseling department has six counselors who are fluent in Spanish. In languages other than Spanish, there is staff able to assist when needed. At the beginning ESL levels, intensive counseling service needs are addressed by referral to community agencies. Counselors keep up-to-date on community agencies and services to address student needs.
   - Evening/weekend students?
     Per program need, counselors are assigned to work weekends and evenings
   - Students attending summer or inter-sessions?
     Not Applicable for CE
   - Students who are only distance education students?
     Not Applicable

   - Other students who seek online counseling support?
     Not Applicable

2. Describe how paraprofessionals are used in the provision of counseling/advising services.
Not Applicable

3. Describe the activities associated with developing Student Educational Plans (SEPs)

- At what point in the counseling/advising process is the SEP initiated?
- How many SEPs are written by counselors or advisors each term?
- How often are the SEPs reviewed and updated?
- Are SEPs available in an electronic format?

Education Plans in non-credit are initiated by counselors after assessment and orientation. There is not one education plan for all matriculated areas. All students pursuing H.S. Diplomas have an education plan. All vocational certificate program students receive an education plan. Vocational, ESL and GED students have varying needs in terms of an education plan. CE counselors would like to develop a common plan for each program to meet the education plan needs within those programs. The number developed had not formally been tracked until the ISIS MC screen was developed. The input and reported numbers for Spring 2008 do not appear to reflect the number of plans developed by counselors as explained earlier (not being input into ISIS consistently). CE does not have one electronic version of an education plan. Counselors are now meeting to develop plans (for GED and vocational programs).

Student Follow-Up
Describe the follow-up services provided for students who are in probation or dismissal status, basic skills, undecided, provided by the college:

- How are students selected for follow-up?
  Students are selected by instructors contacting counselors, by self-report, and by following up regularly by counselors visiting classrooms (Basic Skills, ESL, CTE, BIT, per the matriculation plan)
- How do instructional faculty participate in follow-up?
  See above
- Does the college utilize an Early Alert Program?
  No

3. **Program Requirements**

Coordination and Training
1. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.

Responsible: The Dean, Student Development & Matriculation, under the direction of the Vice President, Instruction and Student Services, is responsible for the components of the matriculation plan. The dean is kept updated by communicating with the Vice Chancellor of Student Services and by District Grants and Contracts and CE's Business Services staff. In addition the dean is kept up-to-date by State of California's website, attendance at state-wide matriculation meetings, and sharing of information at Region X local matriculation meetings.

2. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)?

Training takes place as part of new hire orientations, regularly scheduled discipline department meetings, Program Chairs meetings, BSI meetings, and District-level trainings.

Research and Evaluation
1. Describe the resources available and committed for matriculation research.
2. Describe the research agenda supporting matriculation and what studies have been completed.

SDCCD's Office of Institutional Research and Planning has not had researchers dedicated to CE nor to specific matriculation research for CE. In 2007 CE formed a new CE Research Committee to develop institution- wide (for CE) research priorities with the hope of SDCCD also hiring a CE-focused researcher.

At this time no specific matriculation studies have been developed. Studies on non-credit to credit migration have been done in the recent years which are available in SDCCD's "Facts on File" 2008-2009 edition.

Prerequisites, Co-requisites and Advisories on Recommended preparation
 1. Are there local board-adopted policies governing prerequisites?
 2. Have all prerequisites been approved by the curriculum committee?
 3. Does the college follow the Model District Policy?

CE (non-credit) does not have prerequisites.

4. **Funding, Expenditures and Accountability**

The credit and non-credit Matriculation funding formulas are complex and comprised of different elements with different weights and matching requirements.

1. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/District allocation(s)? Would you like technical assistance in this area?

Yes, familiar. Technical assistance is needed: We would like technical assistance to clarify how the State determines the number of students attending less than 48 hours and more than 48 hours.

2. How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?

The dean is part of the approval process, which includes three levels of verification: Dean, CE Business Services, & District Grants and Contracts.

3. <u>Describe the process for developing and approving the Matriculation Budget and Expenditures.</u>

CE has had historical matriculation plan spending patterns year to year since 1998. The local budget development process includes the matriculation advisory committee under the direction of the Vice President of Instruction and Student Services and the Dean of Matriculation in coordination with Business Services. Costs are primarily salaries and benefits for student service personnel (counselors, student services assistants, & assessment staff), with District Grants and Contracts providing oversight with the Board of Trustees final approval.

4. <u>Identify the process for completing the Matriculation Year-End Report and relationship to the District's year-end program accounting.</u>

The expenditure report is developed by CE Business Services staff in collaboration with the dean.

5. Other

<u>With which other departments or areas on-campus do you coordinate to provide services to students</u>?

DSPS, CalWORKs, instructors and deans of matriculated programs, all six campuses and some off-campus locations, Career Development Services, Business Services, and management meetings.

IV. Effective Practices and Opportunities for Improvement

CalWORKs

A. <u>What is working well?</u>

The CE CalWORKs program has distinguished itself from its counterparts in the County of San Diego by offering superior student support services and training programs. We have developed efficient and effective working relationships within CE and have earned our outstanding reputation with SDHHSA for providing quality educational programs and student support services. We are also recognized for being both responsive and cooperative. Our case management component is comprehensive and addresses the total needs of the student.

B. <u>What areas need to be addressed more effectively?</u>

We currently have no areas that could be addressed more effectively. Our current focus is on refining the MIS process.

C. <u>Any exemplary practices and services that may be replicated by other colleges?</u>

- The case management and Work-Study components are effective and are easily replicated.
- Through the combined efforts of the Intake Coordinators and Job Developers, CalWORKs students are given the opportunity to learn about current industry needs and link education to life long learning and career opportunities.

D. <u>Any successful pilot projects implemented by your program?</u>

None at this time.

Disability Support Programs and Services (DSPS)

A. <u>What is working well?</u>

- DSPS special classes provide an excellent opportunity for students from diverse backgrounds to meet their educational and personal goals. They open the door for students to be on a CE campus and to interact with peers who share similar goals and challenges, as well as with the broader community.
- Providing DSPS classes at agency settings and other community locations allows access for students who cannot get to campus or whose disabilities are more severe.
- The District Interpreting Services Office does an excellent job of providing services to Deaf / hard of hearing students.
- DSPS faculty involvement in numerous CE committees allows for excellent integration and inclusion into CE as a whole.
- Skilled DSPS counselors, faculty, LD Specialists and ATS are well respected and provide quality services in CE.

B. <u>What areas need to be addressed more effectively?</u>

- Continued faculty in-service training by DSPS is needed regarding the referral process, DSPS services, LD testing/resource and provision of assistive technology.
- The assignment of DSPS counselors to each campus requires accessible and private office space.
- Designated space for DSPS classes, testing and a High Tech Center needs to be identified.
- An evaluation of current staffing levels (instructional and counseling) needs to occur as program growth continues.
- Continued communication to improve working relationships with local high school transition programs is needed.

C. <u>Any exemplary practices and services that may be replicated by other colleges.</u>

- The CE ABI Program could be replicated in other non-credit programs. This exemplary program, highlighted in a front page article in the San Diego Union Tribune in April 2007, is known throughout the state for providing comprehensive instruction and counseling support to nearly 350 students this past year. Offered at four locations, including the new collaboration at the San Diego Naval Medical Center noted below, instruction includes mini courses in organization and time management, study skills, critical thinking, anger management, the brain and stress reduction.

- The DSPS Resource Program was established several years ago and has continued to grow in collaboration with BSI. Strong involvement in the ABE, High School Diploma and GED Programs has increased services to students with disabilities, and allowed for a vital link for LD referrals. Provision of LD assessment, small group basic skills instructional support and assistance in submitting accommodation requests for GED testing are important components of the program

- DSPS and regular counselors formed a committee and collaborated to develop and disseminate a <u>Crisis Prevention and Intervention (CPI) Guide</u>. This fold out guide (produced with Matriculation funding) was developed to provide support to faculty and staff when dealing with students in varying levels of crisis. The guide is posted in classrooms for easy access. Due to the excellent work done by this committee, the SDCCD Student Services Council is interested in replicating the CPI guide for use in the three colleges.

D. <u>Any successful pilot projects implemented by your program.</u>

- An innovative collaboration between DSPS and VESL resulted in the enrollment of over 20 students who are Deaf and Hard of Hearing in a mainstream VESL class at the Centre City campus. The instructor, DSPS counselor, interpreters and Deaf support staff are involved daily in assisting students to make progress toward their goals. The Deaf students work closely with their non-disabled peers to improve basic skills in English and math. Grouping Deaf students together in one class resulted in a huge cost savings in interpreting services, while also providing a classroom environment conducive to effectively integrating disabled and non-disabled students.

- The collaboration with the San Diego Naval Medical Center to provide a Cognitive Retraining/ABI class to returning service members has been a successful pilot project. Started in summer 2007, this program has provided valuable educational and psychosocial support to service members with traumatic brain injuries incurred in Iraq or Afghanistan. Regular communication with the Neuropsychologist, Speech Pathologists and other support staff at the hospital has resulted in a well integrated program. DSPS faculty were pleased to be included in a panel presentation on services to Veterans at the recent CAPED Conference in October 2008.

Matriculation

A. What is working well?

The following are examples of things that are working well:

- In spite of the fact that there are six unique campuses, counselors at all six campuses follow the plan of providing an organized and consistent set of procedures, offering orientation and assessment to all students in matriculated classes and programs. This is presented to enrolling students in a seamless manner. It is simply the first step in admissions into these CE classes.
- Counselors in CE meet regularly as one group under the leadership of the Department Chair. This includes CE's DSPS counselors. All share information including orientation handouts, PowerPoint's and DVDS, and operating procedures. There is an ongoing attitude and approach of innovation and improving what is currently in place. There is a shared computer drive available to all counselors where these materials are able to be stored and are available.
- One counselor from each of the six campuses is a member of the Matriculation Advisory Committee, ensuring sharing of information about the Matriculation Plan.
- The Matriculation Advisory Committee has regularly scheduled meetings. The committee includes representation from each of the instructional programs served by non-credit matriculation.
- Business Services and the Dean of Matriculation work effectively together and have regular communication regarding the budget.
- The understanding of matriculation is part of the development of new institutional initiatives such as the BSI.
- The deans of all three categorical programs have a strong collegial relationship, have regular contact, and focus on the benefits of the programs to all students in CE.

B. What areas need to be addressed more effectively?

- Additional development of distinct Student Education Plans (SEP) effective for non-credit students.
- Focused research & evaluation efforts once a CE-focused researcher is hired by SDCCD.
- Continued assessment validation for H.S. and vocational programs.
- Expansion of sharing matriculation information with broader segments of CE.

C. <u>Any exemplary practices and services that may be replicated by other colleges.</u>

- ESL's "managed enrollment" program; we are presently evaluating the effects and success of this versus purely "open entry" admissions procedures.
- Virtual community (E News) established for student attending BIT classes. Students stay connected and build their education planning. A counselor at North City campus maintains this service and communicates regularly with students.
- Intensive counseling services, in class, with students identified to be in Basic Skills cohorts.
- Counselor led workshops weekly in BSI pilots: goal setting, motivation, decision-making, dealing with change, dealing with difficult people. Students show up in greater numbers, knowing in advance the counselor will be presenting, often on a Friday.
- In BSI pilots, counselors and instructors form a strong team including regularly scheduled meetings to discuss progress and situations of students.
- Transitions programs
  - CE Day at the Colleges: Every semester students are brought by counselors at their six CE campus, from CE to one of the three credit colleges (Mesa, City, and Miramar) to give them an opportunity to see for themselves a college campus and specific highlighted programs at that college. This serves to inspire those students about their future education options and gives them connections and concrete information.
  - Immigrant Professional Transfer Academy: focuses on a specific cohort of immigrants who have advanced degrees from their home country. This forms a support community among students. Students learn specific work and education information about the U.S. Success follows in terms of transitions to work and to higher education. Students often become "ambassadors" for CE, in the community. A counselor leads this "workshop"- a series of eight three-hour classes
  - S.T.E.P.: a new program identifying all students who have a goal of transitioning to credit classes. A counselor is developing this currently with a full array of services, at the Centre City campus.

- Career Development Services (CDS)
  - Comprehensive workshops presented in vocational classes and to BSI pilots.
  - Weekly workshops with rotating job search topics at five campuses.
  - Calendars of upcoming workshops at all campuses and in the classroom.
  - Well-connected with workforce community and participates in local career fairs.
  - Students have access to Jobing.com-sponsored online job board.
  - Students are assisted in unemployment appeals claims if it is related to them being able to continue their vocational training. This leads to better retention.
  - Organizes mini-career fairs for students for specific vocational programs, such as Certified Nurse Assistant and Office/Administrative students.
  - Writes and publishes quarterly CDS|JobNews newsletter.

D. <u>Any successful pilot projects implemented by your program.</u>

Many of these are explained more fully in "C", above.
- BSI pilots (six currently) where counseling is a key component
- Immigrant Transfer Academy
- E News (NCC)
- CDS (workshops, pep talks, career mini fairs)
- S.T.E.P. transitions services

V. Planning Agenda

CalWORKs

Intake Coordinators will conduct a pre and post intake assessment survey to assess the students' knowledge of the CalWORKs SLOs. The survey will be conducted in Spring of 2009, and will be offered to all new and continuing CalWORKs students. Based on the findings of the survey, the CalWORKs program will evaluate, develop, and implement new strategies.

Job Developers will establish WST partnership with the County Employment Specialists to expand WST opportunities for CalWORKs students. This will be accomplished by attending monthly meetings at the SDHHSA Job Club orientations in to collaborate with the Employment Specialists. Additionally, this will allow us to expand our employer base and develop additional WST opportunities. This will be accomplished during the Spring 09 academic term.

DSPS

The planning agenda for DSPS is contained in the recently submitted Program Plan (See Supplemental Materials). This plan outlines both long term and short term goals, including objectives, expected outcomes and relevant activities. The plan states the DSPS mission and outlines ways to improve services to students.

Some specific areas of focus are briefly highlighted below:

1. Develop and disseminate a DSPS brochure to increase visibility of and information regarding DSPS classes and services.
    - Workgroup of counselors and Program Chair will develop a brochure and submit to DSPS Dean for review and final approval.
    - Timeline: completion by June 2009

2. Develop and disseminate a Student Feedback Survey to gather information on student satisfaction and potential areas of growth for DSPS.
    - Workgroup of interested instructional faculty, counselors, Program Chair, DSPS Dean and a representative from the Research and Planning Office will develop a survey, and establish means for delivery, collection and analysis of data.
    - Timeline: completion by September 2009

3. Review and update DSPS course outlines to meet District and state guidelines.
    - DSPS Program Chair and appropriate instructional faculty will review and revise active course outlines, and identify and de-activate course outlines which are no longer used.
    - Timeline: completion by June 2010

4. Resolve DSPS facility needs in CE to provide a DSPS office, testing and classroom space at each campus, and to establish a High Tech Center.
    - DSPS Dean, counselors, instructional faculty and classified employees will provide input to all Prop S and Prop N planning committees, and to CE administration to identify existing space or plan for new space as needed.
    - Timeline: ongoing

Matriculation

The overall planning agenda for CE's non-credit matriculation services is contained in the annually -submitted matriculation plan. This plan states the plan to provide services at six campuses to all students entering the programs eligible for matriculation services including orientation, assessment, and counseling. The plan also specifies specific objectives for each of these program areas to ensure access, progress and success.

Some specific areas to be focused on are highlighted below:

1. Develop newly revised SEPs for each discipline served by matriculation.
   - Counselors will develop education plans for distinct disciplines: GED, Parenting, and Vocational Programs.
   - Timeline: completion by June 2009

2. Assessment Validation for ABE and Vocational programs.
   - Instructors and counselors will identify assessments to be used for programs.
   - Dean will seek technical assistance to guide the process to validate TABE should it be resolved this is the desired instrument for assessment.
   - Resources needed: May include State assistance (technical) and consulting with those who have been through the test validation process in similar disciplines.
   - An "assessment" coordinator may be needed for this project.
   - Timeline: completion by December 2009

3. Determine Research projects/needs (quantitative and qualitative) in alignment with accreditation self–study.
   - Counselors, instructors, and management determine quantitative and qualitative research needed to evaluate effectiveness of services and programs. This will serve as part of the evaluation of the student support services area, needed for both accreditation and for assessment of matriculation services.
   - Resources needed: CE-focused researcher and Institutional Research department support. Collaboration with the dean who chairs CE Research Committee.
   - Timeline: December 2009

4. Ongoing review of data input/training needs for counselors and student services staff.
   - Counselor will report on status of data input processes.
   - Dean will review internal and State data reports for accuracy.
   - Dean and counselors will determine training needs.
   - Dean will coordinate with District Student Services department to arrange for any training needed.
   - Timeline: June 2009

5. Develop more formal annual plan and reporting of coordination and training.
   - Dean in collaboration with Matriculation Advisory Committee will develop and plan to present relevant matriculation information to all appropriate segments of CE.
   - Resources needed: None needed.
   - Timeline: June 2009

VI. Implementation and Technical Assistance

CalWORKs

    A.   <u>Is there any training or technical assistance that you believe would improve the effectiveness of your programs?</u>

        The CalWORKs program staff is looking forward to attending training that will help facilitate and expedite the verification process of CalWORKs students through the CalWIN system.

    B.   <u>Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs at your college?</u> (optional)

        None at this time.

DSPS

    A. <u>Is there any training or technical assistance that you believe would improve the effectiveness of the student service programs?</u>

- Training or technical assistance regarding the interpretation of Title 5 as it relates to the guidelines on eligibility and disability verification.
- Training to provide a better understanding of Universal Design so that it can be implemented more widely in CE.
- Training for regular faculty and administration regarding the need for accessible work stations in every computer lab.

    B. <u>Are there any laws, regulations or other requirements that you find problematic in implementing any of these programs at your college?</u>

- A better understanding of ADA and legal requirements so that DSPS counselors can be more effective in handling concerns of mainstream faculty.
- Guidelines/restrictions regarding the use of non-academic non-classified hourly employees who serve as classroom instructional assistants causes difficulty in maintaining program quality.
- Disproportionate funding per disability (weighted student count) needs review at the state level as funding for students with psychological disabilities is too low.

Matriculation

    A. <u>Is there any training or technical assistance that you believe would improve the effectiveness of your programs?</u>

- Assistance with the process of validation of assessment instruments for Adult Secondary Education, and Vocational programs
- Suggested areas and methods of research to show matriculation services effectiveness. Shared results from the State of previous matriculation-related research studies.
- In non-credit, determining additional measures of success given the variety of programs available and goals of the non-credit student.

- Samples from the State of non-credit education plans in use.

B. <u>Are there any laws, regulations or other requirements that you find problematic in implementing any of these programs at your college?</u>
No

VII. Supplemental Information (PLEASE SEE ACCOMPANYING BINDER)

  A. College-wide Information
    1. College Application
    2. College Catalog
    3. Class Schedule
    4. Student Handbook
    5. Student Equity Plan
    6. Student Services SLOs

  B. CalWORKs
    1. County verification form for cash assistance.
    2. List of what is maintained in a CalWORKs student file.
    3. List of county approved degree and certificate programs.
    4. Forms used in CalWORKs (i.e. CalWORKs eligibility verification, intake/needs assessment, educational plan, student class schedule, CalWORKs progress review, workability agreements)
    5. CalWORKs SLOs

  C. DSPS
    1. DSPS Program Plan
    2. Approved list of DSPS credit/non-credit special classes.
    3. Policies and procedures for special class repetition, accommodation requests and academic adjustments, suspension and termination of services, assessment and testing, access for students with sensory disabilities.
    4. Emergency Preparation and Disaster Plan for students with disabilities.
    5. Forms used in DSPS (i.e. DSPS application, release of student information, disability verification, student educational contract, educational accommodations)
    6. List all of the elements retained in the DSPS Student File and provide the record retention period for each item contained in the student file.
    7. DSPS SLOs

  D. EOPS/CARE Not Applicable

  E. Matriculation
    1. Matriculation Program Plan
    2. Orientation outline or presentation.
    3. Matriculation SLOs

VIII. Appendix