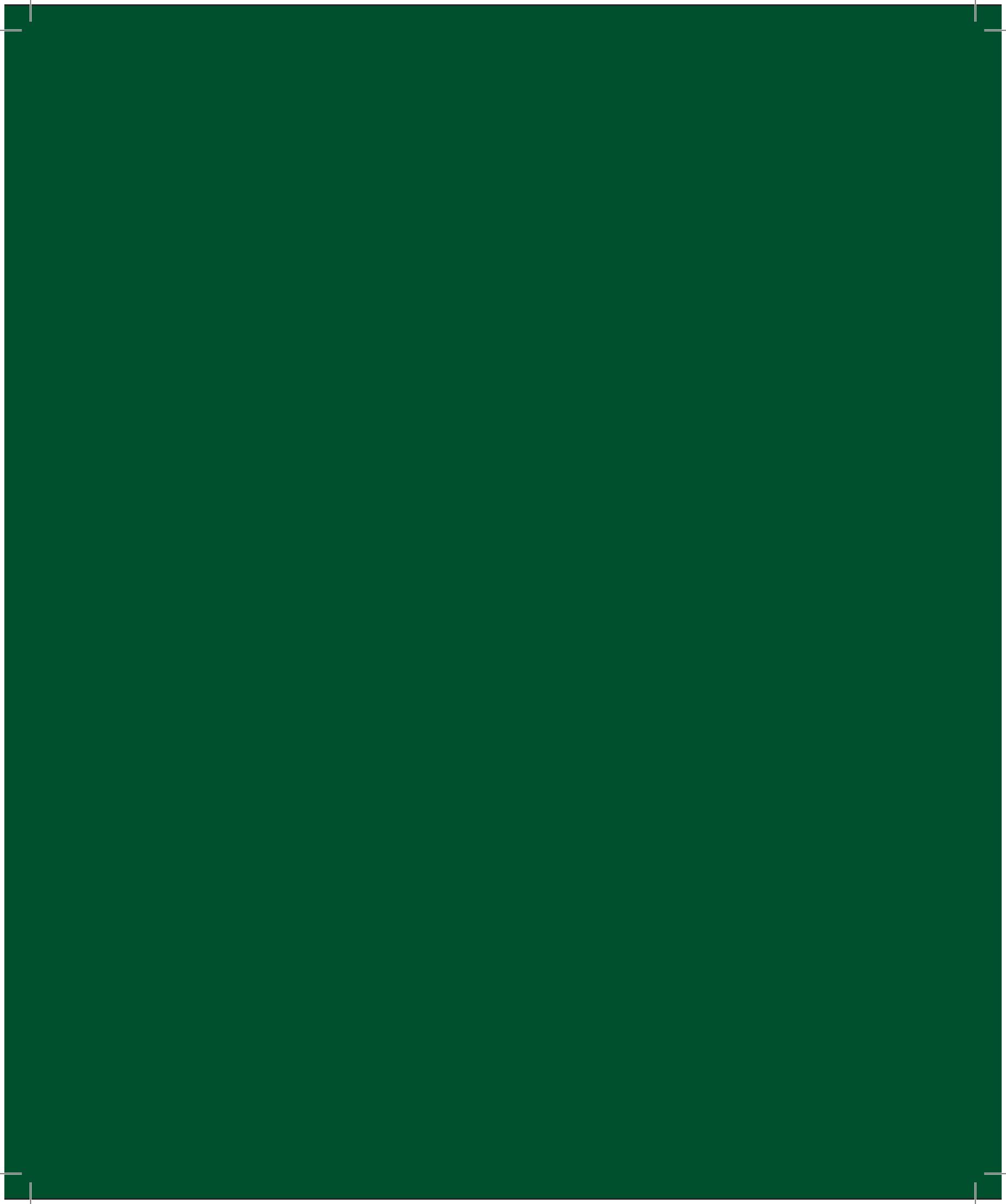


# 6 School of Continuing Education





School of  
Continuing Education  
North Orange County Community College District

*Where Learning Never Ends...*

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## Letter from the Provost //



The NOCCCD Comprehensive Master Plan (CMP) is the culmination of more than a year of collaborative planning and research involving the School of Continuing Education (SCE) and external communities. The CMP planning started at a point when SCE had just completed a number of major construction projects utilizing Measure X bond funds. These funds enabled the construction of the first dedicated building to be used by SCE students in the District's history. This new building is located on the Cypress College campus and is complemented by the newly remodeled second floor of the Cypress College Technical Education II building. In addition, SCE's historical Wilshire Continuing Education Center was renovated which included adding a 5,000-square foot administrative building to the Center. Three floors at the Anaheim Campus were also remodeled for SCE instructional space.

Completion of these construction projects has enabled SCE to focus on educational planning for SCE. This planning was guided in all aspects by the needs of the community that SCE serves. The institution prides itself on its responsiveness and agility. As a result, input from community leaders was a vital part of the option and solution development process. The educational planning process for SCE coincided with a Western Association of Schools and Colleges (WASC) accreditation self-study and visit, resulting in a particularly thorough analysis of institutional strengths and challenges.

In the course of this planning process, SCE reaffirmed its commitment to Basic Skills, Career Technical Education, high quality student services, and serving the needs of the entire community. SCE takes pride in its various roles including serving as a gateway to college, facilitating re-careering for employment, and educating new citizens. Expansion of the High School Diploma Program is certainly evidence of this philosophy. The notions of pathways and transitions permeated all of the planning activities and documents. Transition to Cypress and Fullerton Colleges through articulated pathways remains a key element of SCE's future planning efforts. The Comprehensive Master Plan provides an excellent foundation for the evolution of student bridges between the District's institutions.

I would like to thank and congratulate all of the SCE staff and NOCCCD community members who made such thoughtful contributions to this plan. I would also like to acknowledge HMC Architects for providing the structure and guidance needed for bringing the project to completion. A valuable living document, the Comprehensive Master Plan expresses a shared vision for future planning and expansion.

Yours truly,

A handwritten signature in black ink that reads "Christine Terry". The signature is written in a cursive, flowing style.

Christine Terry  
Provost  
School of Continuing Education

BUILDING 200



BUILT BY  
UNITED STATES  
WORK PROJECTS  
ADMINISTRATION  
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## Educational Plan

# Program Descriptions //

### Overview

The general format for each description includes an overview of the department, current issues or concerns, and plans for the future. There are some variations depending on the amount of information contributed. The program summaries are a collection of future-oriented opinions and provide information about trends and projections affecting each discipline. These future plans, trends, and projections are critical to the Facilities Plan portion of the Comprehensive Master Plan. The focus of these program descriptions in the Educational Plan portion of the Comprehensive Master Plan is to anticipate changes for the next ten years. While each of these programs has staffing, facility, and technology needs, these needs are mentioned only briefly and only when necessary as there are other campus venues for expressing such needs. The instructional programs will be listed first followed by student services and support services.

Since the School of Continuing Education is the noncredit arm of the North Orange County Community College District, there are three different forms by which courses can be offered. The terms and definitions are: apportionment, which applies to courses that are eligible for reimbursement by the state. These courses are free to students and are funded based on positive student attendance; tuition, which are courses that are self-supporting by virtue of fees paid by the students; and TDI which indicates that while some courses are grant-funded, others are offered through contract education or fee-for-service agreements with private industry and public agencies.

### Instructional Program Descriptions

The instructional programs that support students in the School of Continuing Education include the following:

- Basic Skills
- English-as-a-Second Language (ESL)
- High School Diploma
- Lifeskills Education Advancement Program (LEAP):
  - / Family and Consumer Sciences
  - / Parenting
  - / Fine and Applied Art
  - / Kids' College and Teen
  - / Mature Driver
  - / Older Adults
  - / Physical Fitness
- Training Development Innovation Center (TDI)
- Vocational/Career and Technical Education (CTE)

## Educational Plan

# Program Descriptions (cont'd) //

### Basic Skills

The **Basic Skills** Program offers instruction in a hands-on, individualized lab setting combined with tutoring, classroom pullout instruction, multiple media, and counseling. Basic Skills Learning Centers are open-entry labs where students receive assistance in gaining skills to attain personal and educational goals by working with faculty, staff, and tutors in small groups or one-on-one in a variety of subjects such as math, grammar, and reading. Computers are available for online instruction and assessment. Basic Skills Learning Centers are located at all three SCE campuses.

Faculty believe that their best student success practice is providing individualized instruction, tailored to a student's specific learning modality, and providing the student ample time to master a certain skill or learn a new concept.

The SCE Basic Skills Program has a high student success rate. At the District-wide retreat that explored four major issues facing the District, participants discussed many of the significant issues related to student completion of their basic skills requirements at the colleges and at SCE. Participants agreed that stronger relationships between credit and noncredit basic skills programs should be forged. Collaboration of credit and noncredit faculty is the key to the establishment of stronger connections and effective student pathways in basic skills, coupled with significant administrative support leading to the development of articulation pathways. Initial discussions on such a collaboration between credit and noncredit program representatives should be engaged as soon as possible in each of the basic skills disciplines. Continued research and faculty dialogue will be required to define the appropriate roles for SCE and the colleges as it is determined how best to serve the needs of students who place into the lowest levels of basic skills.

The Basic Skills Program faculty believe that new or revised courses will need to be developed to meet the needs of the various students that will enter the program over the next ten years. The department would like to see the development of a teaching/learning institute where faculty and staff can receive training in up-to-date, success oriented strategies and methods for reaching underprepared students. This might also include components in hybrid/online course development to supplement in-class instruction. It will be critical to design curriculum and articulation agreements that permit students to move easily into credit status.

## English-as-a-Second Language (ESL)

The SCE **English-as-a-Second Language** (ESL) Program is over 40 years old and is one of the largest programs in California. More than 12,000 students take free ESL classes at the three SCE campuses and 50 community-based sites annually. The program uses scientifically based and state-approved curriculum and assessments. The classes are designed to equip students with the basic English-language and cultural proficiencies required for the fulfillment of personal, vocational, and academic goals. ESL courses integrate language acquisition with relevant life experiences and elements of civic participation.

The ESL Program also offers lessons in Civics, Citizenship Preparation, Family Literacy, and supplemental resources such as assessment/orientations, tutoring, and workshops. The ESL classes are proven to be successful. Data indicates that at least 70% of students who enroll in the program and participate in the Comprehensive Adult Student Assessment System (CASAS) assessment make significant learning gains. A significant learning gain is identified as a three- to five-point increase between pre- and post-test scores or promoting to the next level of language instruction.

The faculty has identified several successful and effective best practices in the program. Student success is best cultivated in an atmosphere where students are appropriately challenged on a daily basis to push their skill set to a new level. Faculty members get to know their students and their needs. Successful classrooms incorporate a variety of learning modalities that are rooted in second-language acquisition theory and research, and incorporate students' learning abilities. Additionally, academic counseling leads to improved student success rates; therefore, more dedicated ESL counselors are needed.

Factors that may affect ESL students in the next ten years are a changing job market and technological advancements compounded by diminishing resource availability. Future students might come with very specific vocational retraining needs that they may want to work on simultaneously with their language learning. Students may need more contextualized ESL classes (i.e. English embedded into another content area, primarily vocational, covering broad job areas or fields.)

Tutoring services should be increased in order for students to benefit from individual attention and skill building. It is preferred that tutors be recruited from a Teaching English to Speakers of Other Languages (TESOL) certificate or Master's Program, or from a linguistics background. Learning centers should continue to focus on tutors helping students with various levels of academic preparation.

With a state-wide focus on completion or transition, the rigor of the programs must increase. Therefore, faculty is assessing students on their writing, reading, listening, and speaking abilities. A general focus on life skills alone is not enough to support the goals of transfer or completion of noncredit ESL sequences. The ESL Program is aware that student attendance patterns affect test scores and the availability of seats to incoming students; therefore, further research focusing on promising practices to help increase student persistence is needed.

The ESL Program developed an Enrollment Management Plan for on-site ESL classes. Such a plan assists staff in responding to increased demand for ESL with limited resources. With increased attention to managed enrollment, students could have the opportunity to pursue multiple pathways to success. Upon entering the program and prior to starting class, all students are required to participate in a New Student Orientation to help link them to program-, school- and district-wide student services.

## Educational Plan

### Program Descriptions (cont'd) //

#### High School Diploma

Since 1972, SCE has provided a free **High School Diploma** Program to adult students who are 18 years of age and older. In order to accommodate students' varying needs, the program is offered on an open entry/open exit format and is primarily conducted in an instructional lab environment. In addition, the Basic Skills Learning Centers provide academic and tutorial support to high school diploma students. Direct instruction in courses such as Basic Mathematics and Pre-Algebra is offered at the Anaheim Campus. A Basic Reading course for native and non-native speakers will be developed and offered at all three campuses to be completed within the first trimester of enrollment.

Faculty agree that one of its best student success practices has been the attendance policy, which requires students to attend a minimum of six hours a week. Since that policy has been implemented, faculty has seen student success rates increase and students are finishing their classes more quickly. This policy is expected to continue.

There is a need for more individualized instruction because of the highly diverse skills of students. One possibility for addressing this issue is peer tutoring, where students might earn elective credit for helping students who require additional academic assistance.

The decline in high school graduation rates in the surrounding communities provides strong evidence of the need for an adult high school diploma program that will address the schedules and responsibilities of adult students. As local school districts have closed their adult education programs in response to the state budget shortfall, the demand for the Diploma Program has grown faster than the District's ability to commit resources for expansion. In addition, many of the students now seeking to enroll at SCE, due to their youth, would have chosen to stay in a K–12 setting at an adult school had the option been available.

Over the next few years, the major external factors that will impact this program are high unemployment, changing demographics, and the low graduation rates among the local high school districts. These factors are expected to result in an increased demand for SCE's High School Diploma Program.

SCE management and staff will need to be proactive and develop strategies for efficiency in a growing program with a limited budget. Avenues being explored include distance education, managed enrollment, and increased use of technology.

## Lifeskills Education Advancement Program (LEAP)

**Lifeskills Education Advancement Program (LEAP).** The LEAP Program provides dynamic and responsive life-long learning opportunities to meet the needs of the residents of our diverse community. These are learning opportunities in the areas of professional development, health and safety, socialization, parenting, enrichment, and skill development leading toward personal fulfillment and greater involvement in the community. Both apportionment and fee-based courses are held at various sites throughout the district. Currently, there are seven programs under the LEAP umbrella. They are: Family and Consumer Sciences, Parenting, Fine/Applied Art, Kids' College and Teen Programs, Mature Driver, Older Adults Program, and Physical Fitness.

**Family and Consumer Sciences.** Individuals are prepared to balance personal, family, and work responsibilities throughout life. Courses are offered in the areas of home resource management, parenting, family education, clothing design, decorative arts, and hospitality. Currently, classes are offered in Clothing Design and Decorative Arts including Clothing Design and Construction, Quilting, Drawing and Painting, and other hand arts, such as knitting and crocheting. These courses have had a loyal following and have been offered both on and off campus. With few exceptions, the classes were offered as noncredit.

The **Parenting** Program offers classes to provide parents/ caregivers the opportunity to bond with children while engaging in activities that encourage social, emotional, physical, and intellectual growth. The objective is for parents to learn how to utilize positive parenting skills and techniques learned in class to stimulate learning in children in everyday settings. The classes are held on campus and at community sites, providing access for diverse student populations. These classes are in great demand in the community. In the future, it would be beneficial to offer these classes with bilingual instructors or bilingual aides in the classroom to address the needs of the diverse populations being served. The Parenting and Early Childhood Education Programs are exploring ways to partner to better serve both populations of students.

**Fine and Applied Art.** These courses place emphasis on creative and esthetic principles and technical processes. Students are given an opportunity to be artistically expressive including performance in the areas of art and music. Classes are taught in drawing and painting, music, and photography.

## Educational Plan

### Program Descriptions (cont'd) //

#### Lifeskills Education Advancement Program (LEAP) (cont'd)

The **Kids' College and Teen** Programs have been serving children ages six months to 17 years for over 20 years. Classes are fee-based and are designed to provide positive enrichment activities outside of the regular classroom experience. Classes are offered to provide academic enrichment, personal improvement, or instruction in sports, music or art. Sessions of six to eight weeks are offered four times a year with classes held after school hours, on Saturdays, and daily during the summertime. The majority of students served are from within the NOCCCD boundaries, but there are students, especially in the summer, from outside district borders. Kids' College and Teen Program flyers are distributed to children through local school districts.

Classes are held at all three of SCE's campus locations, as well as at several elementary school sites during the school sessions. The program is fortunate to be able to utilize Cypress College's gym, fields, tennis courts, and pool for the swimming, sports, and martial arts classes. At Fullerton College, the program has used the pool for water polo classes. Kids' College does not have any dedicated space and utilizes classroom space assigned after other programs have scheduled classes.

The Kids' College and Teen Program classes provide a service to the community and introduce children and their parents to the college campuses. The program staff must continually develop and add new classes and assess current offerings for relevance to meet community needs. Revenue generated by the tuition offerings is not restricted and can be used where there is need. There is considerable opportunity to collaborate with community agencies and school districts to provide activities and classes for the elementary, junior high, and high school student at the school sites. Many school districts have eliminated enrichment and after school programs with the recent budget cuts and this has created a void in some school districts. To try to overcome this, the schools have reached out to the Kids' College and Teen Program to provide appropriate classes at the school sites. Recent examples of collaborations are the summer band program with the Anaheim Union High School District and the after school science classes with several Anaheim City schools.

**Mature Driver.** The DMV-approved Mature Driver Improvement Course for individuals 55 or older provides instruction on defensive driving and California Motor Vehicle Laws. Upon completion, a DMV certificate will be provided to the student, which may qualify the student for reduced motor vehicle insurance premiums.

The **Older Adults** Program (OAP) is designed to address the educational needs and interests of older adults, focusing on topics that promote independence, advocacy, community engagement, personal growth, physical and cognitive health, career development, and economic self-sufficiency. Most OAP classes are held off-campus at various community locations to maximize accessibility and minimize operating costs.

OAP partners with numerous community, state, and national organizations to enhance program offerings. These noncredit classes are taught by instructors who meet and/or exceed the minimum qualifications for faculty in the California Community College system.

Over the next ten years, Orange County will experience a 64% increase in those 60 years of age and older. These seniors are expected to provide personal and financial assistance to children, grandchildren, and/or aging parents; postpone retirement; change careers; seek volunteer opportunities; and focus on improving and maintaining personal health. An estimated 80% of baby boomers will continue working during their retirement years, and demand will increase for classes specifically designed for seniors to help sharpen, or acquire new marketable job skills. Class topics that will attract and prepare these seniors are career development, new technology, staying current in the workforce, and financial management.

The second important focus of specialized classes for older adults is the topics of health and wellness. Courses that teach current information on how to keep the aging body and mind functioning at highest capacity are needed in order for seniors to continue to be productive citizens in the workplace and the community. Courses addressing the state and national directives that focus on seniors remaining in their homes (aging in place) as opposed to expensive institutional living and classes that promote personal health, mobility, and independence are more important and popular than ever. These classes, particularly those that promote improved brain health and balance and mobility, reduce healthcare costs by preventing falls and enabling seniors to carry out daily activities independently.

To meet the needs of aging baby boomers with busy schedules, class times and locations will become less traditional, and the use of distance education with this population will be investigated and evaluated. Other areas of future growth for the OAP include tuition-based courses and activities such as travel tours designed specifically for the older adult population.

## Educational Plan

### Program Descriptions (cont'd) //

#### Lifeskills Education Advancement Program (LEAP) (cont'd)

**Physical Fitness.** For decades SCE has offered a wide range of physical fitness courses ranging from wheelchair basketball to martial arts to other forms of fitness activities. Originally, these classes were just for adults, but now the Kids' College and Teen Program has an extensive array of sports and physical fitness classes. Until recently, most of the adult classes were offered as noncredit or for apportionment, while Kids' College and Teen Program classes have always been offered on a tuition or not-for-credit basis. That has changed per Title 5 section 58130, "No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education." Consequently, all such classes were transitioned to not-for-credit status effective June 30, 2010.

Efforts to distinguish recreational fitness classes from those that provide wellness strategy instruction to specific populations continue. Communications between college districts and the State Curriculum Office focus on courses like Balance and Mobility and Fall Prevention which, while they contain some level of guided activity, are intended to teach techniques to promote safe ambulation and continued independent living with a potential positive impact on health care. Use of NOCCCD campus facilities (the program has a long history at Cypress College) certainly increases the likelihood of reasonable cost access and continued student support of the program.

#### Training Development Innovation Center (TDI)

The **Training Development Innovation Center (TDI)** serves as a business resource center that focuses on the economic development of North Orange County and surrounding areas to ensure the success of businesses within the community. It includes four centers that specialize in Environmental Technology, Advanced Manufacturing, Digital Media, and Organizational Development. All of the programs are developed from initiatives funded by the California Community Colleges Economic and Workforce Development Program (EWDP). The programs support and implement a wide range of grants from multimedia to homeland security to green jobs to workplace learning. The staff form strategic partnerships with other labor, industry, community organizations, colleges, and workforce development agencies to provide training and activities that support economic growth and increased job opportunities.

All four programs have for years offered valuable and innovative customized training to local businesses. TDI staff will continue to actively promote services in the community, entering into strategic partnerships and collaborations with cities and other entities involved in growing the economy and creating new jobs.

## Vocational/Career and Technical Education (CTE)

### The Vocational/Career and Technical Education (CTE)

Program is a growing program offering training in high demand occupations for entry level employment and opportunities for career advancement with continued education. It offers 10 noncredit vocational programs. They are Administrative Assistant Certificate, Construction Education, Early Childhood Education Certificate, Electronics, Management Certificate, Medical Assistant Certificate, Physical Therapy Aide, Activity Leader for Healthcare, Quality Assurance Management Certificate for Medical Devices, and Pharmacy Technician Certificate. In addition, SCE offers a variety of noncredit computer courses sequenced to take students from beginning keyboarding and introduction to computers to more advanced courses that provide students with the computer skills needed in today's workforce.

Complemented by student support services, the noncredit, tuition free offerings are designed for students seeking short-term vocational training and flexibility in scheduling. Programs are accessible and feasible for students with economic challenges and those with full-time work or other personal obligations.

The department receives federal and state grant funding for vocational program improvement efforts, including the use of Federal Perkins Act funds for curriculum development, integration of technology, and staff development. A CTE Advisory Group serves as the planning team and priority has been placed on the types of projects and activities that would best support efforts already underway. Emphasis is on building, strengthening, and expanding offerings that lead to employment in high-wage and high-demand occupations. There is consensus among members of the planning team to explore more offerings in emerging occupations. To provide CTE students with the academic skills needed to succeed in their chosen career, SCE incorporates academic courses as part of the certificate programs, such as pharmaceutical mathematics. SCE also integrates lessons that build academic skills through the curriculum in a contextualized manner.

In addition to the noncredit programs, the CTE Program also offers several fee-based community service classes that provide marketable skills to students for employment purposes and career building. These include notary seminars, small business courses, a computer support specialist program, and various computer application programs.

Staff will need to monitor continuing state and federal funding levels for career and technical education, and, if necessary, develop ways to meet student demand with fewer dollars. Additionally, staff need to address the issue of the lack of basic skills and English language proficiency, perhaps by requiring a minimum level of achievement before taking CTE courses.



**Educational Plan**

**Program Descriptions (cont'd) //**

**Student Services and Support Services  
Program Descriptions**

The programs that support students in the School of Continuing Education include the following:

- Academic Computing/Computer Applications
- Admissions and Records
- Curriculum and Instruction
- Disabled Student Program and Services (DSPS)
- Institutional Research
- Matriculation
- Student Accounting

## Educational Plan

### Program Descriptions (cont'd) //

#### Academic Computing/Computer Applications

**Academic Computing/Computer Applications.** The Academic Computing/Computer Applications Department has two major focus areas: support of instructional and staff computer systems and related instructional technology (hardware and applications), and coordination of computer applications course management (instructor assignments, curriculum review, and budgeting). This dual role is unique in the District; no other academic computing team provides leadership in both the instructional and technical aspects of their department. This integrated approach leads to richer content, astute technology acquisitions, and rapid response to program needs.

The department seeks ways to utilize free and low cost vendor sponsored training initiatives to offset the inability to participate in traditional staff development services and venues. The department is committed to utilizing applications that extend the lifecycle of existing hardware. Desktop virtualization and thin client application delivery methods can, and will, dramatically impact the life cycle functionality of personal computer hardware.

The Academic Computing team serves as the development center for instructional, staff, and managerial data resource tools. By creating applications that reduce workload, automate appropriate processes and provide meaningful reports, SCE is able to stretch limited fiscal and human resources. The commitment to open source software use and development provides SCE with maximum flexibility and the ability to eliminate dependency on commercial products that require ongoing maintenance fees.

As the need for relevant and useful data collection and reporting tools continues to grow, this department will play a major role in supporting that need. Cross-training initiatives are underway in order to reduce the burden on individual staff members and provide stability during times of transition in staffing.

Developing best practices and training resources for distance education is a priority for the Academic Computing Department. SCE is using a platform which provides a feature rich and highly customizable Learning Management System (LMS) platform that is hosted on SCE servers. This model offers SCE an LMS solution that is free of maintenance or support agreements. The Vocational/Career and Technical Education Program is using this platform as a method for extending instructional resource availability to students outside the campus. As resource allocation permits, SCE will begin to offer hybrid and online courses in appropriate disciplines. The Basic Skills Program may serve as the next discipline that benefits from the instructional delivery concept of a college without walls.

Creating applications that increase the tracking and reporting of student success and learning outcomes, developing mobile computing resources, and providing wireless network access at all SCE instructional locations are all priorities for the department. The goal of rendering the need to construct dedicated computer labs obsolete and providing multifunctional/multipurpose use of all computing resources will be critical as SCE continues to redefine itself and its role within the district.

## Educational Plan

# Program Descriptions (cont'd) //

### Admissions and Records

The purpose of the **Admissions and Records** Department is to perform the admissions and records function of the School of Continuing Education in support of the school's mission. The department is dedicated to maintaining a supportive learning environment by providing vital admissions and registration services to students, faculty, staff, and the communities served. The functions of the department include processing student admissions forms, course registration, collecting fees, obtaining required documentation, and assisting students in person and over the phone regarding course offerings, fees, and general enrollment procedures. Additionally, the Wilshire Continuing Education Center Admissions and Records Department is solely responsible for a number of tasks that serve all SCE students attending at one of the three campuses or off-site locations. These responsibilities include processing official transcript requests, reconciling duplicate student identification numbers, attendance verifications, processing certificates, and finalizing online admissions applications.

In an attempt to accommodate the growing student population, Admissions and Records Department staff are located at each of the three SCE campuses. Ensuring consistency and a cohesive environment within the registration staff is imperative. Therefore, regular registration staff meetings and staff development training provide a great opportunity to explore new delivery systems, customer service techniques, program review, and professional growth. A registration staff listserv and Admissions and Records blog were created to keep staff informed of announcements and notifications related to registration policies and procedures and improve communication. The Registrar supervises Family Educational Rights and Privacy Act (FERPA) compliance throughout SCE.

The Records Department is dedicated to providing accurate and timely information regarding student enrollment records. Although the records staff is located at the Wilshire Continuing Education Center, they serve all SCE students attending all three campuses and off-campus sites. This includes evaluation of previous high school transcripts for incoming diploma students, posting high school diploma credits and grades as they are earned in the lab to the students' record, determining if the student has completed all high school graduation requirements, preparing the diploma, processing official transcript requests, and providing assistance to the student in person and/or over the phone.

The Records Department is primarily responsible for tracking and maintaining records for High School Diploma Program students. Further automation is needed to meet the increase in enrollment, as it pertains to posting grades and credits to student records. Currently this is done manually. Although there has been discussion in moving this process to an automated nightly batch process, further support is needed by the District Information Services Department to finalize and move this automation forward.

Additionally, the department is accountable for processing requests for program completion certificates for the Vocational/ Career and Technical Education (CTE) Programs. However, in an attempt to meet the growing needs of students completing one of the CTE programs, the function of processing certificates has been extended to the Wilshire Continuing Education Center Admissions, Records, and Student Accounting Departments. The three departments are responsible for preparing an Affidavit of Completion of Coursework or Graduation filed with the California State Board of Pharmacy to obtain employment in the field as a Pharmacy Technician, for example.

There is also a growing need to provide a means for requesting transcripts online. Due to the increase in transcript requests over the last two years, electronic requests would provide a more efficient workflow for staff and most importantly a quicker turn around time for the students.

SCE's student population is expected to grow, so there is a need to determine how the Admissions and Records Department will deliver services to more students without additional staff and financial resources. Due to recent budget constraints, staff reductions will lead to the expansion of additional duties to support the growing need of students.

## Curriculum and Instruction

The primary purpose of the Office of **Curriculum and Instruction** is to assist faculty and administration in improving instruction through the development of new programs and courses, revision of the current instructional offerings, and professional development in the areas of curriculum design. The Office of Curriculum and Instruction is responsible for implementation of the instructional resource policies, management of the SCE curriculum inventory on the local and state level, liaison with the State Chancellor's Office and CurricUNET, and publication of the SCE annual catalog.

## Educational Plan

### Program Descriptions (cont'd) //

#### Disabled Student Program and Services (DSPS)

The **Disabled Student Program and Services (DSPS)** is tailored to meet the individual needs of students with disabilities. SCE strives to provide the student with a successful educational experience by offering a variety of support services that meet federal mandates. Special classes are designed and offered to enhance vocational, independent living, academic, and social skills. Classes offered include Adaptive Physical Fitness, Banking and Bill Paying, Basic Cooking, Communication on the Job, Independent Living Skills, Relationships and Sexuality, Self-Advocacy, and more. Classes are located at all three campuses, as well as community facilities.

Many students who receive support services are earning high school diplomas, vocational certificates, or improving English language proficiency. Services provided include academic, vocational, and personal advisement; test taking assistance; specialized tutorial assistance; advocacy and referral services; registration assistance; assessment and evaluation; and interpreters for the deaf and adaptive technology. Students are required to meet with a counselor annually to assess their progress.

Several trends have emerged to challenge the manner in which services/programs have been traditionally offered. There is a growing population of non-English speaking students with disabilities. Traditional English-as-a-Second Language (ESL) classes, even with accommodations, are not always a good fit. Students with mild and borderline disabilities are not fully prepared for the fast pace of college studies, even with accommodations, but require more rigor than a special class can provide. The incidence of autism is on the rise nationwide. A growing number of students are reaching college age and are looking for a postsecondary experience, often requiring unique accommodations.

Faculty believe that over the next ten years the increase in the diagnosis of autism will require an increase in special classes to prepare persons with autism to live more independently, work in the community, and/or transfer to credit offerings. Research shows that students with intellectual disabilities and autism need to practice skills learned in the classroom in real-life situations. The faculty in this program would like to offer more opportunities for students to engage with the community in this way. Faculty would also like to develop a residential component to enable students to learn to live more independently.

DSPS staff, along with DSPS staff state-wide, will be exploring ways to track the success of students who acquire jobs after class and/or program completion in an attempt to measure the effectiveness of courses and services. Such data will be valuable in educating future funders of the need for these programs.

## Institutional Research

The **Institutional Research** Office supports student success by providing accurate, timely, and reliable information to respond to the research needs of the various institutional constituencies. The Institutional Research Office serves to promote excellence in student learning, educational practices and quality of service by establishing and maintaining a campus culture of self-evaluation and improvement at all levels of the institution. The office seeks to meet the needs of SCE through accreditation support, accountability reporting, progress indicators, program review and outcomes assessment, department/program research, and strategic planning to name a few of the responsibilities of the Institutional Research Office.

Through executed research studies, data analysis, interpretation, reporting and development of recommendations based on verified data, the Institutional Research Office engages in and supports processes for determining and documenting the effectiveness of programs and services and the institution as a whole in order to foster continuous quality improvement.

The research needs of SCE will continue to grow as there is increased scrutiny of noncredit accountability data by the Chancellor's Office, government entities, and accrediting agencies. There will also be a need to develop a comprehensive program review process and an institutional effectiveness report that is linked with strategic planning and budgeting.

## Matriculation

**Matriculation** is the process that assists students in identifying, planning for, and achieving educational and career goals. Matriculation accomplishes this by directing students to the campus resources, support services, and programs that will enable their success. As a state-funded categorical program, Matriculation provides services to noncredit students enrolled in the Vocational/Career and Technical Education, the High School Diploma, and English-as-a-Second Language Programs. Services include orientation, assessment, counseling, follow-up, and research. Research is not a direct service to students, but is a required component of the matriculation plan to determine if the services are effective in helping students.

## Educational Plan

### Program Descriptions (cont'd) //

#### Student Accounting

The **Student Accounting** Office is responsible for a variety of student record keeping processes, such as monitoring student attendance data collection submitted by the faculty, posting course completion grades for vocational students, processing student requests for program completion certificates, processing official transcript requests, electronic archiving of student records, and providing assistance to students both in person and over the phone.

Of primary importance is attendance data collection, as state funds are allocated based on the attendance collected for noncredit students. This department has the responsibility for reconciling student records to ensure all audit mandates are met. The Student Accounting Office, located at the Wilshire Continuing Education Center, assumes the function of archiving admissions forms for all SCE students attending any campus, including the off-site campuses. Further technology development and hardware is needed to expand the function to the Admission and Records Technicians SCE-wide. This would allow admissions forms to be archived at the point of entry and would ensure ease of retrieval of class one documents.