



School of Continuing Education
**WASC Accreditation
Institutional Self-Study**



School of
Continuing Education
North Orange County Community College District

Change. Gifted.

2017

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

SELF-STUDY REPORT

FOR

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SCHOOL OF CONTINUING EDUCATION**

**1830 W. Romneya Drive, Anaheim, CA 92801
9200 Valley View Street, Cypress, CA 90630
315 E. Wilshire Avenue, Fullerton, CA 92832**

WASC Visit: March 19, 2017 to March 22, 2017



Preface

The School of Continuing Education (SCE) is one of the largest community college-based providers of adult education in the State of California. It is responsive to evolving community needs by offering a wide range of programs and services in Basic Skills, Career Technical Education, Disability Support Services, English as a Second Language, and the Lifeskills Education Advancement Program. SCE institutional learning outcomes support its mission to serve the community by preparing students for productive civic engagement and supporting learning goals across the lifespan.

The SCE Student Success and Support Program assists students in entry, persistence, and completion of their academic programs through core services including orientation, assessment, counseling, student educational plans, and follow-up services. SCE strives for excellence by being engaged in a continuous review and improvement cycle of all institutional aspects—planning, instructional offerings, student support, administrative functions, and resource allocation.

The development of the Western Association of Schools and Colleges (WASC) accreditation self-study for SCE has been a dynamic and inclusive complement to the annual review of the SCE Strategic Plan. The ten WASC criteria have been incorporated into the SCE continuous program review cycle and the Action Plan items have been integrated into the SCE Strategic Plan. Linking the completion of the WASC Action Plan to the completion of the SCE Strategic Plan allows for maximum participation and planning integration. Additionally, it ensures that all identified action steps are monitored for completion. According to the established North Orange County Community College District's strategic planning process, SCE identifies a timeline, resources, and responsible persons for all action steps and reports progress on completion annually.

The culture of SCE is one of staff involvement at all levels. The self-study process included faculty, staff, students, and administrators in the following ways:

- Focus groups for each of the ten self-study criteria were recruited at an Opening Day event. (September 11, 2015)
- All staff were invited to the WASC kick-off event. (October 9, 2015)
- All staff had the opportunity to provide feedback on the self-study, organizational structure, and timeline. (2015-2017)
- The focus groups identified strengths and key areas for improvement. (2016)
- Based on the self-study findings, members of Provost's Cabinet formed and approved the SCE Action Plan. (2016)
- The draft of the WASC self-study report and the Action Plan were presented:
 - Provost's Cabinet (November 15, 2016)
 - NOCCCD Board of Trustees (November 22, 2016)
- The final draft of the WASC self-study report and the Action Plan were presented:
 - Provost's Cabinet (November 10, 2017)
 - NOCCCD Board of Trustees (January 24, 2017)
- The final drafts were approved by the Board of Trustees on January 24, 2017

For SCE, accreditation self-study signifies the beginning of a six-year cycle of continuous improvement. While celebrating our school's success in many areas, we look forward to elevating our institution to the next level by completing the next Action Plan.

Self-Study Committee Members

SCE's WASC self-study team is identified below. Provost, Valentina Purtell, and WASC Co-chairs, Dr. Adam S. U. Gottdank and Julie Schoepf supported all the focus group areas.

The SCE Research Department supported all focus groups.



Criterion 1: Institutional Mission and School-wide Learner Outcomes

Special Projects Manager, Staff Development & SLO -

Dr. Cathryn Neiswender (Facilitator)

Registrar - Diane Mendoza (Writer)

Faculty, DSS - Craig Stephens

Student Leader - Tony Co

Special Projects Coordinator, CACT, TDI -

Jonathan Carrasco

Instructional Assistant, ESL - Pati Giron

Adjunct Faculty - Jim Pilafas



Criterion 2: Organizational Infrastructure and School Leadership



Interim Program Manager, ESL - Katalin Gyurindak (Facilitator)

Program Manager, DSS - April Guajardo (Writer)

Dean, Anaheim Campus - Martha Gutierrez

Interim Dean, Cypress Center - Dennis Davino

Instructional Assistant, ESL - David Soto

Faculty, CTE - Cathy Dunne

Admissions & Records Technician - Hilda Arroyo

Clerical Assistant - Monica Torres

Criterion 3: Faculty and Staff

Faculty, Office Technology - Tina McClurkin (Facilitator)

Dean, Anaheim Campus - Martha Gutierrez (Writer)

Instructional Assistant, ESL - Elaine Loayza

Admissions & Records Technician - Rae Lynn Holguin

Admissions & Records Clerk - Melissa De La Cruz

Admissions & Records Technician - Miriam Morales

Faculty, HSDP - Matt Stivers



Criterion 4: Curriculum



Faculty, ESL & Curriculum Committee Chair - Candace Lynch (Facilitator)
Interim Program Director, LEAP - Joanne Armstrong (Writer)
Administrative Assistant II - Shelia Moore-Farmer
Faculty, DSS - Craig Stephens
Instructional Assistant, DSS - Joel Baca
Special Projects Manager, CTE - Denise Mora
Administrative Assistant I, ESL - Monica Clark
Special Projects Manager & Adjunct Faculty, ESL - Natalya Dollar
Adjunct Faculty, DSS - Alli Stanojkovic
Faculty, LEAP - Lynda Gunderson

Criterion 5: Instructional Program

Program Director, ESL - Jorge Gamboa (Facilitator)
Program Director, DSS - Denise Simpson (Writer)
Program Director, SSSP - Stephanie Paramore
Interim Program Director, LEAP - Joanne Armstrong
Student Leader - Rosa Lozano
Accounting Technician - Rosemary Penesa (resigned)
Interim Program Manager, LEAP - Lisa Gaetje
Adjunct Faculty, LEAP - Meeta Randeria
Interim Program Director, Basic Skills/HSDP - Margie Abab
Instructional Assistant, HSDP - Anita Sanchez
Program Director, CTE - Raine Hambly
Faculty, ESL - Dr. Alice Niyondagara
Special Projects Manager, ESL - Natalya Dollar



Criterion 6: Use of Assessment



Program Director, SSSP - Stephanie Paramore (Facilitator)
Counselor, DSS - Kristina De La Cerda (Writer)
Vocational Counselor, SSSP - Megan Ly
Dean, Wilshire Center - Dr. Vaniethia Hubbard
Testing & Assessment Specialist, SSSP - Jerry Jurado
Counselor, SSSP - Ally Garcia
Faculty, DSS - Julie Brown
Special Projects Manager, Basic Skills & HSDP - Darrylette Johnson
Faculty, CTE - Jennifer Oo
Program Director, ESL - Jorge Gamboa
Program Director, CTE - Raine Hambly
Faculty, ESL - Dr. Alice Niyondagara
Special Projects Manager, Staff Development & SLO - Dr. Cathryn Neiswender

!

Criterion 7: Student Support Services

Dean, Wilshire Center - Dr. Vaniethia Hubbard (Facilitator)
Administrative Assistant III - Danielle Davy (Writer)
Interim Student Records Coordinator - Shontel Corona
Registrar - Diane Mendoza
Custodian - Steven Jajo
Vocational Counselor, SSSP - Khanh Ninh
Counselor, DSS - Rosie Navarro
Student Leader - Cheeraphan Schneider
Adjunct Counselor, DSS - Michelle Patrick Norng
Alternate Media Specialist, DSS - Danielle Barbaro
Faculty, Basic Skills - Kathleen Malony
Faculty, ESL - Dr. Carlos Diaz



Criterion 8: Resource Management

Manager, Administrative Services - Lorenze Legaspi (resigned)
Interim Manager, Administrative Services - Terry Cox (Facilitator)
Manager, Instructional Technology Services - Morgan Beck (Writer)
Accounting Specialist - Deepali Dave
Adjunct Faculty, ESL - Pat McCabe
Special Projects Manager, ESL - Olivia Sanchez Silva (resigned)
Administrative Assistant III - Danielle Davy
Instructional Assistant, HSDP - Tanya Gomez
Faculty, HSDP - Janet Cagley



Criterion 9: Community Connection

Director, Campus Communications - Jennifer Perez (Facilitator)
Marketing Outreach Assistant - Chelsea Salisbury (Writer)
Special Projects Manager, Basic Skills & HSDP - Darrylette Johnson
Admissions & Records Technician - Mary Jo Marvulli
Accounting Specialist - Yolanda Barba
IT Technician - Vivian Giang
Instructional Assistant, DSS - Mary Faro
Special Projects Coordinator, ACCT - Linda Langgle
Student Records Coordinator - Markelle Gray (resigned)
Counselor, SSSP - Yvette Krebs



Criterion 10: Action Plan for Ongoing Improvement

Provost's Cabinet (WASC Leadership Team)

(Note: Focus group 10 includes the Provost's Cabinet and Guests)

Provost - Valentina Purtell
Executive Assistant III,
Provost's Office - Julie Schoepf
Counselor, DSS & Academic Senate President -
Dr. Adam S. U. Gottdank
Dean, Wilshire Center - Dr. Vaniethia Hubbard
Dean, Anaheim Campus - Martha Gutierrez
Interim Dean, Cypress Center - Dennis Davino
Faculty, ESL & Curriculum Committee
Chair - Candace Lynch
Counselor, SSSP - Patty Lujan
Faculty, LEAP - Lynda Gunderson
Adjunct Faculty, ESL - Doreen Doherty
Director, Campus Communications -
Jennifer Perez
Marketing Outreach Assistant -
Chelsea Salisbury
Instructional Assistant, ESL - David Soto
Student Leader - Cheeraphan Schneider
Student Leader - Rosa Lozano
Special Projects Manager,
Student Equity - Cedric Smoots
Special Projects Manager, Basic Skills
& HSDP - Darrylette Johnson
Faculty, CTE - Cathy Dunne
Registrar - Diane Mendoza
Program Director, SSSP - Stephanie Paramore
Special Projects Coordinator - Raquel Murillo
Interim Program Manager, LEAP - Lisa Gaetje
Program Director, DSS - Denise Simpson
Program Director, CACT & Deputy Sector
Navigator - Norma Alvarado

Vocational Counselor, SSSP - Khanh Ninh
Interim Program Director, LEAP -
Joanne Armstrong
IT Technician - Vivian Giang
Special Projects Director,
NOCRC AEBG - Jesse Crete
Special Projects Manager, ESL,
NOCRC AEBG - Ivan Stanojkovic
Special Projects Manager, Workforce
Development, NOCRC AEBG - Esther Landin
Special Projects Manager, CTE/I-BEST,
NOCRC AEBG - Christina Ryan Rodriguez
Interim Program Director,
Basic Skills & HSDP - Margie Abab
Special Projects Manager, Staff Development
& SLO - Dr. Cathryn Neiswender
Administrative Assistant II,
NOCRC AEBG - Sean McClain (resigned)
Interim Manager, Administrative
Services - Terry Cox
Director of Institutional Research
and Planning - Dr. Tina King
Instructional Assistant, ESL - Pati Giron
Professional Expert, SASS,
NOCRC - Erin Sherard
Special Projects Manager,
CTE - Denise Mora
Manager Instructional Technology
Services - Morgan Beck
Program Director, ESL - Jorge Gamboa

Additional Contributors

NOCCCD Board of Trustees
Chancellor - Dr. Cheryl A. Marshall
NOCCCD Chancellor's Staff Members
Provost Emeritus - Christine Terry

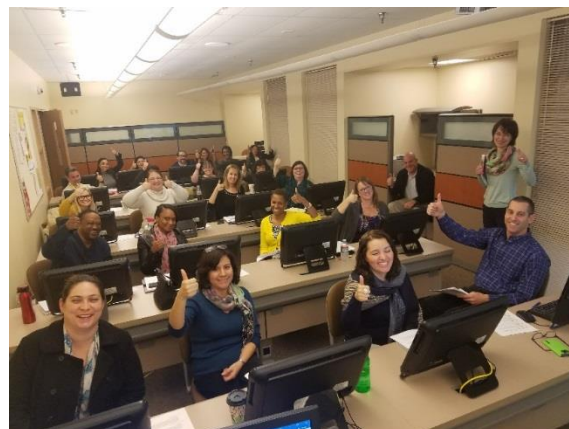


Table of Contents

Preface.....2

List of Self-Study Committee Members.....3

Table of Contents7

Chapter I. Institutional, Community, and Student Characteristics8

Institution’s Mission and School-wide Learner Outcomes8

Mission, Vision, and Core Values9

History of the Institution11

Postsecondary Offerings.....14

FTE Enrollment18

Description of Student Population20

Student Achievement by Instructional Program27

Faculty and Staff Characteristics36

Chapter II. Progress Report on Key Issues since the Previous Self Study38

Standards38

Procedures for Managing the School’s Action Plan40

Chapter III. Self-Study Findings based on the ACS WASC Postsecondary46

Criterion 1: Institutional Mission and School-wide Learner Outcome46

Criterion 2: Organizational Infrastructure and School Leadership.....61

Criterion 3: Faculty and Staff.....80

Criterion 4: Curriculum.....95

Criterion 5: Instructional Programs103

Criterion 6: Use of Assessment113

Criterion 7: Student Support Services124

Criterion 8: Resource Management139

Criterion 9: Community Connection149

Criterion 10: Action Plan for Ongoing Improvement157

Chapter IV. Revising the School Action Plan160

Glossary176

Chapter I. Institutional, Community, and Student Characteristics Institution's Mission and School-wide Learner Outcomes

The School of Continuing Education (SCE) is an Orange County, California Community College based comprehensive noncredit program, which in 2015/16 served a diverse student body of 33,749 students that translated to 5,290 Full Time Equivalent units ([SCE 2015/16 Annual Report Final](#)). The school is part of the North Orange County Community College District (NOCCCD) consisting of SCE, Fullerton College, and Cypress College. The school employs 29 full-time instructional faculty, 10 full-time counselors and 336 adjunct (part-time) faculty, as well as numerous professional experts and independent contractors. There are 80 classified staff, one confidential staff, 28 Program Directors and Managers, three deans, and the Provost. The school's 2015/16 general fund budget totaled just over \$29,000,000, or just over \$41,000,000 when including resources such as grants, lottery, and carry-over funds ([Proposed Budget and Financial Report 2015/16, SCE 2015/16 Annual Report Final](#)). The institution operates under the direction of the NOCCCD Board of Trustees and utilizes the principles of participatory governance. SCE has an Academic Senate and a 13-member school leadership council called Provost's Cabinet, which is comprised of representatives of all employee constituent groups. Community input is obtained from advisory committees, focus groups, local reports, studies, and surveys of students, residents, and employers. The school utilizes a strategic planning process to develop annual goals ([District-wide Planning](#)).

INSTITUTIONAL CHARACTERISTICS

The School of Continuing Education provides instruction at three main centers and 151 off-site locations:

Anaheim Campus

1830 W. Romneya Avenue, Anaheim, CA 92801

Telephone #: 714.808.4645; Fax #: 714.808.4659

Valentina Purtell, Provost: vpurtell@sce.edu

Martha Gutierrez, Dean of Instruction & Student Services: mgutierrez@sce.edu

Dr. Adam Gottdank, Academic Senate President and Accreditation Chair: agottdank@sce.edu

Julie Schoepf, Executive Assistant to the Provost and Accreditation Co-chair: jschoepf@sce.edu

Cypress Continuing Education Center

9200 Valley View Street, Cypress, CA 90630

Telephone #: 714.484.7038; Fax #: 714.826.1766

Dennis Davino, Interim Dean of Instruction & Student Services: ddavino@sce.edu

Wilshire Continuing Education Center

315 E. Wilshire Avenue, Fullerton, CA 92832

Telephone #: 714.992.9500; Fax #: 714.992.9599

Dr. Vaniethia Hubbard, Dean of Instruction & Student Services: vhubbard@sce.edu

Web address: www.sce.edu

MISSION, VISION AND CORE VALUES

The School of Continuing Education strives to create an inclusive environment that serves the needs of its diverse student population. Such commitment is evident in SCE's Mission Statement, Vision Statement, Institutional Student Learning Outcomes, and Core Values. SCE has continued to cultivate a culture that responds to the shift in the economy and the workforce needs, leveraging SCE as one of the top pillar continuing education institutions.

Mission. SCE's Mission Statement has continued to evolve from its first Mission Statement in 1988 and is indicative of the institution's commitment to the student body. SCE cultivates an environment that supports, challenges, and equips students with the necessary tools to reach their educational goals. SCE fulfills its mission by offering free and affordable high quality programs. These programs lead students to earn their high school diplomas, develop college-level skills, enable transition to credit courses, develop work skills, and become life-long learners. SCE's Mission statement:

- To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision. SCE prides itself as being an institution of life-long learning for students with multiple learning styles, goals, and objectives. The school offers programs that are known for their accessibility and relevance to the community it serves. SCE prides itself as being a leader for continuing education. SCE will continue to empower our students with the necessary tools that meet the needs of our community and provide our students the desire to pursue their goals. SCE's Vision Statement:

- SCE has a comprehensive presence in the community and is recognized for excellence. SCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. SCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. SCE is responsive to evolving community needs.

Core Values and Institutional Student Learning Outcomes. SCE has identified the following Core Values and Institutional Student Learning Outcomes that support SCE's Vision. SCE's Core Values:

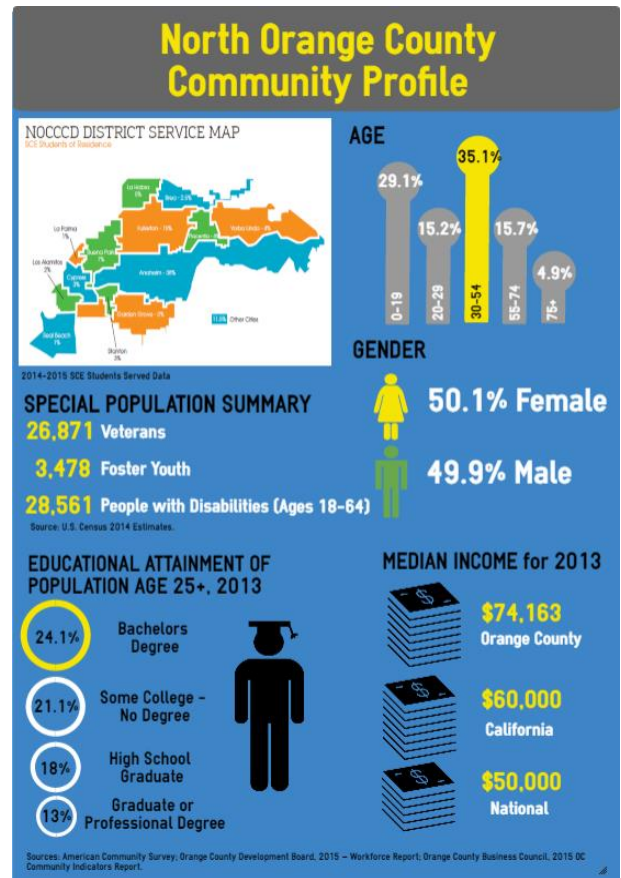
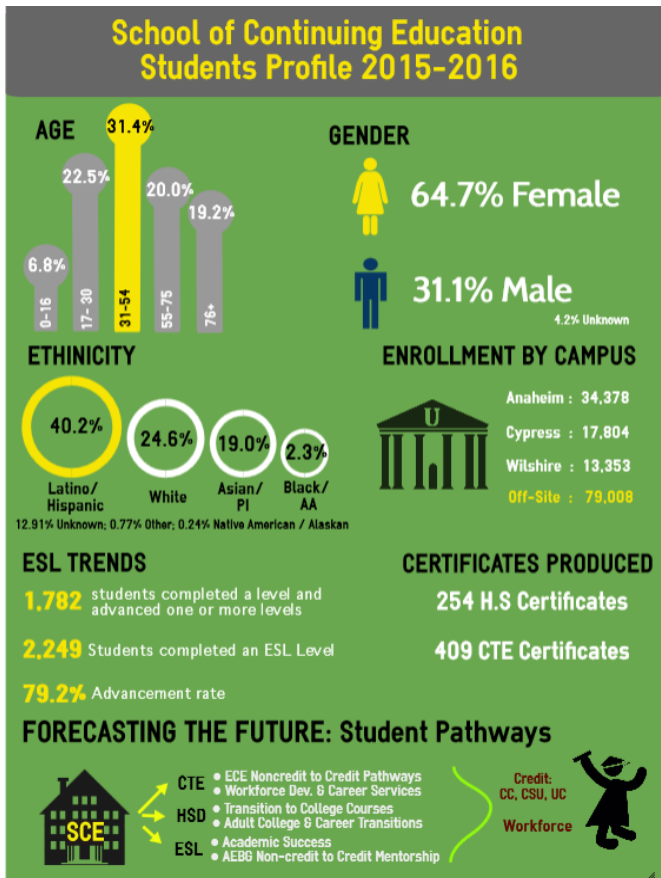
- Integrity
 - Through a commitment to our mission and vision statement
 - By encouraging a climate of honesty and trust
 - Through teamwork that depends on accountability and responsibility
- Learning
 - As a way to meet life's challenges successfully
 - As a path to personal and professional growth
 - As a life-long quest
- Excellence
 - By delivering comprehensive quality programs and services
 - By creatively responding to the educational needs of our community

- Diversity
 - By recognizing and respecting the significance of each unique individual
 - By offering all learners access to relevant learning opportunities
- Service
 - To the individual
 - To the institution
 - To the community

SCE's Institutional Student Learning Outcomes. As a result of enrolling in and completing a School of Continuing Education course, group of courses, or entire certificate program, students can be expected to demonstrate the following:

- Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn, as well as appropriate research, study, inquiry and goal-setting skills.
- The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills, as well as an understanding of the value of diversity.

These graphs summarize the characteristics of the community served by SCE. It is evident that SCE is well positioned in a community with a high adult population that is predominantly female and of which a third have not completed a post-secondary degree. This makes SCE's programs in career technical education and college transition a viable option for the community.



In response to community characteristics, data from the 2015/16 academic year demonstrates that SCE fulfilled the needs of women because it served a high percentage of females (67%). It also addressed the needs of the community in terms of age by servicing more students in the 31-54-year group than any other age group.

HISTORY OF THE INSTITUTION

Continuing education has a long and illustrious history in North Orange County. Prior to the creation of the present North Orange County Community College District (NOCCCD), the Fullerton Union High School District and Fullerton Junior College District had contiguous boundaries and a common district administration and Board of Trustees. Adult Education classes were administered by the Junior College District for the area in common and as a service for other areas of North Orange County (e.g. Brea, Placentia). Adult Education classes were first offered in 1930 with 48 students enrolled. Class offerings included Gymnasium, Swimming, Machine Shop, Engineering, Art/Metal Working, Spanish, Wood Turning, Typing, Bookkeeping, Commercial French, Commercial Spanish, Accounting, Welding, Commercial Law, Lip Reading, and College Shorthand.

NOCCCD was created in the mid-1960's and the newly formed Board of Trustees and Superintendent wanted to administer adult education throughout the District. All adult education programs were transferred to NOCCCD except for the Anaheim Union High School District. The two programs operated in juxtaposition through an informal agreement until the 1972/73 academic year when the Anaheim Union High School District decided it no longer wanted a separate adult education program. NOCCCD absorbed the former Anaheim Union program. One reason for the dissolution was the Anaheim community's concern that they were supporting two adult education programs. The new arrangement proved to be successful in a relatively short period. Noncredit enrollment more than doubled within approximately a year in the newly served Anaheim area. It was for purposes of greater service that the original governing board sought control of all noncredit classes in its service area. Noncredit enrollments have equaled or surpassed those in the credit area, thus proving that there is a noncredit community in addition to the credit constituency that needs to be served.

The North Orange County Community College District serves both credit and noncredit students. The NOCCCD Board of Trustees recognize the value of noncredit instruction for the North Orange community and have been supportive of SCE. SCE is the fourth largest community college program in the state in FTES and the third largest in unduplicated headcount. The character of the program is unique in the state and reflects the community's noncredit interests through many diverse offerings. This uniqueness is the combination of apportionment-funded adult education, community services, and economic development all under a single administrative organization. NOCCCD, SCE, and the community benefit from this structure, which provides economies of scale, reduced duplication of services and instruction, and expanded student access.

SCE's Training, Development, and Innovation (TDI) Resource Center was formed in 1996 based on three economic development initiatives formerly held at Fullerton College. These programs emphasized offering fee-based classes and consulting services to local businesses and industry. The initiatives included the Workplace Learning Center, the Regional Business Resource Assistance Center, and the Center for Applied Competitive Technologies. A new Media Center was added with the award of a federal Department of Labor Displaced Worker grant. These programs are all self-sustaining, dependent on grant and fee revenues to support the TDI budget.

NOCCCD adopted a resolution renaming the Adult Education Division as the North Orange County Community College District's School of Continuing Education in 1998. A new mission statement was adopted which reflected a much broader purpose for adult education and added strong

economic development, community education, and community services role. The Board of Trustees sees SCE as a significant economic development resource, partnering with Fullerton and Cypress Colleges to meet the region's economic and workforce development needs.

Institutional planning processes evolved in the early 2000's. The Provost's Cabinet launched a 5-year strategic planning process in 2000 aimed at identifying initiatives that would move SCE and its instructional programs into the 21st century. A decision was made in 2001 by the District's Board of Trustees to follow a District Master Plan recommendation to build a campus in Anaheim. The campus would serve the District's largest city. The new Anaheim Campus opened its doors to students in January 2003 and SCE's Yorba Linda Continuing Education Center was sold to the Placentia Yorba Linda Unified School District (PYLUSD). NOCCCD and PYLUSD made an agreement that enabled SCE to continue offering classes at the Yorba Linda site. The other two SCE Continuing Education Centers, located at Cypress College and adjacent to Fullerton College, completed major construction and remodeling projects in 2008. The Anaheim Campus has expanded since its initial opening by adding an additional 36,000 square feet in 2006/07 and serves more than 10,000 students annually.

A LOOK TOWARD THE FUTURE

Under the direction of the Director of Institutional Research and Planning, SCE is reconvening a formal program review planning process. The revised program review process will allow for the assessment of program outcomes, needs, and effectiveness and the new process will begin fall 2018. Planning is underway to establish procedures and committees that will jumpstart the process. Planning and evaluation cycles will be led by a strategic planning committee that ensures that all existing instructional, student support, and administrative services programs are engaging in ongoing self-evaluation and assessment to maintain and enhance their vitality and responsiveness. Once in place, the entire planning cycle can take 4-6 years. Each year of the planning cycle will include a step for a program to complete in its progress toward accomplishing an official goal or objective.

Establishing cycles of review will ensure that SCE programs and services are consistently aligning their goals and objectives with the District's strategic master plan, the SCE Student Success and Support Program (SSSP), Student Equity (SE), and Basic Skills Integrated plan, the SCE educational master plan, the SCE facilities master plan, and the SCE technology master plan. The planning and evaluation process will lead to an annual report to the Board of Trustees on the progress the institution is making toward achieving its goals and objectives.

Proposed Planning/Evaluation Process



Campus Climate Survey. In addition to implementing a planning/evaluation process to assess program outcomes and establishing cycles of review, SCE, in the spirit of Student Equity will conduct a campus climate survey in order to examine students’ overall experiences at the institution. The purpose of this survey is to continue to create a campus environment where all of SCE’s students, faculty and staff feel included, respected, supported, and valued. The survey results will provide clarification and help SCE better understand the variation in students, faculty and staffs’ attitudes and experiences.

The Office of Institutional Research and Planning (OIRP) will conduct the survey Fall 2017. The initiative will include five primary phases. The first phase will involve developing an Institutional Effectiveness committee (inclusive of several SCE constituents), conducting focus groups (Spring 2017), survey development (Summer 2017), survey implementation that will seek input from all faculty, staff, and students (Fall 2017), and reporting of results (Spring 2018).

Student Stop-Out Survey. The Office of Institutional Research and Planning, in collaboration with the Program Directors, are in the process of developing a Student Stop-Out Survey. The primary goal of this survey is to provide a comprehensive understanding of the various reasons SCE students leave the institution or understand why returning students initially left.

Identifying Gatekeeper Courses. During the 2017/18 academic year, the Office of Institutional Research and Planning department will explore course enrollment data to identify gatekeeper courses in order to develop strategic goals and plans to facilitate student’s paths to completing their educational goals. This project will lead to developing course pathways and aligning effective support strategies that complement the courses offered that will increase achievement rates. These projects will ensure that SCE continues to assess practices to create data-driven results that foster the mission and vision throughout the institution.

POSTSECONDARY OFFERINGS

The School of Continuing Education offers classes in three groups: 1. Noncredit eligible funded by apportionment, 2. Community Service classes funded by tuition, and 3. Contract Education classes funded by employers. The table below provides an outline of SCE programs.

School of Continuing Education Program Categories

Noncredit	Community Services	Contract Education
ESL Citizenship Short-Term Vocational Older Adults Health and Safety Disability Support Services Parenting Basic Skills/High School Diploma	Art Kids' College Classes Creative Arts Culinary Arts Personal Enrichment Business and Finance Exercise and Dance Online Classes Home Economics	Adult Basic Education ESL Basic Skills Workplace Spanish Digital Media Supervisory/Leadership Skills Manufacturing Training OSHA Compliance Hazardous Material Handling Compliance

ENROLLMENT OVERVIEW

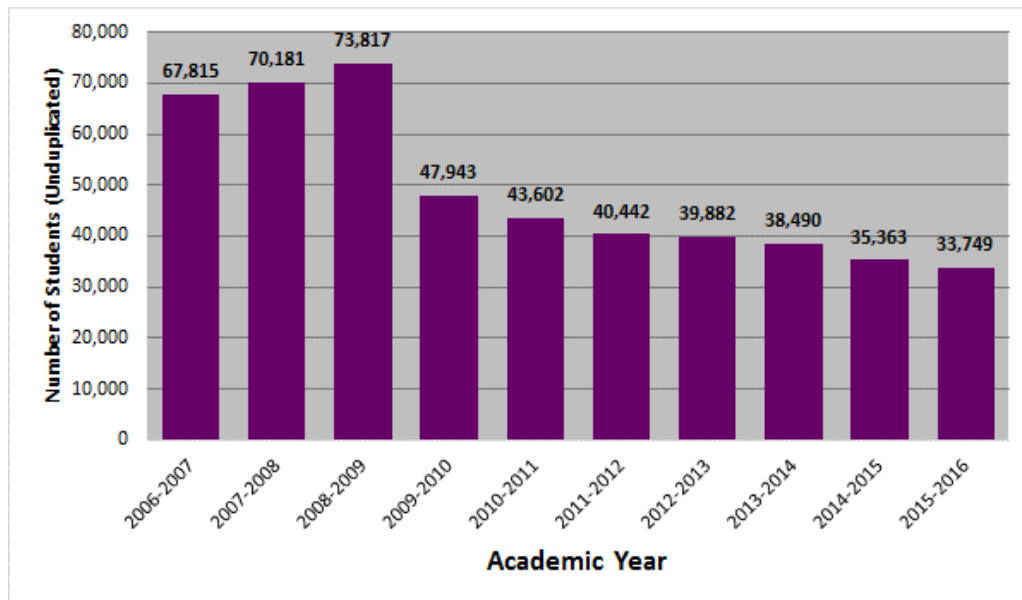
This section provides an overview of enrollment at SCE with insight into dips, peaks, or plateaus in enrollment. It focuses on four gauges of enrollment: continued headcount - overall and by program or campus, description of the student population, FTE enrollment, and more granular enrollment patterns.

SCE offers courses in program areas eligible for noncredit apportionment as well as community service and contract education classes. The school offers approximately 1,100 courses each term at three main campuses and at 151 off-campus facilities. SCE has numerous partnerships with local education agencies, municipalities, and both non-profit and for profit organizations. English as a Second Language (ESL) and the Lifeskills Education Advancement Program (LEAP) are SCE's two largest programs, which served 9,929 ESL students and 15,053 LEAP students in 2015/16. SCE also offers a Career Technical Education (CTE) Program that served 4,334 students and a Basic Skills High School Diploma Program that served 4,636 students in 2015/16 (Argos Student Academic History Report, 2015/16). The CTE program awarded 409 certificates and the Basic Skills Program awarded 254 adults with high school diplomas in 2015/16 ([SCE 2015/16 Annual Report Final](#)). The six largest instructional programs at SCE are as follows:

- **COM** (Computers): includes COMP, CCTR, and MS course subject codes.
- **CTE** (Career & Technical Education): determined by the AEBG formula of CB22= I CB09 and I=A, B, C, or D, excluding courses already in COM.
- **DSS** (Disability Support Services): includes DSPS course subject code.
- **ESL** (English as a Second Language): includes ESLA & ESLW course subject codes.
- **HS** (High School): includes IHSS and ABE course subject codes, except for ABE courses belonging to LEAP.
- **LEAP** (Lifeskills Education Advancement Program): includes OAP, LEAP, & PARN division codes, and ABE subject code not in HS. In 2009, OAP became LEAP.
- **OTH** (Other): includes all courses not already captured in the six major categories.

SCE has experienced a 6% average drop in enrollment from year to year starting with the 2009/10 school year. During the 2015/16 school year for instance, 33,749 students (unduplicated headcount) enrolled at SCE – a 4.6% drop from the previous year. This decline in enrollment is not surprising given a statewide decrease in community college enrollment. In fact, at the 2016 California Research and Planning Conference, San Joaquin Delta College researchers presented on *The impact of economic cycles on access and success in California community colleges*, highlighting the inverse relationship between college enrollment and economic prosperity - based on 10 years' worth of state data. As such, drops in SCE's enrollment are affected by economic cycles and other local decisions discussed later in the chapter.

Student Headcount, 2006/07 to 2015/16



Source: [SCE 2015/16 Annual Report Final](#).

In accordance with the overall enrollment trends at SCE, enrollment by program numbers decrease as they approach the 2015/16 academic year. However, not all programs experience the same degree of drops in enrollment. The three instructional programs with steepest drop in enrollments are COMP, CTE, and ESL. In 2014/15, COMP experienced a 19% drop in enrollments from 2013/14 to 2014/15 and another 14% drop from 2014/15 to 2015/16 (% change not shown in table). CTE experienced an 18.5% drop in enrollment from 2013/14 to 2014/15. ESL enrollments dropped by 12.3% from 2014/15 to 2015/16. The proportion of a program's size to overall enrollment remains stable as judged by the close ranging percentages in each program column, but the difference between enrollments from year to year is more indicative of program changes. Despite some steep drops in enrollment for COMP, CTE, and ESL, the drop in enrollment for the three other programs is less severe because the difference between their enrollments from year to year is smaller. In the case of HS, enrollment is actually growing and for LEAP, it is returning to 2010/11 levels. The four largest programs at SCE are: LEAP, ESL, CTE, and HS.

The drop in program enrollments is consistent with overall SCE enrollment. The decline of program enrollment is linked to overall SCE's enrollment decline. That is, as there is a decline in enrollment we should expect a decline in program enrollment. Data shows all programs experiencing a decline in enrollment since 2010/11 to 2015/16. SCE's enrollment decline pattern is consistent with other major noncredit programs in California. A significant enrollment decrease in the last 5 years is attributed to the growth of economy and, therefore, availability of jobs. The majority of noncredit students are working adults whose multiple needs often necessitate choosing work over education. An increase in cost of living coupled with the limited access to support services often results in abandoning education for the sake of work. Nonetheless, the Office of Institutional Research and Planning will further explore possible reasons for the consistent decline of COM and most importantly, the significant enrollments lost in the ESL program.

SCE's adult student population may explain one of the reasons for the consistent decline in COM. In 2015/16, about a third of students at SCE were 31-54 years old (31%). The next largest group of students at SCE was 18-30 years old (22%) followed by 55-75 years old (20%). Faculty have observed that students who have grown up with technology tend to be more comfortable with emerging technologies than students that did not grow up in the digital era. Another explanation for the enrollment drop may be due to the fact of the 2009/10 budget cuts, while resources were redistributed, some programs may still be significantly impacted, such as COM. Age makes a difference in enrollment, as described in, "Behind the Numbers: College Enrollment Decreasing Overall" article by Diverse Issues in Higher Education (2013). Older adults tend to enroll less than non-older adults.

SCE is working to reverse the decrease in enrollment for our CTE programs by implementing the following strategies:

- Hiring faculty to redevelop curriculum
- Redesigning CTE curriculum
- Purchasing new textbooks and software tools

(Duplicated) Enrollment by Program, 2010 to 2016

Year	COM	CTE	DSS	ESL	HS	LEAP	OTH	TOT
10/11	10,968	10,809	5,346	42,296	12,796	79,603	8,804	170,622
%	6.4%	6.3%	3.1%	24.8%	7.5%	46.7%	5.2%	100.0%
11/12	10,594	9,511	4,311	40,209	12,842	68,414	8,426	154,307
%	6.9%	6.2%	2.8%	26.1%	8.3%	44.3%	5.5%	100.0%
12/13	10,292	9,766	4,483	40,744	12,305	67,708	7,147	152,445
%	6.8%	6.4%	2.9%	26.7%	8.1%	44.4%	4.7%	100.0%
13/14	9,277	9,022	4,203	41,227	12,908	67,421	6,759	150,817
%	6.2%	6.0%	2.8%	27.3%	8.6%	44.7%	4.5%	100.0%
14/15	7,488	7,356	4,154	39,115	14,319	71,993	6,070	150,495
%	5.0%	4.9%	2.8%	26.0%	9.5%	47.8%	4.0%	100.0%
15/16	6,431	7,020	4,271	34,320	13,170	74,540	5,014	144,766
%	4.4%	4.8%	3.0%	23.7%	9.1%	51.5%	3.5%	100.0%

Source: [Data Guide for WASC Self-study Report](#).

Apportionment enrollment is organized by campus category, for a six-year period, in the table below. The majority of apportionment enrollments at SCE happen in off-site locations, followed by the Anaheim Campus and then the Cypress and Wilshire Centers. Apportionment enrollment in off-site locations accounts for a little over 50% of all apportionment enrollments at SCE. The Anaheim Campus typically contributes between 23% and 25% of all apportionment enrollments, followed by the Cypress and Wilshire Centers which contribute between 9% and 12% of all apportionment enrollments at SCE.

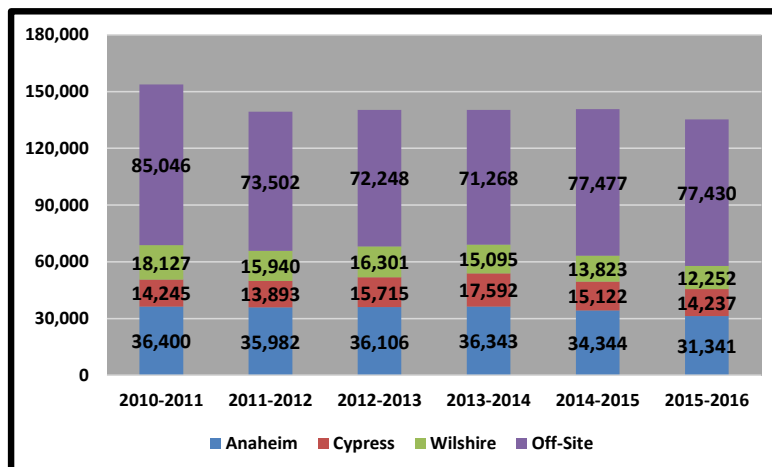
Apportionment enrollment by campus for the 2009/10 academic year is not provided in this report, but it is worth noting that SCE experienced a 36% decline in apportionment enrollment at off-site locations between 2009/10 and 2010/11 academic years. In the 2011 WASC self-study report, apportionment enrollment at off-site locations rested in the 100,000s, but is now in the 70,000s. This decline in off-site enrollment between 2009/10 and 2010/11 may be attributed to cuts in the 2010/11 NOCCCD budget. A decreased budget led to a significant loss of class offerings, especially those previously offered at off-site locations, such as skilled nursing homes and assisted living facilities. While resources were redistributed to accommodate a diminished budget, the rates of apportionment enrollment never returned to pre-2009 levels.

Enrollment by Location - SCE Apportionment Courses

Year	Anaheim	Cypress	Wilshire	Total Campus	Off-site	Total
10/11	36,400	14,245	18,127	68,772	85,046	153,818
%	23.7%	9.3%	11.8%	44.7%	55.3%	100.0%
11/12	35,982	13,893	15,940	65,815	73,502	139,317
%	25.8%	10.0%	11.4%	47.2%	52.8%	100.0%
12/13	36,106	15,715	16,301	68,122	72,248	140,370
%	25.7%	11.2%	11.6%	48.5%	51.5%	100.0%
13/14	36,343	17,592	15,095	69,030	71,268	140,320
%	25.9%	12.5%	10.8%	49.2%	50.8%	100.0%
14/15	34,344	15,122	13,823	63,289	77,477	140,766
%	24.4%	10.7%	9.8%	45.0%	55.0%	100.0%
15/16	31,341	14,237	12,252	57,830	77,430	135,260
%	23.2%	10.5%	9.1%	42.8%	57.2%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

Enrollment by Location - SCE Apportionment Courses



Tuition enrollment is organized by campus category, for a six-year period in the table below. Overall tuition enrollment is decreasing as numbers approach the 2015/16 academic year in each column. However, the dispersal of tuition enrollments across SCE's three campuses and off-site locations is stable with the Anaheim Campus and Cypress Center leading in tuition enrollments each year. The Anaheim Campus and Cypress Center routinely contribute about 40% and 30% of all tuition enrollments respectively. Tuition enrollment is more at the SCE campuses than at off-site locations.

It is important to note that across rows, the proportion of tuition enrollment at the Cypress Center is increasing as it decreases at the Wilshire Center and Anaheim Campus. The level of tuition enrollment at the Wilshire Center during 2015/16 appears to be returning to the previous 2010/11 level. This indicates that class offerings are being redistributed to the Cypress Center from the Wilshire Center and the Anaheim Campus where more of a demand for tuition courses exists or a new audience is being targeted. Parking for the Wilshire Center is also a significant issue.

Grant funded courses could not be separated from tuition courses at the time of completing this report. Hence, the table below contains enrollment in mostly tuition courses along with some enrollment in grant-funded courses. In future reports, a distinction will be made between tuition and grant funded enrollments.

Enrollment by Location - SCE Tuition Courses

Year	Anaheim	Cypress	Wilshire	Total Campus	Off-site	Total
10/11	7,262	5,108	2,250	14,620	2,352	16,988
%	42.7%	30.1%	13.2%	86.1%	13.8%	100.0%
11/12	6,407	5,520	1,924	13,851	1,135	14,990
%	42.7%	36.8%	12.8%	92.4%	7.6%	100.0%
12/13	5,318	4,599	860	10,777	1,288	12,066
%	44.1%	38.1%	7.1%	89.3%	10.7%	100.0%
13/14	4,194	4,112	944	9,250	1,172	10,422
%	40.2%	39.5%	9.1%	88.8%	11.2%	100.0%
14/15	4,000	3,497	750	8,247	1,335	9,582
%	41.7%	36.5%	7.8%	86.1%	13.9%	100.0%
15/16	3,037	3,567	1,101	7,705	1,578	9,283
%	32.7%	38.4%	11.9%	83.0%	17.0%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

FTE ENROLLMENT

Full-time Equivalent (FTE) data is organized by campus category, for a three-year period, in the table below. As previously noted, off-site facilities result in over 50% of SCE apportionment enrollment. Conversely, the majority of SCE's FTE (60%) is generated on campus at the three SCE Centers, compared to 40% FTE generated at off-site locations.

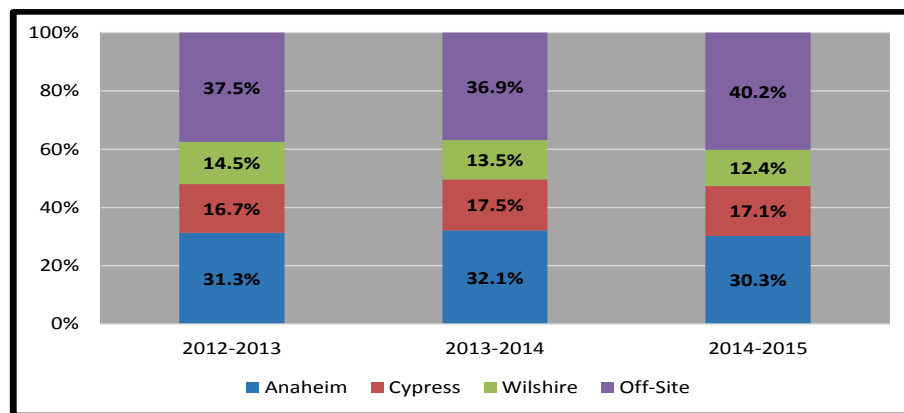
The off-site locations have higher enrollment; yet, the three SCE Centers produce more FTEs. This could be attributed to the large number of off-site facilities and/or course offerings in the community, resulting in increased enrollments. However, students attending on-campus instruction are more likely to consistently attend classes and utilize available onsite services and supplemental instruction than students enrolled at off-site locations.

FTES by Location - Apportionment Courses

Year	Anaheim	Cypress	Wilshire	Total Campus	Off-site	Total
12/13	1,711.98	915.32	793.29	3,420.60	2,054.79	5,475.39
%	31.3%	16.7%	14.5%	62.5%	37.5%	100.0%
13/14	1,813.16	987.99	761.97	3,563.12	2,080.95	5,644.07
%	32.1%	17.5%	13.5%	63.1%	36.9%	100.0%
14/15	1,722.50	971.30	708.23	3,402.02	2,289.25	5,691.27
%	30.3%	17.1%	12.4%	59.8%	40.2%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

FTES by Location - Apportionment Courses



Source: [Data Guide for WASC Self-Study Report](#).

FTES data is organized for a three-year period in the table below. The principal program generating FTE at SCE is ESL, followed by LEAP, DSS, HS, CTE, and COM. Although overall enrollment is declining at SCE, especially for CTE, COM, and to a lesser degree ESL, the FTES amounts are increasing for ESL and remaining stable for CTE. In 2006, the state of California’s Chancellor’s Office enacted Senate Bill 361 increasing funding for all noncredit community college courses, creating a specific category the Career Development College Preparation (CDCP) courses. This allowed the CDCP FTES reimbursement rate to become comparable, although not yet equal, to the credit FTES reimbursement rate. Rate equalization impacted ESL courses because of the policy’s intention to transform basic skills funding in order to provide additional support like faculty office hours, which have been shown to lead to greater student success and completion of remedial coursework.

FTES by Academic Program Category

Year	COM	CTE	DSS	ESL	HS	LEAP	OTH	TOT
12/13	333.49	329.18	388.81	2,544.65	398.80	1,468.96	11.51	5,475.40
%	6.1%	6.0%	7.1%	46.5%	7.3%	26.8%	0.2%	100.0%
13/14	289.64	396.69	461.02	2,616.52	387.22	1,489.18	1.74	5,642.01
%	5.1%	7.0%	8.2%	46.4%	6.9%	26.4%	0.0%	100.0%
14/15	226.68	376.13	452.03	2,604.72	362.91	1,670.16	2.27	5,694.90
%	4.0%	6.6%	7.9%	45.7%	6.4%	29.3%	0.0%	100.0%

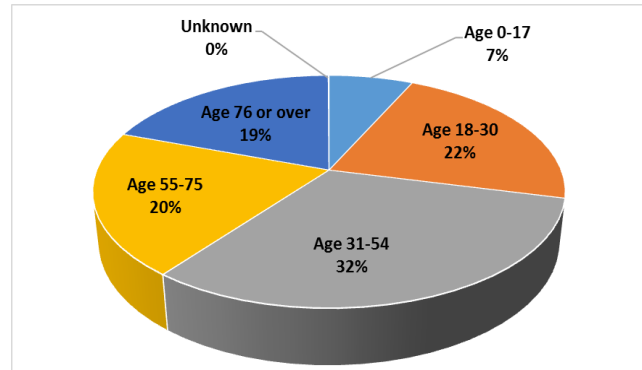
Source: [Data Guide for WASC Self-Study Report](#).

DESCRIPTION OF STUDENT POPULATION

Age. About a third of students at SCE were 31-54 years old (31%) in the 2015/16 academic year. The next largest group of students at SCE was 18-30 years old (22%) followed by 55-75 year old students (20%). This is consistent with the age group distribution of past years.

Student Age Profile, 2015/16

Age Range	Count	Percentage
Age 0-17	2,319	6.88%
Age 18-30	7,413	21.98%
Age 31-54	10,650	31.58%
Age 55-75	6,761	20.05%
Age 76 or over	6,564	19.46%
Unknown	20	0.06%
Total	33,727	100.00%

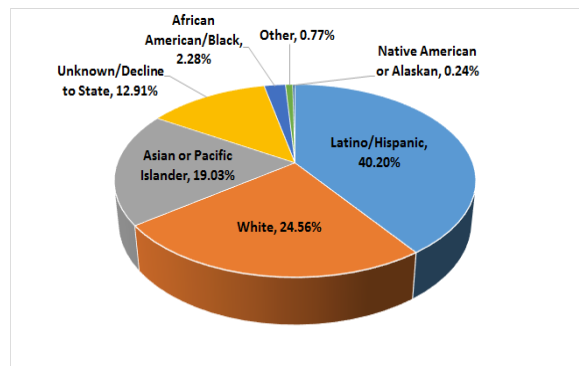


Source: [SCE 2015/16 Annual Report Final](#).

Ethnicity. The table below lists the major ethnic categories represented at SCE - ranked by population size. In the 2015/16 academic year, most students at SCE identified as Latino/Hispanic (40%), followed by White (25%), and Asian or Pacific Islander (19%). These distributions are reflective of the population in the SCE community.

Student Ethnicity Profile, 2015/16

Ethnic Description	Students	Percentage
Latino/Hispanic	13,558	40.20%
White	8,283	24.56%
Asian or Pacific Islander	6,419	19.03%
Unknown/Decline to State	4,354	12.91%
African American/Black	770	2.28%
Other	261	0.77%
Native American or Alaskan	82	0.24%
Total	33,727	100.00%

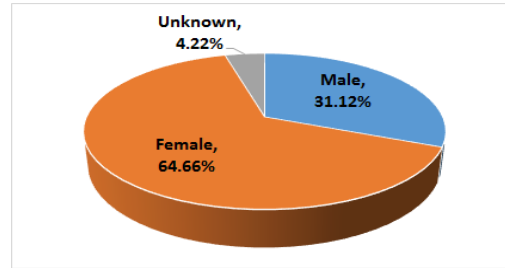


Source: [SCE 2015/16 Annual Report Final](#).

Gender. In the 2015/16 academic year, more female students (65%) enrolled at SCE than male students (31%). This trend in enrollment is consistent with past years. However, during 2015/16, to reduce disproportionate enrollment by gender, SCE allocated a substantial portion of its student equity funding toward increasing male enrollment. The effectiveness of the funding will be determined at the end of the 2016/17 academic year.

Student Gender Profile and Distribution, 2015/16

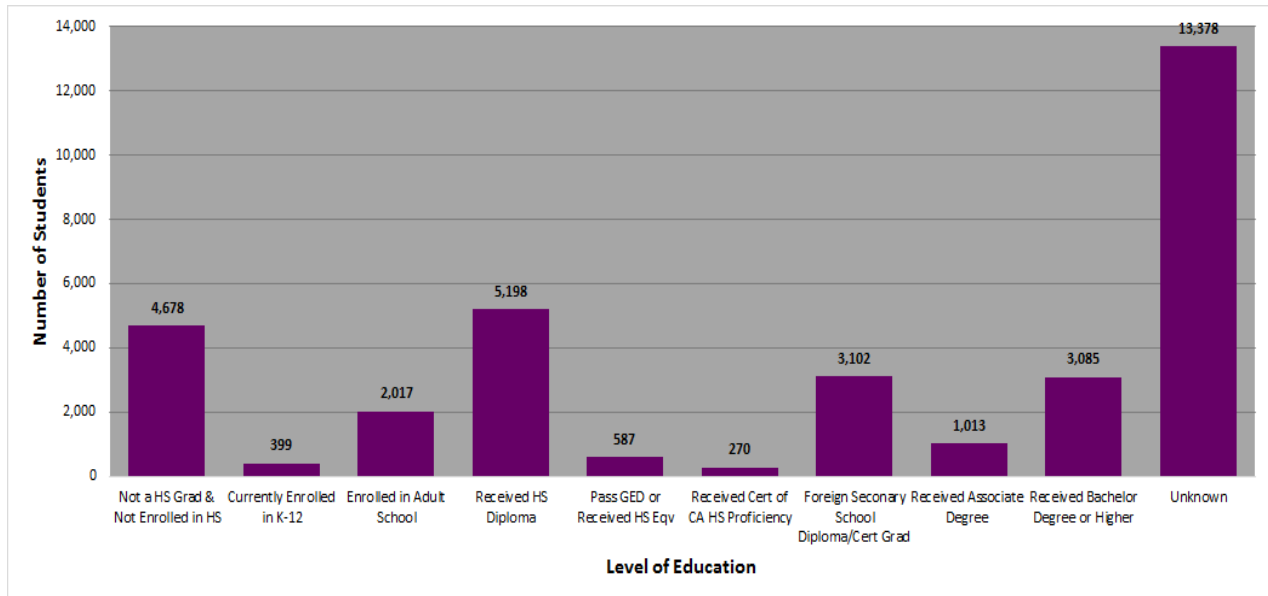
Gender	Students	Percentage
Male	10,495	31.12%
Female	21,808	64.66%
Unknown	1,424	4.22%
Total	33,727	100.00%



Source: [SCE 2015/16 Annual Report Final](#).

Highest Education Level Attained. SCE students self-report their highest educational level completed at the time of initial enrollment. In the 2015/16 academic year, close to 40% of the students enrolled at SCE did not have a highest educational level on file. Of the students who had an educational level on file, 25% reported completing a high school diploma, foreign post-secondary diploma, or GED. This was followed by 20% of students who did not complete high school or were enrolled in adult school coursework. Interestingly, 12% of students enrolled in the 2015/16 academic year already possessed an Associate’s degree or Bachelor’s degree. When the percentage of students who reported completing high school requirements is combined with the percentage of students who reported completing an AA, or BA degree, it is evident that SCE serves a large portion of post-secondary education students (39%).

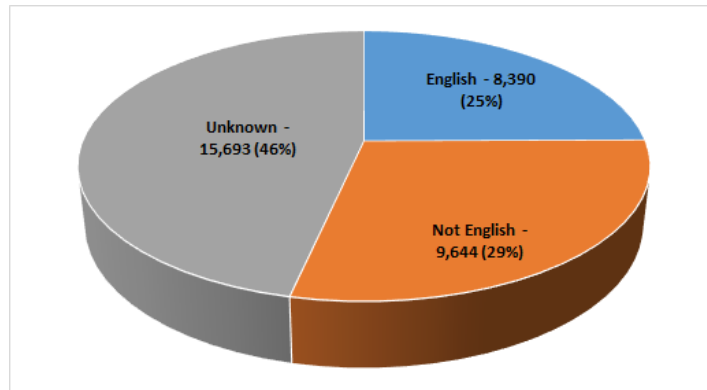
Highest Educational Level Attained by Students, 2015/16



Source: [Data Guide for WASC Self-Study Report](#).

Student Primary Language. The primary language of most students at SCE is unknown. However, for students that report their primary language, the results are closely divided between primary English speakers (25%) and non-primary English speakers (29%). This is reflective of the culturally diverse population of students who attend SCE.

Student Primary Language, 2015/16



Source: [Data Guide for WASC Self-Study Report](#).

DSS Status. The table below provides the proportion of students at SCE who identified as having a disability - in a 6-year period. The proportion of students identified as having a disability slightly increased by 0.6% between 2010/11 and 2012/13. However, for the past four academic years, between 2012/13 and 2015/16, the percentage of students identified as having a disability remained unchanged. In 2015/16, over 1,500 students (4.7%) were identified as having a disability.

Disability Status, 2010/11 to 2015/16

	2010/11 (N=38,950)	2011/12 (N=36,248)	2012/13 (N=36,275)	2013/14 (N=34,631)	2014/15 (N=34,581)	2015/16 (N=32,518)
No disability reported	95.90%	95.60%	95.30%	95.30%	95.30%	95.30%
Disability reported	4.10%	4.40%	4.70%	4.70%	4.70%	4.70%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Students are identified as having a disability if they are listed in the SCE DSS MIS Argos Report and/or in the DSS students' enrollment in non-DSS classes.)

STUDENT ENROLLMENT PATTERNS

Average Courses/Hours Taken. All apportionment classes at the School of Continuing Education are noncredit and SCE uses hours of instruction to identify student full-time or part-time status. A student who attends class 15 hours per week or more is considered to be a full-time student. High School Diploma Program students attend a self-paced independent study lab where they obtain high school credits based on an individualized plan. Vocational Certificate students follow a prescribed curriculum to ensure they meet graduation requirements. ESL students can follow a sequenced series of classes towards three types of certificates or enroll in ESL courses with CTE.

The table below presents the proportion of full-time to part-time SCE students within an academic year consistent of three terms. SCE's policy consists of open enrollment and attendance requirements that are left to the discretion of the instructor. Due to these factors, students are able to attend courses in a non-traditional sense, for example, a student may attend a course for 2 hours one week and 6 hours the following week. The sum of hours attended per term was calculated per student and used to establish student status. The vast majority of SCE students are enrolled as part-

time status (15 hours or less per week per term). Students were duplicated within academic years, but unduplicated within terms.

For the purpose of developing a profile of a typical noncredit student and learning behavioral patterns leading to higher retention and success rate, the Office of Institutional Planning attempted to define the “full-time” status for a noncredit program. As a starting point, Carnegie credit definition was used. Andrew Carnegie introduced the idea of the “credit hour” to address faculty pension challenges. Under Carnegie’s model, it was determined that faculty who taught 12 credit units, with each unit equal to one hour of faculty-student contact time per week over a 15-week semester, would qualify for full-time pension benefits (*Cracking the Credit Hour*, p.4). Despite the noncredit institutions like SCE do not use the Carnegie unit and experience shorter durations of student enrollment, this model of student-contact informs the types of metrics used to assess noncredit institutions like SCE. The table below is an example of such a metric; full-time vs. part-time enrollment. In the absence of a thorough statistical portrait, it is difficult to determine what truly constitutes full-time or part-time status at SCE but, to generate the data, part-time was judged as taking fewer than 15 hours of coursework per week. Fifteen hours was used as a threshold because, according to the *Median Hours Completed by Students* table, self-paced High School Diploma Program (HS) students complete the least amount of hours per trimester at SCE (13 hours) compared to ESL students who complete the most hours (82). In a twelve-week trimester, a HS student may complete up to one hour of coursework a week while CTE or ESL students may complete a wider range of hours, depending on the scheduling and purpose of their course. The 15-hour threshold accommodates the wide-ranging scheduling patterns of HS, ESL, and CTE programs at SCE. It is also equivalent to the new 15-credits-per-semester threshold proposed by the Community College Research Center at Columbia University to adequately measure full-time student progress at credit colleges (*Redefining Full-Time in College; Evidence on 15-Credit Strategies*). The review of the SCE full-time vs. part-time enrollment patterns reviewed that the large ratio of part-time to full-time students at SCE is reflective of the qualities of its adult learner population and that full-time or near full-time enrollment leads to higher retention and completion rates ([SCE Institutional Effectiveness Report](#)).

Full-Time/Part-Time Status, 2010/11 to 2015/16

	2010/11 (N=66,154)	2011/12 (N=61,015)	2012/13 (N=62,710)	2013/14 (N=60,049)	2014/15 (N=60,433)	2015/16 (N=57,543)
Full-time	2.0%	1.9%	1.6%	1.7%	1.7%	1.5%
Part-time	98.0%	98.1%	98.4%	98.3%	98.3%	98.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Summer terms are not included in analysis. Duplicates exist between academic years, but not within academic years.)

Median number of hours completed by students within an academic year varies by program type. High School Diploma Program students have the lowest median number of hours completed within an academic year, with students completing about 13 hours each year the last four years. CTE students have consistently completed between 40 and 54 hours per year the last six years. An increase in number of hours completed occurred in 2014 and has remained consistent the last three years. ESL students have consistently completed with the highest number of hours per year the last six years, with hours ranging between 69-72 hours completed. Due to the wide range in hours completed by students, the median was used to illustrate hours completed without the impact of outliers.

Median Number of Hours Completed by Students, 2010/11 to 2015/16

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
ESL	69.0	74.5	75.0	82.0	73.5	72.0
HS	15.0	27.0	13.0	13.0	13.0	13.0
CTE	40.0	40.0	44.0	54.0	54.0	54.0

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Summer terms are not included in analysis. Duplicates exist between academic years, but not within academic years.)

Education Goal Data. Improving basic skills has consistently been the educational goal for about a fifth of SCE students in the last six years. Followed by basic skills, the second most common goal for SCE students is career exploration. Educational goals are identified at a district level, meaning that if a student began at a for-credit institution within NOCCCD, their educational goal travels with them when they enroll at SCE. For students who have solely enrolled at SCE, their educational goal was collected at registration. It is worth noting that SCE students are not frequently asked to update their educational goals and the goals below represent student goals at the start of their SCE path. That being said, the data presented is still indicative of the needs and goals of SCE students.

District-wide Student Educational Goals for SCE Students

	2010/11 (N=25,339)	2011/12 (N=24,419)	2012/13 (N=25,745)	2013/14 (N=25,679)	2014/15 (N=26,897)	2015/16 (N=26,164)
Transfer Seeking	6.8%	7.1%	7.1%	7.5%	7.1%	6.9%
Degree Seeking	1.8%	1.9%	2.0%	2.1%	1.7%	1.7%
Certificate Seeking	2.2%	2.3%	2.0%	2.1%	1.9%	1.9%
Diploma Seeking	7.3%	6.7%	7.7%	8.0%	7.6%	7.2%
Transition Seeking*	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Basic Skills	21.4%	21.1%	19.8%	18.9%	19.8%	20.0%
Skills Builder	11.2%	10.5%	11.2%	10.6%	10.0%	9.9%
Career Exploration	16.7%	16.8%	16.8%	17.2%	17.3%	18.0%
Undecided	11.3%	11.2%	10.7%	10.3%	10.3%	9.8%
Other**	21.3%	22.3%	22.8%	23.3%	24.2%	24.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Transition seeking students are students who declared their educational goal as "Noncredit to credit" coursework. Educational goals categorized in "Other" included "Undeclared," "Unknown," "Not Applicable," and "4yr taking courses for 4yr req.")

First-Time, Returning, Continuing Students. Close to half of the students enrolled at SCE have been returning students for the last several years. For academic year 2010/11, the proportion of first-time students is higher than other years because the dataset that was used to establish student enrollment status began at the 2010/11 academic year. For many students, their enrollment status remained the same through each term enrolled. Adjustments were made for the following academic years, but due to the lack of data prior to 2010, the number of students who were categorized, as

“first-time” in 2010 is likely an inflation of the true number. The student enrollment categories in the table below are defined as:

- First-time Student: Newly enrolled student at SCE
- Returning Student: Continuing student from the previous terms
- First-time Transfer: Newly enrolled student at SCE who enrolled at another NOCCCD institution previously
- Returning Transfer: Returning enrolled student at SCE who enrolled at another NOCCCD institution previously

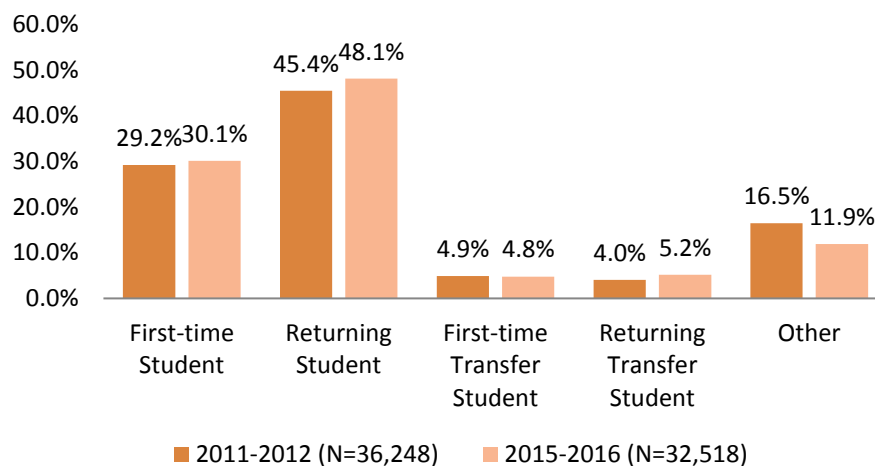
Student Enrollment Status, 2010/11 to 2015/16

	2010/11 (N=38,950)	2011/12 (N=36,248)	2012/13 (N=36,275)	2013/14 (N=34,631)	2014-2015 (N=34,581)	2015/16 (N=32,518)
First-time Student	59.5%	29.2%	29.3%	27.1%	31.1%	30.1%
Returning Student	15.2%	45.4%	46.7%	48.4%	45.9%	48.1%
First-time Transfer Student	7.7%	4.9%	5.1%	5.2%	5.3%	4.8%
Returning Transfer Student	1.0%	4.0%	4.2%	4.7%	5.0%	5.2%
Other	16.5%	16.5%	14.7%	14.5%	12.7%	11.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Other students include not applicable/K-12 special students, uncollected/unreported, undeclared enrollment. Duplicates exist between academic years, but not within academic years.)

Enrollment Status, 2010/11 vs. 2015/16



Retention. The table below shows the rate at which new students re-enroll in a program for one academic year. DSS and LEAP have the highest 1-year retention rates out of the 6 academic programs based on the data. The table is not reflective of consecutive enrollments. For instance, students who started in Fall 2010 and re-enrolled in Spring 2011 did not necessarily enroll in winter before they enrolled in spring. If a new student enrolled in more than one program during their first trimester at SCE, they will be counted in more than one cohort in the table. Reasons for students not

re-enrolling in a program include: passing an equivalency test early in the program, which allows them to bypass coursework, or acquiring the job skills they sought after one or two courses. Future analysis will look at the rates of re-enrollment within a program by major category or educational goal and will explore the relationship between consecutive enrollment and retention.

One Year Retention Rates of First-Time Fall Students by Academic Program

Year		COM	CTE	DSS	ESL	HS	LEAP
2010/11	Starting Cohort	N=350	N=442	N=113	N=1,796	N=535	N=833
	End-Term Winter	16.0%	11.5%	17.7%	18.7%	15.3%	11.3%
	End-Term Spring	11.1%	7.9%	31.0%	17.6%	15.9%	7.1%
	End-Term Summer	4.3%	3.6%	3.5%	4.0%	4.9%	7.1%
	Retained to Fall 2011	10.6%	15.6%	41.6%	23.1%	19.1%	48.9%
2011/12	Starting Cohort	N=307	N=378	N=111	N=1,511	N=444	N=664
	End-Term Winter	18.6%	7.4%	6.3%	14.8%	18.7%	10.2%
	End-Term Spring	7.8%	7.1%	14.4%	12.8%	15.8%	9.2%
	End-Term Summer	3.3%	2.9%	7.2%	2.3%	4.5%	6.8%
	Retained to Fall 2012	11.4%	13.0%	55.0%	24.9%	28.6%	47.4%
2012/13	Starting Cohort	N=297	N=350	N=127	N=1,576	N=563	N=740
	End-Term Winter	13.5%	9.1%	6.3%	17.3%	20.4%	11.5%
	End-Term Spring	8.8%	8.3%	7.9%	10.9%	15.8%	9.6%
	End-Term Summer	3.0%	2.9%	5.5%	2.4%	3.2%	5.5%
	Retained to Fall 2013	12.8%	16.3%	41.7%	25.6%	24.3%	44.7%
2013/14	Starting Cohort	N=260	N=320	N=90	N=1,516	N=527	N=813
	End-Term Winter	18.1%	13.1%	15.6%	19.1%	15.9%	9.3%
	End-Term Spring	11.9%	11.3%	16.7%	13.1%	14.2%	7.9%
	End-Term Summer	3.8%	2.5%	4.4%	2.0%	6.3%	5.7%
	Retained to Fall 2014	10.4%	16.3%	50.0%	22.1%	22.6%	36.5%

Source: [Data Guide for WASC Self-Study Report](#).

Support Services. In the 2015/16 Adult Block Education Grant reporting cycle, it was reported that 5,630 students received support services at SCE. This includes students who participated in SCE services from ESL off-site child care centers to high school labs, ESL learning centers, business/computer labs, SCE Learning Center, and the DSS Educational Support and Employment prep lab. The 5,630 number of students is not inclusive of those who received Disability Support Services (DSS) or Adult College and Career Transitions (ACCT) support services. The number of students who receive DSS services is estimated to be in the thousands. The institution is currently building a support services list, which will include the number of students served by SSSP services (e.g. orientation, assessment, counseling/advising, student educational planning, and individual follow-up or community outreach sessions).

Instructional Delivery Systems. Most instruction is delivered in a traditional classroom setting. Methods vary greatly and include lecture, small group activities, discussion, tutoring, computer assisted instruction, Smart Board technology, role playing, hands-on activities, presentations, and homework. There are instructional labs such as SCE's High School Diploma Program lab, Basic Skills Learning Center lab, Computer Assisted Instructional lab, and Independent Living Skills lab. Training, Development, and Innovation (TDI) offers an array of online courses. Several of the vocational certificate programs include work-based activities (e.g. Pharmacy Technician, Administrative Assistant, Early Childhood Education).

Calendar System. The School of Continuing Education operates on a Trimester system (Fall, Winter, Spring) and offers a 6-week Summer session as well.

STUDENT ACHIEVEMENT BY INSTRUCTIONAL PROGRAM

As stated previously in the enrollment overview part of this chapter, LEAP and ESL are SCE’s two largest programs followed by CTE and the HS diploma program. This section will only cover student achievement in programs at SCE that offer course sequencing, terminal certificates, grades, or diplomas, despite SCE’s wide ranging program offerings. The three instructional programs that fit such criteria are High School, CTE, and ESL.

- **HS** (High School): includes IHSS and ABE course subject codes, except for ABE courses belonging to LEAP.
- **CTE** (Career & Technical Education): determined by the AEBG formula of CB22=I CB09 and I=A, B, C, or D (Management Information System codes).
- **ESL** (English as a Second Language): includes ESLA & ESLW course subject codes.

High School Achievement. SCE offers an adult Basic Skills/High School program, which allows adults an opportunity to obtain a high school diploma or prepare for the GED. It served 4,636 students in 2015/16 (Argos Student Academic History Report, 2015/16). The following table provides an overview of the Basic Skills High School Diploma Program between 2010 and 2016. Some noteworthy observations include that of the ESL, HS, and CTE programs, the High School Diploma Program has the lowest median age (25 years old) and the most equal gender distribution (42.4% male vs 55.9% female).

High School Program Quick Facts (AY 2010/11 to 2015/16)

Median Age	Largest Ethnic Group	Gender Distribution	Average Enrollment Size by Term	Average Terms to Completion (Grads Who Completed ≤ 3 Years) n=749
25 Years Old	Latino/Hispanic	Male: 42.4% Female: 55.9%	Fall: 3,708 Winter: 4,003 Spring: 3,651	3.68

Source: [Data Guide for WASC Self-Study Report](#).
(Note: Total Cases Analyzed: 17,754)

Due to limited data, the average number of terms to completion was computed by observing the graduates between the years 2013 and 2016 and examining their academic history to determine whether the student entered the program within three years of the graduation date, and if so, how many terms were required for completion of the program. Of all high school graduates awarded between 2013 and 2016 (N=1,259), 59.49% graduated within a 3-year timeframe. It is important to note that not all students begin with the same course requirements for graduation. That is, some students may require fewer credits than others to meet the minimum High School graduation requirements (i.e. one student may enter requiring only 20 credits to graduate whereas another student may enter requiring 100+ units to graduate). Those who require more credits would be expected to take a longer time completing their coursework.

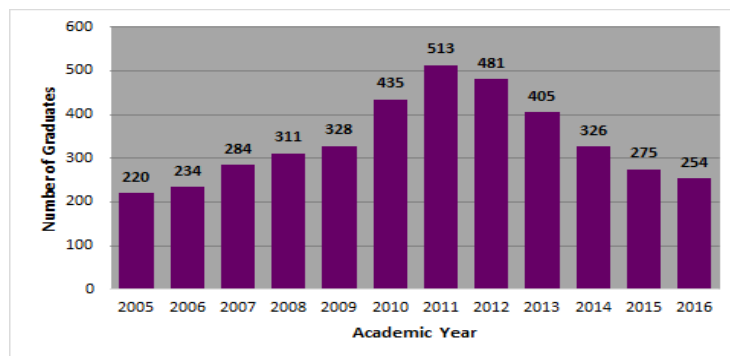
Intermediate Measures of High School/Basic Skills Achievement. No data is available to determine intermediate measures of success for Basic Skills High School Diploma Program students at present. Basic Skills and High School Diploma Program students are assessed via the TABE test; however, the data for the test was unavailable at the time of writing this report. Intermediate measures of success in the Basic Skills High School Diploma Program are

determined by the completion of unit tests. However, the data is not easily aggregated in a report form and, therefore, was not available at the time of writing the report. The High School Diploma Program uses the TABE test for diagnostic purpose only at the time of the entry to the program. SCE is investigating how to obtain and present TABE data in the future. The School is currently exploring alternative intermediate measures of student success to better serve its Basic Skills High School Diploma Program population.

High School Diplomas Awarded. The following chart displays the number of high school diplomas awarded between 2005 and 2016. During the 2015/16 year, SCE awarded 254 students with High School diplomas (Annual Report 2015/16). This is a 7.6% decrease in graduates from the 2014/15 academic year. This follows the trend of overall decline in graduates since 2010. A decrease in graduates may be partially due to an overall increase in K-12 High School graduation rates and a decrease in the California dropout rate, especially in Orange County where the dropout rate has shown a decline from 9.5% to 5.7% between the years 2010 and 2015.¹ In 2011, the Manager of the Basic Skills High School Diploma Program implemented an attendance policy that restricted student use of high school labs to students taking six or more hours of coursework weekly. This policy was intended to incentivize attendance and, as a result, achieve a higher completion rate. This policy change partially explains the drop in students awarded because in 2011 many existing students dropped out of the High School Diploma Program as a result of the policy change.



SCE High School Diplomas Awarded Between 2005 and 2016



Source: [SCE 2015/16 Annual Report Final](#).

Career and Technical Education Achievement. The Career Technical Education (CTE) Program at SCE offers vocational training for those seeking to enhance their effectiveness on the job, advance in their profession, or prepare for a new career. The CTE program served 4,334 students during the 2015/16 academic year (Argos Student Academic History Report, 2015/16). Flexible times and short-term training opportunities give students options for completing a program of study that best fits their needs. The state approved CTE certificate programs at SCE include:

¹ [California Department of Education “State School Chief Tom Torlakson Reports New Record High School Graduation Rate and Sixth Consecutive Year of an Increase”](#); [Orange County Business Council, 2015 OC Community Indicators Report](#)

1. Administrative Assistant
2. Early Childhood Education
3. Management Program
4. Medical Assisting
5. Medical Assisting: Front Office
6. Pharmacy Technician
7. Quality Assurance Management for Medical Devices
8. Advanced Office Applications
9. Fundamental Computer Concepts & Skills
10. Graphic Design and Web Skills
11. Office Application Essentials
12. Electrical Trainee
13. Funeral Service Assistant

The median age of students in the CTE program is 37 years old. The most represented ethnicity and gender groups in the program are Latino/Hispanic and female. This indicates that the CTE program at SCE serves mostly older Latina women in the community. On average, CTE enrollment hovers above 5,000 enrollments in the spring and fall trimesters and a few hundred less in the winter. Low enrollment for CTE occurs in winter and low enrollment for the Basic Skills and High School Diploma and ESL programs occurs in spring.



The average time it takes a SCE student to complete a CTE certificate is 4.89 trimesters, which is approximately a year and a half (excluding summer). The sample used to calculate this average included CTE students who were listed as being first-time students in 2010 or later and completed a CTE certificate within a six-year timeframe or less. This finding indicates that, on average, SCE students who are on a CTE certificate track complete their coursework within a year and a half. Because the sample only includes students who accomplished their CTE certificate goal, as opposed to students who did not complete their goal, this average is likely only representative of “high achieving” students who have a better understanding of program requirements needed for the certificate and encounter fewer barriers to completing a CTE program.

CTE Program Quick Facts (AY 2010/11 to 2015/2016)

Median Age	Largest Ethnic Group	Gender Distribution	Average Enrollment Size by Term	Average Terms to Completion (Grads Who Completed ≤ 6 Years)
37 Years Old	Latino/Hispanic	Male: 31.1% Female: 65.6%	Fall: 5,512 Winter: 4,825 Spring: 5,061	4.89

Source: [Data Guide for WASC Self-Study Report](#).

(Note: Total Cases Analyzed: 24,037)

Intermediate Measures of CTE Achievement. Intermediate progress measures for CTE were not available at the time of writing this report. The school is working on compiling this data for future reports and to improving the services provided to students in the CTE program.

CTE Certificates Awarded. The table below displays the number of CTE certificates awarded between the 2013/14 and 2015/16 academic years. In the most recent 2015/16 academic year, the CTE program awarded 409 certificates to students ([SCE 2015/16 Annual Report Final](#)). This number is consistent with the award amounts from the previous 2 years. The Medical Assistant and

Pharmacy Technician programs award the most certificates to students of all CTE programs. However, the Pharmacy Technician program is witnessing a decline of about 10 awards per year. To determine if this is a substantial decline in awards, data from additional years is needed. Program award data is available for SCE on the California Community College Chancellor’s Office (CCCCO) DataMart, however, award counts are not as accurate in Management Information Systems (MIS) files as Argos sources. For this reason, DataMart cross-institution comparison data was not included in this report.

SCE Career Technical Education Certificates Awarded

Program	2013/14	2014/15	2015/16
Administrative Assistant	62	67	57
Business Management	32	10	18
Early Childhood Education	43	49	80
Medical Assistant	111	110	106
Medical Device: Quality Assurance	14	7	14
Pharmacy Technician	119	109	92
Project Management	20	39	18
Other	N/A	27	24
Totals	401	418	409

Source: [SCE 2015/16 Annual Report Final](#).

English as a Second Language Achievement. The English as a Second Language Program serves 11,000 students annually. Classes are offered at the Anaheim Campus, Cypress Center, Wilshire Center, and in more than 50 community locations. The primary objective of the ESL Program is to enable adult learners to become proficient in communicating in English so they can meet their personal, community, academic, and employment goals. Programs offered include: general English language development, family ESL literacy, vocational ESL, transitional ESL, and citizenship. During the 2015/16 academic year, the English as a Second Language Program served 9,929 students.

The median age of students in the ESL Program is 38 years old, the most represented ethnicity, and gender groups in the program are Latino/Hispanic and female. This indicates that the ESL Program, like the CTE Program at SCE, serves mostly older Latina women in the community. Students enrolled in the CTE and ESL programs are on average 10 years older than students enrolled in the SCE High School Diploma Program. ESL enrollment typically hovers above 11,000 enrollments in the fall and winter trimesters and a couple thousand less in the spring trimester. Low enrollment for ESL occurs in spring trimesters.



The Academic Success Certificate Program was established in 2010 to help students transition from noncredit ESL to credit ESL programs. Students who complete two advanced courses (ESL 1040 and ESL 1045) receive an academic success certificate. Students must place in an intermediate high or advanced ESL level to enroll in either one of these courses. The average time to completion presented in the table below is for students who were identified as first-time students in 2010 or beyond and received an academic success certificate within a six-year timeframe or less. On average, this sample of students was able to complete their certificate within 3.84 trimesters (approximately a year and a half). Since students place in a variety of ESL levels, completion rates

by placement level were explored. For students who began their coursework in a *beginning* level (100, 200, and 300 level courses), their average time to complete an academic success certificate is 4.87 trimesters. Students who began in an *intermediate* level (400 and 500 level courses), their average time to completion was 3.9 trimesters. Finally, students who begin their coursework in *advanced* level (600 or above level courses) took, on average, 2.4 trimesters to complete their certificate. Similar to CTE, these findings represent students who were able to reach their goal of completing the Academic Success Certificate. Time to completion may be longer for those students who encounter additional barriers to successfully completing the program.

ESL Program Quick Facts (AY 2010/11 to 2015/2016)

Median Age	Largest Ethnic Group	Gender Distribution	Average Enrollment Size by Term	Average Terms to Completion (Grads Who Enrolled ≤ 6 Years)
38 Years Old	Latino/Hispanic	Male: 36.3% Female: 60.8%	Fall: 12,137 Winter: 11,474 Spring: 9,978	3.84

Source: [Data Guide for WASC Self-Study Report](#).
(Note: Total Cases Analyzed: 38,042)

Intermediate Measures of ESL Achievement. ESL students are tracked through the Comprehensive Adult Student Assessment System (CASAS) database, which is an assessment tool that captures ESL student’s placement and progress through the program. Students are administered a placement test at the start of their program to assess what ESL level they should start. Students can place in one of five levels: Beginning Literature, Beginning Low, Beginning High, Low Intermediate, and High Intermediate or Advanced. Following placement tests, progression tests are then administered to students once they have completed a minimum of 70 hours of instruction. Progression tests are considered post-tests to the placement tests in order to track student’s gain scores in their ESL level. Once students are interested in advancing ESL levels, they are required to take a promotional test, which requires students having at least one assessment (pre) and progression (post) test. Promotional tests are administered twice a year, once in December and again in June. Prior to taking a promotional test, students must have been enrolled in their current ESL level for at least six months. The only occasion where a student could move up an ESL level without the promotional test is if an instructor determines that the student needs to be placed in a higher-level class within two weeks of starting a course. The instructor will then notify staff in the ESL lab, the staff will check for availability in the higher-level class, and then inform the student on the availability to move to the higher-level class. If there isn’t an available seat in the higher level class, the student remains in the current class until the following trimester.

The table below presents the advancement rates for ESL students. When looking over a three-year period, over three-quarters (77.5%) of ESL students have successfully completed an ESL level and advanced one or more levels within an academic year.

Advancement Rates of SCE Students in ESL, 2013/14 to 2015/16

	2013/14	2014/15	2015/16	Overall
Students who completed an ESL level	2,163	2,290	2,249	6,702
Students who completed a level and advanced one or more levels	1,663	1,749	1,782	5,194
Advancement Rate	76.9%	76.4%	79.2%	77.5%

Source: Comprehensive Adult Student Assessment System (CASAS) is an assessment tool used in California to measure gains in student learning ([CASAS ESL Skill Level Descriptors](#)).

ESL Academic Success Certificates Awarded. The table below displays the number of students awarded Academic Success Program certificates between the 2013/14 and 2015/16 academic years. During the 2015/16 academic year, the ESL program awarded 29 certificates to students. During the 2014/15 academic, year there was a drop in the number of certificates awarded to students, but in the most recent award year, the amounts appear to be climbing back up.

At the time of writing this report, cross-institution comparison data could not be acquired. However, the school will work toward establishing a baseline for future years.

English as a Second Language Certificates Awarded

Program	2013/14	2014/15	2015/16
Academic Success Program Totals	33	24	29

Source: [Data Guide for WASC Self-Study Report](#).

DESCRIPTION OF SERVICE AREA

The North Orange County Community College District (NOCCCD) includes Fullerton College, Cypress College, and the School of Continuing Education. Eighteen communities and 16 school districts are located within the boundaries of the 155-square mile District that is home to nearly one million residents. The cities and communities served by NOCCCD include Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Habra Heights, La Mirada, La Palma, Los Alamitos, Placentia, Rossmoor, Seal Beach, Stanton, Whittier, and Yorba Linda. The demographics of the community are very diverse.

SCE's Office of Institutional Research and Planning provided the data for the following fields: demographics such as age, educational attainment, immigration, English language skill, disability, employment growth areas, and desired employment skills. Statistics were analyzed to provide geographic density of population characteristics. Certain demographics are particularly important to SCE with a strong curriculum focus on ESL, Basic Skills, Older Adults, Families, and Job Training. Information obtained from the study has been used in SCE's strategic planning.

Populations Served. The following tables provide information about the communities served by the School of Continuing Education. Note that these tables are based on the cities in the North Orange County from which SCE serves the greatest number of students. For example, Garden Grove is the second largest city in the NOCCCD area. However, other cities provide SCE with a larger number of students, thus leading to the exclusion of Garden Grove in these tables.

Main Feeder Cities of SCE. The cities from which SCE obtains most of its students are Anaheim and Fullerton. During the 2015/16 academic year, 37.2% of students were from Anaheim, and 14.1% of students were from Fullerton. The six main feeder cities to SCE are as follows:

6 Largest Feeder Cities in SCE’s Service Area – Student Count

City	Number of SCE Students Served	Percentage of SCE Total
Anaheim	12,555	37.2%
Fullerton	4,756	14.1%
Buena Park	2,468	7.3%
La Habra	1,524	4.5%
Placentia	1,348	4.0%
Yorba Linda	1,194	3.5%

Source: [SCE 2015/16 Annual Report Final.](#)

Population Size. The largest city in the NOCCCD service area is Anaheim with a population of approximately 350,000 based on US Census Bureau estimates. The following table presents the populations of the main feeder cities of SCE students.

6 Largest Cities in SCE’s Service Area - Population Size

City	April 2010 Census	July 2015 Estimates
Anaheim	336,265	350,742
Fullerton	135,161	140,847
Buena Park	80,530	83,270
La Habra	60,239	62,131
Placentia	50,533	52,495
Yorba Linda	64,234	67,973
Totals	726,962	757,458

Source: [U.S. Census 2010.](#)

Age. The table below highlights the age groups of SCE’s main feeder cities. From this table, we see that the 30-54 age group is the largest group represented in the North Orange County area.

Six Largest Feeder Cities in SCE’s Service Area – Age

Orange County Totals	People	Percentage
Ages 0-19	211,651	29.1%
Ages 20-29	110,803	15.2%
Ages 30-54	255,296	35.1%
Ages 55-74	113,843	15.7%
Ages 75 and Over	35,369	4.9%
Totals	726,962	100.0%

Source: [U.S. Census 2010.](#)

Gender. The gender distribution for the North Orange County area is evenly split at 49.9% male and 50.1% female. There are some slight variances from city to city.

Six Largest Feeder Cities in SCE’s Service Area – Gender Distribution

City	Male	Percent	Female	Percent
Anaheim	179,603	51.2%	171,135	48.8%
Fullerton	69,549	49.4%	71,300	50.6%
Buena Park	41,593	50.0%	41,671	50.0%
La Habra	29,739	47.9%	32,401	52.1%
Placentia	25,366	48.3%	27,122	51.7%
Yorba Linda	31,960	47.0%	36,006	53.0%
Totals	377,810	49.9%	379,635	50.1%

Source: [U.S. Census 2010, 2015 Estimates.](#)

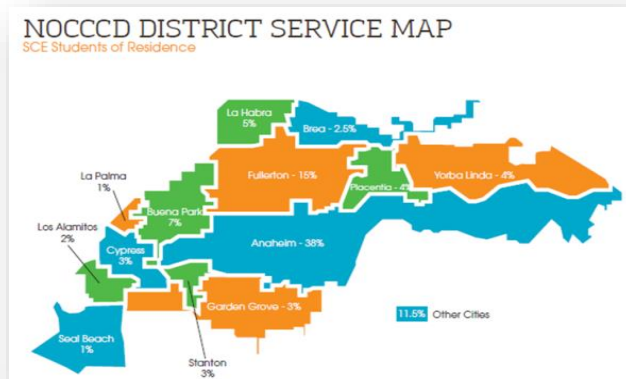
Ethnicity. The following table exhibits the ethnic distribution of SCE’s main feeder cities. As shown in the table, the North Orange County area is vastly diverse with large numbers of the population representing varying ethnic groups. This melting pot of culture is reflected in SCE’s student population.

Six Largest Feeder Cities in SCE’s Service Area – Ethnic Distribution

City	African American	Asian/Pacific Islander	Latino/Hispanic	Native American/Alaskan	White/Non-Latino	Two or More Races
Anaheim	2.8%	15.3%	52.8%	0.8%	27.5%	4.4%
Fullerton	2.3%	23.0%	34.4%	0.6%	38.2%	4.3%
Buena Park	3.8%	27.3%	39.3%	1.1%	27.7%	5.1%
La Habra	1.7%	9.8%	57.2%	0.2%	30.2%	4.2%
Placentia	1.8%	15.0%	36.4%	0.1%	44.7%	4.0%
Yorba Linda	1.3%	15.7%	14.4%	0.1%	65.7%	4.0%

Source: [U.S. Census 2010.](#)

Special Populations Summary. The importance of knowing the community statistics with respect to the special population groups is more apparent as SCE begins to focus on tracking these student populations. The demographic information regarding these special Orange County is displayed in the table below.



North Orange County Census Summary

Demographic	Anaheim	Fullerton	Buena Park	La Habra	Placentia	Yorba Linda	Total
Veterans	11,154	5,045	3,102	2,460	2,121	2,989	26,871
Foster Youth	1,710	693	491	221	266	97	3,478
No High School Diploma (Ages 18+)	58,694	13,596	10,140	8,539	6,000	2,305	99,274
People with Disabilities (Ages 18-64)	13,593	5,235	3,395	2,705	1,814	1,819	28,561
Foreign Born Population	126,926	43,079	31,027	16,567	13,376	11,962	242,937
Non-US Citizens	70,169	21,680	15,129	10,383	7,002	2,733	127,096
Non-English Speakers*	85,423	28,423	24,240	12,917	7,807	4,362	163,172
Non-English Speaking Households**	13,393	4,840	4,412	2,109	1,057	712	26,523

Source: [U.S. Census 2014 Estimates](#).

(Note: Non-English Speakers defined as not reported as speaking English “Very Well” as per census data; Non-English Households is defined as households in which no one over the age of 14 either speaks only English or speaks English “Very Well” as per census data).

Economic Landscape. The economic landscape of Orange County highlights the need for higher education. Since the recovery from the recession, the job market has shown an increase in jobs for those with higher levels of education. Of Orange County families whose head of household has earned a Bachelor’s Degree or higher, 97% are above poverty, whereas only 73% of Orange County families are above poverty if the head of household has not earned a high school diploma. Furthermore, there are about 483,970 middle-skill occupations in Orange County and this number is projected to grow. However, due to the gap in skills required by the employer and those possessed by potential employees, many of these job positions remain vacant.

Most of the Orange County population age 25 or older is relatively well-educated with 66% of residents attaining at least some form of college education, and 45% earning an Associate’s Degree or higher. High school graduates comprise 18% of the adult population. Nearly 16% of Orange County adults have not completed high school. SCE’s service is required in assisting these individuals to realize higher educational goals and discovering pathways toward better paying jobs.

Orange County’s unemployment rate dropped to 4.3% as of June 2015, the lowest rate in Southern California, and 5th lowest in the state. The median income in Orange County is \$74,163, approximately \$14,000 higher than the state median income and \$24,000 higher than the national median income. While Orange County’s income may be high, growth has been low. Income grew 1.6% from 2010/12 and 3.0% from 2012/13 in Orange County. This is much lower than the state income growth rate of 5.0% from 2010/12 and 5.6% from 2012/13. Moreover, adjusted for inflation, median wage has declined from the 2005 median of \$78,670. ([Orange County Development Board, 2015-16 Workforce Indicators Report](#); [Orange County Business Council, 2015 OC Community Indicators Report](#)).

Anticipated changes in population. The Office of Institutional Research and Planning identified trends in the community population that will impact SCE over the next 25 years. According to the Orange County Business Council, the percentage of the Orange County population over the age of 65 is projected to grow from 14% in 2015 to 24% in 2040. Meanwhile,

all other age groups will decline in percentage. The trend toward a more diverse Orange County will continue. The percentage of White residents is expected to decline from 42% in 2015 to 33% in 2040. Other ethnic populations are expected to increase and the Latino population is predicted to become the majority, growing from 35% of the population in 2015 to 41% of the population in 2040. High school dropout rates in Orange County have steadily declined from 9.5% to 5.7% between 2010 and 2015. Dropout rates for Latino students were disproportionately high at 8.1% in 2015 as compared to Asian students at 2.6% and White students at 3.7%. Between 2013 and 2015, pass rates for the California High School Exit Exam (CAHSEE) remained stable in the major districts served by SCE. The Anaheim Union High School District consistently underperformed other districts at a pass rate of roughly 82%. The Fullerton Joint Union High School District seems to have the most variance with pass rates falling from 95% in both math and English in 2014 to 89% for math and 90% for English in 2015. This may be accounted for by a roughly 20% increase in number of students attempting the exams (2,800 in 2014 vs. 3,400 in 2015) ([California Department of Education DataQuest](#); [Orange County Business Council, 2015 OC Community Indicators Report](#)).

Implications for future student populations. The projected increase in the age of the Orange County population suggests that the average and median ages of SCE will continue to grow as well. The rise in older adults also suggests that SCE should prepare to cater more classes toward older adults and a possible expansion in LEAP. Furthermore, with Orange County trending toward a more diverse population, the need for SCE to maintain a culture of diversity is highlighted so that all students served continue to feel welcomed and accepted.

The continuing decline in high school dropout rates of the North Orange County population suggest that SCE's Basic Skills High School Diploma Program enrollment rates and graduate rates may decline in the upcoming years. We see that SCE's number of high school graduates has declined in recent years. However, with the increase of jobs requiring higher-level skills, SCE's future enrollments may cluster heavily around fields that allow them to enter the advanced job market (e.g. technology, data management). Lastly, although the Orange County population has an even gender distribution, SCE's student population is disproportionately female. This suggests that SCE needs to increase outreach toward the Orange County male population in order to balance enrollment rates by gender. SCE will continue to monitor community data as a means of planning and to better serve its prospective students.

FACULTY AND STAFF AT SCE

The School of Continuing Education has a strong commitment to providing quality-learning opportunities to students. Faculty and staff are passionate about providing students with learning opportunities, services, hope, and direction. The institution is resourceful and very responsive to the educational needs of the community. Many students would have little or no chance to access an education without SCE. The table below identifies the number of faculty and staff employed by the School of Continuing Education as of Fall 2016.

As with most post-secondary institutions, SCE relies heavily on adjunct faculty (297) to fill its teaching assignments. The next largest category of faculty employed at SCE are full-time instructional faculty (19), followed by counseling faculty (10). SCE also employs 80 classified staff, 28 managers, one confidential, three deans, and one Provost.



Faculty and Staff Employed at SCE

Employee Category	Employees
Full-Time Instructional Faculty	19
Full-Time Counseling Faculty	10
Part-Time Faculty (approximate)	297
Classified Staff	80
Confidential Staff	1
Managers	28
Campus Deans	3
Provost	1
Total	438

Source: [Data Guide for WASC Self-Study Report](#).

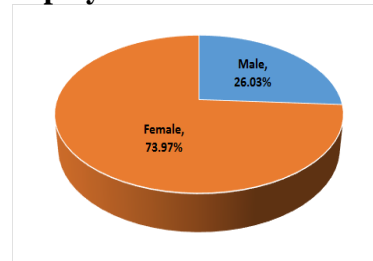
Gender. Percentage of SCE employees are noted in the chart below.

Employee Gender Profile

Gender	Employees	Percentage
Male	114	26.03%
Female	324	73.97%
Total	438	100.00%

Source: [Data Guide for WASC Self-Study Report](#).

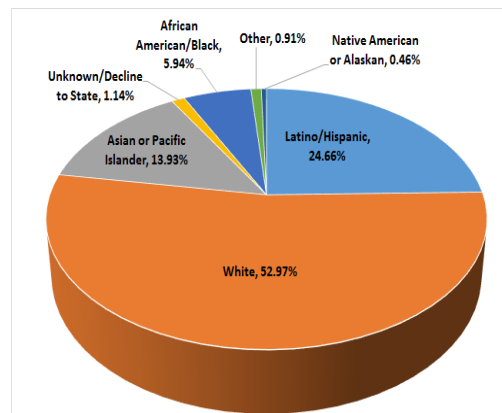
Employee Gender Distribution



Ethnicity. Over half of SCE’s employees are identified as White at 52.97% followed by 24.66% who are identified as Latino/Hispanic, and 13.93% of staff who identified as Asian or Pacific Islander. The least represented ethnic groups employed at SCE are African American at 5.94% and Native Americans at .46%.

Employee Ethnicity Profile

Ethnic Description	Employees	Percentage
Latino/Hispanic	108	24.66%
White	232	52.97%
Asian or Pacific Islander	61	13.93%
Unknown/Decline to State	5	1.14%
African American/Black	26	5.94%
Other	4	0.91%
Native American or Alaskan	2	0.46%
Total	438	100.00%



Source: [Data Guide for WASC Self-Study Report](#).

SCHOOL-WIDE LEARNER OUTCOMES

SCE is continually developing and reevaluating its Student Learning Outcomes (SLOs) as a means of measuring its success with regard to SCE’s Mission Statement and serving the community and student population in current and relevant ways. SCE’s mission, Institutional Learning Outcomes (ILOs). SCE’s instructors assess students and collect SLO data via iTendance. The following tables summarize SCE’s SLO achievement data for the Spring 2016 and Fall 2016 terms.

SCE Institutional Outcome* Achievement Rate

	Spring 2016	Fall 2016
Achievement Rate for Outcome 1	42%	49%
Achievement Rate for Outcome 2	58%	51%
ILO Rate including Multiple ILO selection		
ILO 1	22%	26%
ILO 2	30%	28%
Both ILO 1 and ILO2	48%	46%

Based on the SLO data collected, SCE’s Achievement Rate has remained mostly stable in the two most recent terms. It must be noted that some students were assessed multiple times per section. Courses and sections with no or incomplete SLO achievement data could not be analyzed and thus were not included in the calculations. During the Spring 2016 term, 19 sections did not provide any SLO assessment data and 28 sections provided incomplete assessment data out of 339 sections with assessments available. In the Fall term, of 359 sections with assessments, 42 sections provided no data, and 20 provided incomplete data. Moving forward, SCE plans on using TracDat data software to simplify the SLO assessment process and will work with instructors to provide more complete and robust SLO assessment data.

Please see Chapter III, Indicator 1.4, for a detailed narrative of SCE’s School-wide Learner Outcomes, SLO data, the connection between course, program and institutional SLO, and achievement of SLO.

Chapter II. Progress Report on Key Issues since the Previous Self-study

WASC Visits

SCE completed its first self-study resulting in a full six-year accreditation status in 2011. The WASC ACS accreditation visiting team provided the following recommendations, which were later incorporated into the SCE Action Plan. The specific recommendations of the visiting team which were included in the SCE Action Plan are indicated below.



Standard 1: Mission, Purpose, and Objectives

- SCE needs to further educate students about the SCE mission.
- SCE should develop a community advisory council with more student and community input (Action Plan).
- SCE should add a student member to the Provost’s Cabinet shared-governance planning committee (Action Plan).
- SCE should research and review trend data on a systematic and regular schedule.

Standard 2: Organizational Structure

- SCE should provide more staff development opportunities for adjunct faculty.
- Additional staff development should be considered for all staff and faculty in the areas of global understanding of SCE.

Standard 3: Evaluation and Planning

- SCE should continue developing the SLO assessment cycle (Action Plan).
- SCE should increase student participation and governance in school administrative matters (Action Plan).

Standard 4: Educational Programs

- SCE should continue developing SLO statements for each course and expose completers/success stories to the NOCCCD as well as the community, media, and legislators.
- SCE should finalize the work of the SLO pilot team and then implement best practices school-wide (Action Plan).

Standard 5: Program, Student, and Institutional Outcomes

No recommendations made.

Standard 6: Student Support Services

No recommendations made.

Standard 7: Human Resources

- SCE should involve faculty in the hiring and selection of adjunct faculty.
- SCE should continue to explore additional funding sources for matriculation and professional development programs (Action Plan).

Standard 8: Learning Resources

- SCE should cross-train employees to ensure that there is not limited staff serving in critical, high-function areas of the school.

Standard 9: Financial Resources

- SCE should create more long-term planning for fiscal resources (Action Plan).
- SCE should continue to seek additional grants to supplement financial resources (Action Plan).
- SCE should look at space utilization across the District in an effort to maximize space for all programs (Action Plan).

Standard 10: Physical Resources

- SCE should continue to look at additional space for growth to accommodate students on the growing program waitlists (Action Plan).

Subsequent to the self-study and based on the WASC Accreditation team recommendations in 2011, the School of Continuing Education adopted the School-wide Action Plan. The Action Plan consolidated the recommendations of the visiting team and the key improvement items identified by the SCE focus groups in three broad Action Items: 1. Student Involvement, 2. Budget, and 3. Program Review.

SCE has developed a template for the school-wide Action Plan to help track progress and completion of the action items. The template outlines each action item and includes rationale, progress, steps toward completion, timeline, persons responsible, resources needed, monitoring, and reporting. The action items have been incorporated into the SCE Strategic Plan and aligned with the NOCCCD Strategic Directions and Strategic Plan.

The SCE Action Plan is aligned with the [SCE Action Plan \(Strategic Plan\)](#) and the [NOCCCD Strategic Plan](#) in the following manner. SCE’s Action Plan items comprise the Action Plan for Campus Objectives of the SCE Strategic Plan. In turn, SCE Strategic Plan Campus Objectives are aligned with and contribute to the completion of the NOCCCD Master Plan Strategic Directions. The following is an example of an SCE Campus Objective and its alignment with the SCE Action Plan and NOCCCD Strategic Plan:

- District Strategic Direction 1. The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements and courses.
- SCE Campus Objective: Develop various ways to educate students regarding instructional options and career pathways available at SCE, Cypress College, and Fullerton College.
- Action Plan for Campus Objective (SCE Action Plan Item): Implement new ways of promoting SCE offerings to existing students.
- Outcome: Building Connections workgroup developed the “Connecting the Dots” and “Your Pathways from SCE to College” brochures. CTE classrooms to promote career certificate options.
- Implementation for next year’s Action Plan: Establish an annual cycle of scheduled events and other interventions aimed at promoting SCE programs to existing students.

Procedures for Managing the School’s Action Plan

SCE was granted the complete six-year accreditation status in 2011, so mid-term accreditation visits were not required. SCE submitted a [WASC Three-year Mid-term Progress Report](#) in June 2014 where progress toward completion of the Action Plan was noted. Specifically, the Progress Report included updated demographic data and data on success outcomes, such as High School diplomas and Career Development and College Preparation Certificate completion, enrollment at Cypress and Fullerton College, and successful completion of at least one credit course. The Progress Report provided a detailed update on the progress toward the completion of the Action Plan.

The progress toward and completion of the Action Items are reviewed annually at the SCE Strategic Planning event ([SCE Action Plan-Retreat Updates 2015](#)) and the Provost’s Cabinet ([SCE Action Plan-Cabinet Updates 5/19/15](#)), the main planning and decision-making representative committee. At the Strategic Planning event, all participating SCE staff and student leaders review specific steps toward completion of each Action Item and identify additional steps. The members of the Provost’s Cabinet review the feedback received at the strategic planning event, revise, and approve annual activities for the Action Plan.

In Fall 2016, which was at the end of the six-year planning cycle, the Provost’s Cabinet and Academic Senate reviewed the activities which lead to completion of the Action Plan ([SCE Action Plan Completion Update](#)). The summary of the Action Plan completion activities follows.



Progress and Completion of the SCE Action Plan

Action Item	Identified Implementation Steps	Completed Activities	Responsible Staff	Timeline
<p>Student Involvement: Students at SCE have participated and provided valuable input into institutional planning. SCE needs to increase the formal participation of students in planning and decision-making.</p>	<p>Form a community advisory council to generate additional community and student input.</p>	<p>Since SCE is the primary provider of the adult education in the region, the AEBG planning efforts shape SCE functions and the AEBG Partners serve in the capacity of the SCE community advisory group.</p>	<p>Provost's Staff</p>	<p>2013-2016</p>
<p>Student Involvement: Students at SCE have participated and provided valuable input into institutional planning. SCE needs to increase the formal participation of students in planning and decision-making.</p>	<p>Form a community advisory council to generate additional community and student input.</p>	<p>The AEBG Executive Committee (EC) consists of five K-12 school districts in the North Orange Region, Orange County Department of Education, and North Orange ROP. The AEBG EC meets monthly. AEBG Partners consists of 50+ local community partners including Resource Regional Center, refugee assistance, elementary school districts. The Partners meets annually (2015 Partner Breakfast, 2016 Partner Breakfast).</p>	<p>Provost's Staff</p>	<p>2013-2016</p>
<p>Student Involvement: Students at SCE have participated and provided valuable input into institutional planning. SCE needs to increase the formal participation of students in planning and decision-making.</p>	<p>Add a student member to Provost's Cabinet and Budget Committee to increase involvement of students with fiscal planning; design and implement a system to solicit student feedback that will be incorporated into all decision-making processes.</p>	<p>The Student Leadership Opportunity Program was formed (SCE Student Leadership Trifold 2016/17). Participating students are included in the Provost's Cabinet and Budget Committee. In 2015/16, SCE's Student Support and Equity Committee adopted the Student Leadership Opportunity Program as one of the strategies under the SCE Student Equity Plan. The number of participating students will increase and more committee assignments will be added to include Basic Skills Initiative Advisory, Student Support and Equity, and Student Support and Success Advisory. The program will be enhanced by adding such components as mentorship, student leadership training, and a completion certificate.</p>	<p>Provost, Anaheim Campus Dean, Student Equity Committee</p>	<p>2012-2016</p>

Action Item	Identified Implementation Steps	Completed Activities	Responsible Staff	Timeline
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Increase scholarship opportunities and develop standardized scholarship application process.</p>	<p>SCE offers seventeen scholarships with three overarching goals: helping SCE students transition to credit programs, attain professional certification, and overcome financial difficulties which might impede academic success.</p>	<p>Scholarship Committee</p>	<p>2011-2014</p>
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Increase scholarship opportunities and develop standardized scholarship application process.</p>	<p>SCE established the Scholarship Committee consisting of faculty and administrators representing various programs. The board develops and implements scholarship policies, selects scholarship recipients, and coordinates the annual Scholarship Luncheon Event. Scholarship application guidelines and scholarship application forms are available online and at the Admissions and Records counters at the three main SCE Centers (SCE Scholarships).</p>	<p>Scholarship Committee</p>	<p>2011-2014</p>
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Continue to develop written procedures for all financial processes; develop a long-term purchasing plan for replacement of equipment; identify criteria for short-term and long-term financial planning.</p>	<p>The Budget Committee established several processes to guide the prioritization of the school's classified, management, and full-time faculty positions as well as requests for one-time funding (Full-time Faculty Request Form, Position Management Process, Request to Fill Classified Position, One Time Funding Request Form, Instructional Equipment Request Form). The position prioritization identifies, assesses, and prioritizes the classified and management position needs. The Budget Committee also coordinates one-time funding resources (instructional equipment and lottery). One-time funding requests demonstrate how the expense improves student learning outcomes and how it's tied to the most recent program review.</p>	<p>Budget Committee</p>	<p>2011-2016</p>

Action Item	Identified Implementation Steps	Completed Activities	Responsible Staff	Timeline
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Develop a long-term purchasing plan for replacement of equipment.</p>	<p>The Technology Committee adopted a three-year plan for Instructional Technology Services, “SCE Three Year Technology Roadmap”. Budget Committee allocated the Instructional Equipment dollars for the student computer refresh and mandated-claim funds for the staff computer refresh. The student computer refresh project was completed in August 2016. The staff computer refresh project is expected to be complete at the end of February 2017. SCE allocated additional one-time funds to cover a mid-term technology upgrade scheduled in 2½ years.</p>	<p>Technology Committee</p>	<p>2015-2018</p>
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Formulate a plan to increase the number of full-time faculty.</p>	<p>Provost’s Cabinet and Academic Senate jointly developed the full-time faculty position prioritization process which promotes need-based planning within departments and ties requests for faculty positions to student outcomes. Since noncredit instructional faculty positions are not included in the District’s Full-time Faculty Obligation Number (FON), the number of new faculty positions allocated to SCE is disproportionate to that of our sister colleges. In anticipation of the Career Development College Preparation (CDCP), FTES reimbursement rate equalization, SCE successfully advocated for five new instructional and counseling faculty positions. All five positions were established in the CDCP disciplines.</p>	<p>Provost’s Cabinet, Academic Senate</p>	<p>2012-2013</p>
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Develop plans to meet growth potential (new facilities and maximize utilization of current facilities).</p>	<p>The recent demographic scan of the North Orange Region showed a significant number of target populations for SCE offerings. State initiatives as SSSP, Student Success and Advisory, BSI, and AEBG prescribe mandated services of assessment, orientation, counseling, and educational planning.</p>	<p>Provost’s Cabinet, SCE Deans</p>	<p>2016–2017 for Master Plan revision (Mid-Term Update to the Educational Master Plan)</p>

Action Item	Identified Implementation Steps	Completed Activities	Responsible Staff	Timeline
<p>Budget: SCE will focus on activities related to two broad budget areas: Fiscal Planning and Identifying New Resources.</p>	<p>Develop plans to meet growth potential (new facilities and maximize utilization of current facilities).</p>	<p>SCE revised the section of the NOCCCD Master Plan and updated the facilities plan for the Measure J to include additional assessment centers, counseling offices, CTE lab, and classroom space. The plans include construction of new space and repurposing of existing space to maximize efficiency. SCE supplemented Measure J funds with one-time mandated claim dollars. SCE does not receive a dedicated allocation for facilities and scheduled maintenance. The District diverts a portion of the SCE revenue to the colleges' funds for facilities and maintenance. The District will review the facilities and maintenance funds allocation formula with designation of a dedicated amount for SCE.</p>	<p>Provost's Cabinet, SCE Deans</p>	<p>2016–2017 for Master Plan revision (Mid-Term Update to the Educational Master Plan) 2017–2018 for District allocation formula</p>
<p>Program Review</p>	<p>SCE needs to develop a comprehensive program review process.</p>	<p>Faculty and administrator committee evaluated program review models and selected one for SCE consisting of program review course clusters, key performance indicators, and scoring rubric. Piloted Program Review Model (Program Review Course Clusters 6/23/14). Incorporated program review findings in the request for one-time funding.</p>	<p>Research Department, Budget Committee</p>	<p>2015-2016</p>
<p>Program Review</p>	<p>Continue development of managed enrollment.</p>	<p>Developed integrated approach to enrollment management to include outreach, curriculum development, and student services. Designed enrollment data reports to help programs plan and evaluate class schedule as well as monitor achievement of annual FTES target. Developed and distributed (Enrollment Management SCE Management Team Retreat 2016) to SCE managers. The toolkit consists of guidelines for monitoring enrollment and references to the pertinent data sources and reports.</p>	<p>Wilshire Center Dean Registrar</p>	<p>2011-2016</p>

Action Item	Identified Implementation Steps	Completed Activities	Responsible Staff	Timeline
Program Review	Define pathways for students to transition to other programs.	Complete the following activities aimed at strengthening transition pathways: Building Connections Initiative (2012-13 Building Connections Innovation Fund Application , ESL Faculty Meeting Agenda Spring 2014 , ESL Opening Day Department Meeting), and program design. NOCCCD Innovation Fund Building Connections Initiative formed district-wide faculty workgroups, determined targeted credit courses for future articulation, and developed a model of data-tracking tool of SCE students' performance and enrollment in credit courses. SCE and Cypress College faculty designed a noncredit CDCP certificate in Mortuary Science articulated with credit certificate and AA degree. Implemented Math Co-Lab, a noncredit lab college students enrolled in basic math. Designed Transition to College course and included it in the High School Diploma Program.	Cypress Center Dean, CTE Faculty, Basic Skills/High School Diploma Program Director, Basic Skills Faculty	2012-2016
Program Review	Implement priority reg for CDCP students transferring to college.	The (Enrollment Priorities BP: AP 5055) includes priority registration for SCE students who completed CDCP certificates.	Wilshire Center Dean	2013
Program Review	Continue to develop and evaluate course and program SLO's.	At least 90% of active courses have SLO statements and at least 50% of scheduled courses have SLO assessment plans (i.e. selected assessment methods and rubrics). SCE academic programs developed Program Learning Outcomes (PLO). Course SLO's have been assessed since 2011. PLO's have been assessed by pilot programs in 2014/15 and all programs in 2015/16. ESL and DSS designed and piloted SCE Action Plan template.	Cypress Center Dean, SLO Coordinator, Faculty	2011-ongoing

In conclusion, SCE not only addressed every key issue resulted from the prior self-study, but it integrated the WASC Action Plan into the SCE institutional strategic plan and aligned it with the NOCCCD Strategic Plan which leads to the completion of the NOCCCD Master Plan. With the completion of the first Action Plan, SCE institutionalized the involvement of students into decision-

making and planning efforts, developed position prioritization and funding request processes, engaged community in strategic planning, and implemented SLO assessment. The SCE Action Plan became the main source for institutional planning. It is reviewed annually by identifying the completed and new action steps. Every step for each Action Item is closely aligned with the SCE school-wide SLOs. By designing pathways, aligning budgetary planning to educational needs, and thoroughly evaluating SCE programs, SCE made great strides in addressing the needs of our students holistically and equipping them with necessary skills and resources to function effectively in the community, which is the essence of the SCE school-wide Student Learning Outcomes.

Looking forward, SCE aligned its next Action Plan with all existing plans, which support state and local initiatives. This integrated planning effort led to the determination of three broad strategic directions for SCE educational pathways, institutional effectiveness, and student support services, please see Chapter IV for more details.

Chapter III. Self-Study Findings Based on the WASC Postsecondary Criteria

Criterion 1: Institutional Mission and School-wide Learner Outcomes

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Mission and commitment to student learning. SCE is a stand-alone institution within the North Orange County Community College District. The school offers comprehensive instructional programs and student services in all ten noncredit eligible program areas at three on-campus centers and more than 100 community-based locations ([Instructional Programs Brochure](#)). SCE has worked to develop a statement of mission that is inclusive of every program and the diverse community it serves. Such commitment is reflected in the [SCE Mission Statement, Vision Statement, Institutional Student Learner Outcomes, and Core Values](#):

- **SCE Mission Statement:** To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.
- **SCE Vision Statement:** SCE has a comprehensive presence in the community and is recognized for excellence. SCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. SCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. SCE is responsive to evolving community needs.
- **SCE Institutional Student Learning Outcomes:** As a result of enrolling in and completing a School of Continuing Education course, group of courses, or entire certificate program, students can be expected to demonstrate the following:
 - Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn, as well as appropriate research, study, inquiry and goal-setting skills.
 - The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills, as well as an understanding of the value of diversity.

- **SCE Core Values:**
 - Integrity
 - Through a commitment to our mission and vision statement
 - By encouraging a climate of honesty and trust
 - Through teamwork that depends on accountability and responsibility
 - Learning
 - As a way to meet life's challenges successfully
 - As a path to personal and professional growth
 - As a life-long quest
 - Excellence
 - By delivering comprehensive quality programs and services
 - By creatively responding to the educational needs of our community
 - Diversity
 - By recognizing and respecting the significance of each unique individual
 - By offering all learners access to relevant learning opportunities
 - Service
 - To the individual
 - To the institution
 - To the community

Programs and services aligned with mission. SCE prides itself on being an institution of life-long learning for students with multiple learning styles, goals, and objectives. The school offers programs that are known for their accessibility and relevance to the community it serves. Our diverse student population of approximately 30,000 is the fourth largest noncredit community college program in the state and offers approximately 1,300 courses each term at three main campuses and just over 150 off-campus locations. Every course offered at SCE is aligned with one of two school-wide Student Learning Outcomes and the school-wide SLO were derived from SCE's Mission and Vision Statements.

Authority to grant credits, certificates, or diplomas. SCE is authorized to offer stand-alone noncredit courses, award high school diplomas and Career Development College Preparation program certificates by the California Community Colleges Chancellor's Office ([Title 5](#), Sections [55002](#), [55150](#), [55151](#), [58160](#), [55154](#)). New courses and programs are reviewed locally through the Curriculum Committee, Provost, District Curriculum Coordinating Committee (DCCC), and District Board of Trustees prior to submission to the Chancellor's Office. The Chancellor's office notifies SCE of course approval via a letter containing a program Control Number. All program and course approval documentation is maintained and retained at the SCE Curriculum Office at the Cypress Center.

Indicator 1.2: The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Development of mission statement. All stakeholders in the institution, including students, have a part in developing and approving the mission and vision statements. The mission and vision statements, institutional student learning outcomes, and core values are discussed in meetings, printed in SCE publications, and are referenced when making decisions or developing institutional policies. For example, when proposing a new faculty, classified, or management

position, departments must align the request with the school's mission. The same applies when funding for programs is reduced or increased as delineated in the budget management guidelines.

Communication of mission statement. The SCE Mission, Vision, and Core Value Statements are included online in the school's website and in all publications including the SCE Annual Report, Institutional Effectiveness Report, course catalog, and schedule of classes distributed throughout North Orange County via mail. These statements are verbalized at school-wide events such as Opening Day, Student Success Event, and Graduation, in meetings like Provost's Cabinet, and during outreach presentations to the community.

Review of mission statement. Strategic planning discussions have included students, faculty, classified staff, and administrators. The SCE Mission Statement is reviewed every year as part of SCE's annual strategic planning activities, and revised as necessary. A Provost's Cabinet sub-committee drafts a revised version of the SCE Mission and Vision Statements based on the feedback collected from stakeholders who participated in the event. The final version of the SCE Mission and Vision Statements is approved by the Provost's Cabinet.

Paul Butler of Newleaf Training and Development facilitated a discussion and training on the art of developing a mission statement in February of 2015. The focus of the training was on how to effectively communicate the professional goals, objectives, and core message of an institution. Butler trained SCE to use words that define characteristics and clarify the mission. The participants offered ideas and specific words and phrases that should be incorporated into the institution's mission and vision statements. Draft mission statements were vetted in multiple committee and workgroup meetings including Provost's Cabinet, Management Team, and Academic Senate. The final mission statement was prepared for approval by Provost's Cabinet; however, at the same time SCE ventured into a rebranding campaign. One of the campaign's goals was to reach out to a broad spectrum of SCE's internal and external stakeholders including District and SCE faculty and staff, students, and community partners to receive feedback and better understand SCE's mission as it is perceived by the community. The findings of the campaign summarized in branding pillars will greatly inform the revision of SCE's mission and vision statements moving forward. The branding campaign findings also revealed the desire to possibly change the name of the institution. The Provost's Cabinet decided to postpone the final revision of SCE's Mission and Vision Statements until after the rebranding campaign has concluded.

Indicator 1.3: The institution's mission statement is central to institutional planning and decision-making activities.

Mission and institutional planning and decision-making. The mission and vision statements communicate the dedication and passion SCE has to meet the learning needs of its diverse student body. It serves as an institutional mind set which determines the design and implementation of programs, courses, processes and procedures. The mission statement has become the baseline for planning and implementation of courses, program components, student services and support as SCE reviews program data and implements SLO components. The mission statement guides research, informs planning, decision-making, and the development of measurable data.

The mission and vision statements are part of the planning processes at SCE. For example, they are considered regularly in the work of the Curriculum Committee. They are printed on meeting agendas and SCE documents. SCE is making progress at using SLO data to drive planning discussions. SLO data will play a more prominent role in planning as SCE completes each SLO cycle and expands SLO data collection. Some programs have closed the

loop with SLO data collection, however, the 2015 spring trimester will be the first official closure of the data loop. The iTendance SLO templates and draft SLO action plan that are currently in place are designed to integrate SLO data with program review. SCE has researched, reviewed and selected a new SLO software, and is currently working on the implementation of the software. The software will improve SCE's ability to integrate SLO data with program review, projects focused on student learning and instruction.

Examples of evidence. The following examples were reviewed to support that SCE utilizes the mission statement and SLOs in planning processes:

- SCE Class Schedule and Catalog of Courses
- Meeting Agendas (DREAM Team, Manager Leadership Skills Training Sessions, Management Team Meetings, Provost's Cabinet Meetings, Provost's Staff Meetings, Strategic Planning Events, Curriculum Meetings, SLO Pilot Construction in 2009)
- SLO Spring Spreadsheet Reports, iTendance Data Archive, and SLO Software Data
- SCE Annual report and Institutional Effectiveness Report
- Templates for Lesson Planning
- Budget Committee fund request forms

Mission, achievement of SLOs and revision of school-wide action plan. Provost's Cabinet reviews the SCE Action Plan at the beginning of each academic year. The team reviews progress towards previous goals and identifies focus areas for the upcoming year, including responsible parties and expected completion deadlines. The Action Plan becomes a part of SCE's strategic plan. It is aligned with the WASC ACS Criteria, NOCCCD Strategic Plan, and NOCCCD Master Plan.

SCE's annual plan includes the following cycle:

- Routine course SLO review: SLO review occurs as part of curriculum and program review cycles and as part of the process to approve the Course Outline of Record by the state.
- Instructors design assessments for each course: Faculty have used the iTendance SLO templates through the 2015/16 academic year; SCE will transition to TracDAT during the 2016/17 academic year.
- Course and Institutional SLO: Instructors integrate and assess course SLO simultaneously with the institutional SLO. Each course-level SLO is aligned with (1) one of two school-wide SLOs and (2) at least one program SLO. Thus, the achievement of the school-wide and program-level SLO is determined at the same time course-level SLO are assessed.
- Rubrics: Instructors use a rubric structure for specific learning activities. The rubric covers performance stands and grade points.
- Achievement: Instructors record achievement of the course and institutional SLOs using a roster in the iTendance templates, and Program SLOs have been included for Spring 2016 and Fall 2016. This data will be disaggregated into several forms of data reports including course-level, program-level, and institutional SLO achievement rate.
- Analysis of data: Instructors will use a variety of methods, such as cumulative and disaggregated data, to analyze the SLO achievement results, and collaborate in the development of an SCE SLO Action Plan. The SLO Action Plan will integrate with

SCE’s program review. SLO data will be utilized by SCE to improve course offerings, sequences, resources, and curriculum to increase learning achievement.

- Reporting: Reports will be compiled, archived, and used to inform planning and decision-making. All reports will be electronic. Paper forms will be scanned and included in the electronic archive.

Indicator 1.4: The institution establishes School-wide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

Student Learning Outcomes Philosophy and Practice. The SCE Student Learning Outcomes (SLO) writing and assessment protocol resulted from a collaboration among SCE Academic Senate, SCE Research Office, SCE ProD (Professional Development) Committee, and administration. SLO philosophy and guidelines are outlined in the SCE SLO Handbook (available electronically) and embedded in the current SCE SLO assessment tracking system iTendance, SLO section. The following graphic represents the relationship among key components of the SLO assessment cycle.



Course SLO. Instructors are prompted to state what students will be able to achieve upon completion of a course when developing course instructional objectives (SCE Course Outline of Record, CurricUNET). Knowledge and skills outlined in the course instructional objectives are summarized and synthesized in the course-level student learning outcomes (course SLO). The prompt for the course SLO states, “Upon completion of this course instructional objectives, students will be able to…” In other words, course-level SLO statements indicate what “product” physical or intellectual students will be able to produce having completed instructional objectives of a given course. The table below is part of the SCE SLO Writing Worksheet. It provides a more detailed distinction between instructional objectives and student learning outcomes.

Objectives	Outcomes
Describe skills, tools, or content that a student will master by the end of a course.	Describe over-arching goals that a student will be able to demonstrate by the end of a course.
Require the use of basic thinking skills such as knowledge, comprehension and application.	Require the use of higher-level thinking skills such as analysis, synthesis, and evaluation.
Do not necessarily result in a product but are synthesized and combined to produce something that measures an outcome.	Result in a product that can be measured and assessed.

Institutional SLO. Each course SLO is required to be aligned with one of two SCE Institutional Student Learning Outcomes (Institutional SLO). SCE mission and vision statements are the foundation of the institutional SLOs. Each institutional SLO also has a list of core foundational values (i.e. concepts which help clarify the institutional SLO statement and provide details to inform the alignment task).

Institutional SLO #1		
Empower life-long learners.	Students can demonstrate the confidence and courage to learn how to learn as well appropriate research, study, inquiry, and goal-setting skills.	Core Foundational Values: Personal Value/Purpose Health and Safety, Creativity, Technology, Environmental
Institutional SLO #2		
The ability to function effectively within community.	Students demonstrate appropriate effective interpersonal communication, critical thinking, and problem solving skills as well as an understanding of the value of diversity.	Core Foundational Values: Respect/Responsibility Communication, Global Critical Thinking, Community

Note: Every course SLO introduces, practices, or reinforces one of two institutional SLO.

Program SLO. Faculty review all current course SLO statements and identify common themes when designing program SLO statements. The derived common themes serve as a foundation for Program Student Learning Outcomes (Program SLO). For example, if SLO’s for several Disability Support Services courses cover various aspects of using public transportation, such as buses, Access services, or taxi, a program SLO statement might be, Students Display Proficiency in Using Public Transportation. In turn, this program SLO is aligned with Institutional SLO #2.

SLO Assessment Plan. SCE’s SLO Assessment Plan consists of an evaluation method and rubrics for SLO’s. Faculty select a method which most accurately demonstrates the knowledge and skills acquired by students when developing the assessment plan (e.g. portfolio, physical activity, oral presentation). The choice of the evaluation method often depends on the instructional discipline and the course content. Faculty select an evaluation scale, which ranges from three to five levels, and develop performance standards for each level when creating the rubrics for an evaluation method. Guidelines to developing SLO Assessment Plan are included in the SCE SLO Handbook under the SLO Assessment Worksheet.

SLO Action Plan. SCE’s SLO Action Plan template was designed by the faculty group representing various instructional programs. It is being piloted by the ESL and DSS Programs. The action plan template requires the user to aggregate SLO achievement data for each of the course-level SLO’s from all course sections in a given term. Having reviewed the SLO achievement rate for each of the course SLO’s faculty answer the following questions:

- **Observation:** Did you see learning patterns? Was there a method of evaluation which led to higher levels of success? Did the rubric assist you in clarifying specific concepts of learning? Did you realize specific methods, instructional concepts, and/or components of the evaluation method to incorporate? Would technology aid the process or outcome?
- **Feedback:** Describe student feedback, dialogue input, and or instructor observations received correlating to this SLO.
- **Course-level instruction changes to improve learning outcomes:** Incorporate a new rubric - add a new instruction session - change directions for the assignment - add an extra evaluation method and learning opportunity - provide a broader learning experience with supplement curriculum - decrease the assignments - add writing or an addition component to the learning outcome - incorporate technology.
- **Program-level changes to improve learning outcomes:** Curriculum change - technology resource - materials - creation of a course section or new course -

combination of sections - field experiences - course sequence adjustment - modify classroom lab or traditional - logistical change.

Achievement of Student Learning Outcomes. Systematic and valid assessment is key to determining effectiveness of the SLO process and obtaining insight into further improvement of the learning process. SLO assessment cycle at SCE is driven by the evaluation of Program SLO. Each instructional program determines one Program SLO to be assessed every term. Subsequently, the program identifies all Course SLO's which lead to the completion of the selected Program SLO. Student SLO achievement data is aggregated first on the course level resulting in the Course SLO Achievement Rate and then on the program level resulting in the Program SLO Achievement Rate. All faculty members participating in the SLO assessment in a particular term contribute to the completion of the SLO Action Plan.

SLO Assessment and Data Collection Tools. SLO assessment and data collection tools are housed in iTendance, an in-house developed application for collecting data on student attendance and achievement, transcript evaluation and tracking adjunct faculty teaching hours for payroll purposes. The SLO module of iTendance was developed in 2011 and was successfully adopted by SCE faculty. Its benefits included accessibility, customized features reflective of the SCE SLO protocol, and low cost. While iTendance served SCE well in the beginning stages of SLO implementation, it proved to be quite limiting over the years. The developer of the iTendance software left SCE during the time of economic downturn and in the middle of the programing and development phase. As a result, iTendance is incapable of collecting and reporting data beyond the course level and even the course-level reports do not meet the needs of faculty and administrators and require significant modifications. Furthermore, because iTendance is a one-of-a-kind application written in a unique code, it is not open for substantial changes.

SCE made the decision to continue to use iTendance for collection of data on the course-level SLO assessments to address staffing, financial, and technological challenges. The school implemented a manual tool, SLO Program to Course Reporting Form, to record program and institution - level SLO achievement (see the template below).

SLO Program-to-Course Reporting Form

Program	ESL	Term	Winter 2016		
The Program SLO statement selected for assessment:					
Each term students demonstrate incremental acquisition of language skills, such as speaking, listening, reading, and writing by incorporating them into verbal and written communication.					
Subject Code/Course Number	Course Level statements correlating with the Program SLO	Institutional SLO 1 or 2	Selected Foundational Core Descriptor	Course Achievement Rate	Number of Sections (CRN) Assessed
<u>ESLA 400</u> Intermediate High	<u>Course SLO # 3</u> Students are able to identify the main idea and details from one to three-paragraph reading passage.	<u>ILO 2</u> The ability to function effectively within their community. Student demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills as well as an understanding of the value of diversity.	Communication Critical Thinking	75%	7

SLO Assessment Cycle: Present. SCE began implementing the course-level SLO assessment in 2008. Faculty attended training for writing SLO statements and practiced developing assessments and writing rubrics simultaneously. Currently, all active courses offered at SCE include SLO statements. Faculty began designing assessment plans and recording SLO assessment results in Fall 2010. As faculty became familiar with the SLO assessment protocol and the SLO assessment recording tools, the number of sections assessed every term increased. During 2015/16, 876 course sections were assessed as follows: Summer: 61, Fall: 284, Winter: 239, and Spring: 292. The average SLO achievement rate in Spring 2016 was 87% as evidenced by the SLO assessment data collected from the 17,184 students assessed in 292 course sections.

Closing the Loop: SLO Action Plan. The SCE SLO Action Plan template was developed to guide faculty in using SLO assessment data for continuous learning improvement. The template asks for aggregating the SLO assessment data on the course level (i.e. across all course sections, demonstrate the alignment of the course SLO’s with Program and Institutional SLO’s, and summarize the recommendations from faculty and students).

SCE SLO Action Plan		
Program Name	Year	Trimester
Data Report		
Course SLO Statement:		
“Achieved SLO” Percentage	“Did Not Achieve SLO” Percentage	Number of Course Sections Assessed
Program SLO Alignment:		Institutional SLO Alignment:
Analysis of Data Results and Faculty Recommendations		
1. Evaluation of SLO Data Results: The assessment results and inferences drawn from the data. Examples: what method of instruction would lead to higher levels of success? Would technology aid the learning process or outcome?		
2. Student Feedback: Summarize the students’ comments related to the SLO statement and the methods of SLO assessment.		
3. Recommendations for Course Instruction Changes that Might Lead to Improvement of SLO Achievement		
4. Recommendations for Program Changes that Might Lead to Improvement of SLO Achievement		
5. Other Insights Inferred from Analysis of the SLO Assessment Data		

Faculty teaching all sections of the same course, review the assessment results, dialog on suggested improvements, and complete the SLO Action Plan upon conclusion of the SLO assessment cycle.

The English as a Second Language Program faculty were the first ones to pilot the SLO Action Plan in Spring 2016. Seventy sections were assessed for completion of the following Course SLO during the term. Students are able to identify the main idea and details from a conversation or a narrative appropriate to their level. The SLO assessment results showed 77% achievement rate. Faculty recommendations included the need to incorporate listening comprehension activities into beginning - level courses, exposes students to a variety of authentic listening sources, and increase the number of mandated lab hours for skill building.

SLO Assessment Cycle: Next Steps. SCE allocated the budget to purchase a ready - made SLO assessment software in 2015/16. The SCE Academic Senate made the decision to adopt TracDat after evaluating several available software solutions. Currently, SCE is in the implementation stage which focuses on configuring the TracDat system to reflect SCE’s institutional goals and planning processes. Deployment activities are scheduled to be completed by June, 30, 2017. It is planned that both the SLO assessment and Program Review Key Performance Indicator (KPI) data will be housed in TracDat; therefore, the map of the program-level SLO assessment data reports will mirror the map of the Program Review KPI’s.

Program	CDCP Certificate or Course Cluster	Course	Program-Level KPI	Certificate-Level KPI
Career and Technical Education	Early Childhood Education	<ul style="list-style-type: none"> ECE 100: Child Health & Safety ECE 116: Program Music & Movement ECE 130: Program Science & Math ECE 132: Program Creative Experience ECE 136: Family Community Relationships ECE 140: Early Childhood Development ECE 142: Supervision & Administration ECE 165: Children with Special Needs 	<ul style="list-style-type: none"> FTEF (Full-Time Equivalent Faculty) Additional financial resources (grants) Number of classified staff support positions Cost of supplies Cost per FTE Persistence SLO assessment data summary 	<ul style="list-style-type: none"> Number of courses offered Number of sections offered Enrollment duplicated & unduplicated FTES Average daily attendance Course success rate Number of certificates awarded Student satisfaction feedback summary

SLO assessment data will be aggregated and reported for the SCE instructional programs, integrated student success initiatives (e.g. Student Equity, Basic Skills, Student Success and Support Program), and AEBG consortium.

The following timeline lists SCE SLO goals scheduled to be achieved during the transitional period from iTendance SLO to TracDat.

Benchmark Date	Task	Responsible Party
November 2016	<ul style="list-style-type: none"> Course learning outcomes assessed for Spring 2016 trimester using iTendance templates Program Learning Outcomes assessed for Spring 2016 trimester using Excel form Completed SCE Action Plan Draft Configure <i>TracDat</i> for SCE 	All Instructors BS, CTE, DSS, ESL, LEAP Program Directors/Managers With pilot teams of instructors ESL Pilot Team SLO Coordinator and Instructional Technology Service Manager with input from Implementation Team
December 2016 - January 2017	<ul style="list-style-type: none"> Course learning outcomes assessed for Spring 2016 trimester using iTendance templates Program Learning Outcomes assessed for Spring 2016 trimester using Excel form Completed SCE Action Plan Draft Configure <i>TracDat</i> for SCE 	All Instructors BS, CTE, DSS, ESL, LEAP Program Directors/Managers With pilot teams of instructors ESL, DSS & other programs SLO Coordinator and Instructional Technology Service Manager with input from Implementation & Pilot Instructor Team
February 2017 - June, 2017	<ul style="list-style-type: none"> Course learning outcomes assessed for Spring 2016 trimester using <i>iTendance</i> templates Program Learning Outcomes assessed for Spring 2016 trimester using <i>Excel</i> Completed SCE Action Plan Draft Practice Use of <i>TracDat</i> for SCE Classroom Visits to Record ILO Achievement 	All Instructors BS, CTE, DSS, ESL, LEAP Program Directors/Managers All Programs Academic Senate President and Provost

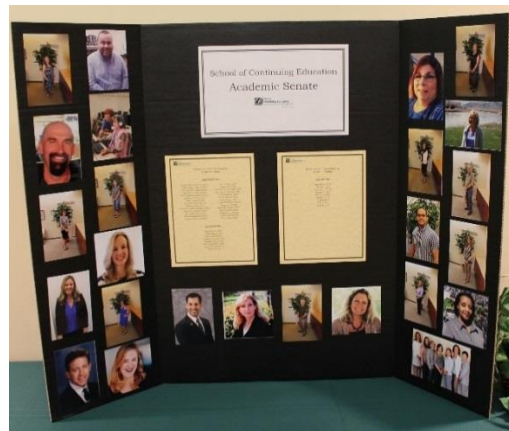
Indicator 1.5: The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution’s overarching goals (SLOs) are current and relevant.

Incorporation of research-based ideas. SCE incorporates current research into learning programs. Curriculum is reviewed by faculty, program directors and managers, and administrators. There are monthly Curriculum Committee meetings. The three-year cycle of curriculum and program review involves evaluation of the curriculum and instructional practices and review of research, such as findings of the acceleration project, Basic Skills Initiatives, and feedback from the local CTE and DSS advisory committees ([DSS Advisory Committee Presentation Spring 2016](#)). The incorporation of data has been a significant focus since 2011. The Building Connection Innovation Project started in 2011. This effort included district researchers and IT to assist in the development of data collection tools for noncredit student learning achievement once they transition to NOCCCD credit institutions.

There are statewide and local initiatives that require the development of strategies based on promising practices. They include professional development components which help SCE faculty stay on top of the latest research ideas. SCE participates in the following statewide and local planning processes:

- [Student Success and Support Program \(SSSP\)](#)
 - [Noncredit SSSP Plan Review SCE 2015-16](#)
- [Basic Skills Initiative \(BSI\)](#)
- [Student Equity \(SE\)](#)
- [NOCRC Plans \(Adult Education Block Grant; AEBG\)](#)
- [SCE Action Plan \(Strategic Plan\)](#)
- [NOCCCD Strategic Conversation](#)

All full-time faculty are required to complete professional development (flex) obligation for two days annually ([Education Code, Section 87153 \(Faculty and Staff Development\)](#)). The flex obligation activities must focus on such areas as improvement of teaching, maintenance of current academic knowledge and skills, changing instructional needs, implementing affirmative action and upward mobility programs. SCE’s Academic Senate and administrators offer annual one-day department retreats, training lunches, and conferences to provide faculty with ample opportunities to fulfill their flex obligation. Faculty have an option of completing a portion of the flex obligation on their own if the attended activities fall within the required categories.



Attendance of professional development activities by adjunct faculty is optional ([AdFac Contract](#)). NOCCCD began initial conversations with the AdFac Union about the ways of providing critical training to adjunct faculty. SCE programs continue to utilize their grant funds to compensate adjunct faculty with stipends for key training activities required by the grants. For example, the ESL Program offers training on EL

Civics instructional modules to the faculty participating in the EL Civics Program sponsored by the WIOA Title II grant.

Current educational literature and student learning needs. SCE programs work to evaluate current educational literature and integrate new and contemporary ideas related to student learning needs. SCE Academic Senate members bring contemporary ideas and methodology related to learning to their meetings. Individual faculty are expected to remain current in their discipline, and to bring new and innovative instruction methodology to their classrooms. SCE's Provost designated a budget allocation for professional development of SCE's administrators so that they remain on the cutting edge of curriculum and instructional methods.

SCE has a technology team tasked with the responsibility of maintaining current instructional technologies, software and media. District and SCE Professional Development Committees arrange training on all three campus locations. The SCE Professional Development Committee makes a concentrated effort to keep current, and to train staff in new and innovative learning methods, curriculum, and student support services that will improve learning outcomes. The SLO coordinator stays current with learning outcomes and assessment by attending and coordinating regional SLO coordinator meetings and reviewing pertinent literature.

Student learning data results and student needs. The review process is a cycle to ensure all SCE course outlines include Student Learning Outcome Statements, and that instructors consistently assess learning achievement. SLO statements are a requirement for Curriculum Committee approval for every course. Instructors assess learning achievement for each course using the SLO templates in iTendance. SCE will change to the TracDat SLO software in the 2016/17 academic year. Each instructor aligns course level assessments with institutional and program learning outcome statements. All instructional faculty who teach the same course use the same SLO statements; however, each instructor creates their own assessments to evaluate SLO achievement. Faculty are encouraged to analyze the data as they develop the learning activities in their courses. This is the first level of analysis related to student learning. If the section - level SLO achievement rates for the same course differ significantly, faculty review the differences of the assessment tools they use and/or pedagogy.

Instructors who teach the same course work together at the end of each term to review and analyze the data. This analysis includes the completion of an established SCE Action Plan Form. The form was developed by the instructor pilot team, reviewed by the Research and Planning Group (RPG) and refined with input from the Academic Senate. The Action Plan form, with feedback from the faculty group, will be used to report recommendations to improve student learning. Forms will be submitted to Program Directors who will then analyze and prioritize the recommended actions for program and curricular review. This defines the second, third, and fourth levels of review. The actions that are incorporated by the program and instructors will then be assessed, reviewed, and analyzed in a secondary cycle to evaluate anticipated effectiveness. This continual cycle will comprise systematic review and analysis of learning achievement in SCE courses, programs, and institutional learning.

Current educational research and revision of SLOs. SCE utilizes educational research and data from SLOs for planning and decision-making. The CTE Program incorporated changes within specific industries and new employment entry requirements to adjust and/or develop new courses. The CTE Program relies on the expertise of the industry-based advisory committees in developing new and revising existing programs. For example, Pharmacy Technician Program incorporates the recommendations of the advisory committee comprised of the industry practitioners into curriculum development. In its curriculum development, the ESL Program is responsive to the recommendations from various community partners, such as K-12 school districts and social service agencies. The Parenting Program recently developed the Parenting

with Love and Logic workshops in response to the need for positive discipline approach expressed by the K-12 members of the North Orange County Regional Consortium for Adult Education (NOCRC).

SLOs and the school-wide Action Plan. The SCE Action Plan incorporates SLO development, assessment and improvements in student learning. The consistent collection of data will allow SCE to evaluate the level at which SLO's connect to the Action Plan.

Indicator 1.6: The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

Review of courses and programs to meet community needs. SCE reviews its courses and programs systematically on a three-year program review cycle except for the CTE courses which are required to be reviewed every three years to stay current with the industry demands. The program review process comprehensively evaluates curriculum, instruction, and sequence of courses. Plans are being developed to incorporate the review of SLOs into program review. Course student learning outcome achievement is on an annual term cycle and instructors collaboratively complete Action Plans with recommendations for changes that will lead to learning achievement. The Campus Communications Department reviews how SCE courses align with the economy and employment needs of the community. The TDI department reviews employment and workforce data and makes recommendations to key groups such as the Provost's Cabinet and Management Team. Program Directors, staff and faculty are responsible for staying current on community needs as they pertain to each professional's discipline.

Annual profile data and course and program offerings. Since 2014, SCE has made efforts to include external stakeholders when informing program offerings and reviewing student profile data to develop a responsive SCE class schedule. SCE took the lead in forming the North Orange County Regional Consortium for Adult Education (NOCRC). The NOCRC's planning efforts culminated in the development of AB 86 the Regional Comprehensive Plan (RCP) in March 2015. NOCRC (also known as AEBG) includes Anaheim Union High School District (AUHSD), Fullerton Joint Union High School District (FJUHSD), Los Alamitos Unified School District (LAUSD), Placentia-Yorba Linda Unified School District (PYLUSD), Garden Grove Unified School District (GGUSD), North Orange County ROP, Orange County Department of Education (OCDE), and the North Orange County Community College District (NOCCCD), which includes Fullerton College, Cypress College, and SCE. The Consortium's region encompasses the northern half of Orange County and has a population of 925,024 people, many of whom are English Language Learners, unemployed, do not have a high school diploma, and/or are adults with disabilities. SCE is the primary provider of adult education in the region, so the Regional Comprehensive Plan set the footprint for SCE's program offerings for years to come.

NOCRC Members reviewed demographic information of the cities served by the consortium prior to planning regional strategies to address the needs of adult learners.

North Orange County Regional Consortium for Adult Education (NOCRC)

CITY	BELOW POVERTY LEVEL	NO HIGH SCHOOL DIPLOMA (AGE 25+)	LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME (AGE 5+)	FEMALE	MALE
Anaheim	15.6%	26.2%	60.9%	50.3%	49.7%
Fullerton	14.6%	14.7%	47.8%	50.9%	49.1%
Buena Park	11.1%	18.7%	54.1%	50.7%	49.3%
La Habra	14.0%	20.6%	50.0%	50.8%	49.2%
Placentia	12.2%	15.8%	40.0%	50.8%	49.2%
Yorba Linda	2.8%	4.7%	14.4%	51.3%	48.7%
Brea	5.6%	8.9%	31.1%	51.2%	48.8%
Cypress	6.7%	8.1%	39.9%	51.5%	48.5%
Garden Grove	15.5%	27.3%	67.1%	50.1%	49.9%
Stanton	16.9%	32.8%	64.1%	50.5%	49.5%
Los Alamitos	7.2%	7.8%	22.4%	52.8%	47.2%
La Palma	7.2%	7.2%	44.5%	51.7%	48.3%
Seal Beach	8.2%	5.3%	13.6%	55.9%	44.1%

[U.S. Census 2010.](#)

The regional demographic data and feedback from the NOCRC Members and Partners indicated the need for adult High School Diploma and ESL Programs. SCE implemented the following strategies under the umbrella of AEBG to respond to these needs: two additional off-site high school labs, DSS outreach counseling at neighboring high schools for adult transition students, childcare at selected off-site ESL classes, and counseling at off-site ESL facilities.

The Regional Comprehensive Plan (RCP) was vetted by a wide range of community Members and Partners, such as local K-12 school Districts, social service agencies, Orange County Department of Education, and North Orange ROP. The NOCRC team hosted two Partners' Breakfast Events. The first event took place in spring of 2015 with the goal of introducing the RCP to the network of regional agencies working with adult learners. The goal of the second breakfast event *Rethinking and Redesigning Adult Education... Together* was to (1) update the community stakeholders on the implementation of the North Orange County Regional Comprehensive Plan, (2) solicit feedback on the existing gaps in adult education, and (3) map out the resources shared by our partners. The Partners' Breakfast was successful with eighty-five representatives in attendance. Consortium Members were able to gauge both the awareness of and the interest in the Adult Education Block Grant initiative. Representatives from more than seventy agencies participated in the event. Examples included K-12 districts, Orange County Department of Education, Orange County Sheriff's Department, Regional Center of Orange County, Office of Assembly Member Kim, Anaheim Jobs, Employment Development Department, and many more.

The second planning initiative which focused on demographic and trending data was the NOCCCD Mid-term Master Plan review. All SCE internal stakeholders were engaged in revising SCE's section of the District's Educational Master Plan by answering the following questions:

- What are the new student population characteristics emerging in the next five years?
- What new courses and programs will be developed to meet the new student population characteristics and other trends?
- What new partnerships will be formed?
- What staffing, facilities, marketing and IT needs do you anticipate?

SCE reviewed the following enrollment data to better understand the needs and emerging characteristics of SCE students:

- Five-year enrollment trends by SCE programs and courses
- Ten-year enrollment trends by SCE programs and courses
- Five-year analysis of the most popular courses

Trend data analysis coupled with demographic information of SCE's service areas lead to determining priorities for educational offerings:

- Improve the intake flow for the ESL Program students and address a growing need for DSS testing accommodations in the CTE Program.
- Create flexible and adaptable space for student assessment to ensure compliance with data reporting requirements for adult educations initiatives: AEBG, WIOA, and SSSP.
- Build high-capacity classrooms to address a percentage growth of Parenting Program and to plan for future expansion.
- Expand counseling services to meet the mandates of SSSP and to reinforce the concept of guided pathways.
- Design high-capacity and flexible instructional spaces to strengthen competency-based open-entry instruction, especially in basic skills.
- Increase student engagement through student leadership program and provide study space for students.
- Respond to the increasing numbers of students on the Autism Spectrum Disorder ([NOCRC Plans \(Adult Education Block Grant; AEBG\), Mid-Term Update to the Educational Master Plan](#)).

Input from current students and the community. SCE demonstrates a strong culture of inclusiveness by seeking input from the student body, business community, faculty, and program staff. Faculty survey students in the classroom to gather information and input related to the development of future courses and program offerings.

Student participation in SCE's planning is a priority so SCE established a student leadership program. Those participating in the program are assigned membership in two SCE shared governance committees: Provost's Cabinet and Budget Committee. Provost's Cabinet is charged with making policy decisions and forming institutional plans. Budget Committee is responsible for the allocation of resources. SCE decided to expand the Student Leadership Program in 2016/17 to increase the number of participants and activities. The role of the student leaders was expanded to include serving as a student ambassador and participating in a future student leadership club. Student leaders are now included in the Student Equity and Community Relations committees. The goal is to focus recruitment of student leaders from underrepresented groups and to include community service and mentorship components.



The Career Technical Education Program seeks input from an advisory council with participation from local businesses and community partners. The Campus Communications

Department considers input from the community and local businesses, demographic data, and the economy to inform the institution of upcoming trends. The department used demographic information in 2015 to promote course offerings and services targeting the needs of specific neighborhoods, and evaluated the results by monitoring web and phone traffic to determine if the marketing efforts were successful in encouraging enrollment. Program Directors and faculty research business trends and network with industry experts to help students understand promising career fields.

Indicator 1.7: The governing authority’s online policies are directly connected to the school’s vision, mission, and School-wide Learning Outcomes.

SCE’s Strengths and Key Issues for Criterion 1

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. Stakeholders value SCE’s Mission and Vision Statements.
2. SCE’s culture is open and positive, and leads to productive collaboration.
3. Programs, faculty and staff embrace SCE’s Mission, and understand how they support the Mission.
4. Alignment of course, program and institutional SLO.
5. All stakeholders have enthusiasm and passion in their dedication to meet the needs of students.
6. Instructors use the 5 SLO characteristic qualities and school-wide student learning outcome statements to construct learning activities.
7. Program SLO are being developed.
8. SCE instructors and program administrators continue to implement the assessment of SLO.
9. SCE invites all stakeholders to participate in the review of the mission and vision statements.
10. Feedback from external stakeholders and students has been solicited to develop SCE’s Mission.
11. SCE involves key community partners in the identification of needed instructional programs and services, and in the evaluation of program effectiveness.

Key Issues:

1. Implementation of TracDat to support the SLO assessment cycle, evaluate SLO data, and use the data to improve student learning.
2. The need to fully implement the SLO assessments.
3. The need to use student learning data for planning and decision-making.
4. Ensuring alignment with course, program and institutional SLO.
5. Materials available in multiple languages.
6. Closure on the latest review of the Mission statement.
7. SLO, Mission and Vision Statements need to be emphasized more in marketing materials, displayed on campus, and incorporated into SCE discussions.

Criterion 2: Organizational Infrastructure and Leadership**Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership which results in ongoing improvement of the school.**

Organizational structure, job descriptions and school improvement. The School of Continuing Education (SCE) organizational structure consists of Provost's Staff, Program Directors, Program Managers, faculty, confidential staff, and classified staff with clearly defined roles and responsibilities that promote efficiency and impact school improvement. As the SCE Chief Executive Officer, the Provost reports directly to the Chancellor of the North Orange County Community College District (NOCCCD), who reports to the NOCCCD Board of Trustees. SCE has equal representation alongside Cypress College and Fullerton College in advocating for the resources needed for its school improvement efforts. There is a Dean of Instruction and Student Services for each of the three SCE Continuing Education Centers (e.g. Anaheim Campus, Cypress Center, Wilshire Center). The SCE Dean's serve as the Chief Operating Officer at their site and is responsible for the overall leadership and operations of the Centers, administration of instructional programs, student support services, and related continuing education programs and services. In addition to the Provost and three deans, Provost's Staff includes the Manager of Administrative Services, Director of Campus Communications, Manager of Instructional Technology Services, and the Executive Assistant to the Provost. The composition of Provost's Staff ensures that school leadership takes a comprehensive approach in fulfilling the school's mission and vision and effectively implementing its strategic plan.

To facilitate efficiency and effectiveness in the administration of SCE programs and services, the reporting structure is organized by related programs and services. The program directors of Basic Skills High School Diploma Program, Disability Support Services, and English as a Second Language Program report to the Dean of the Cypress Continuing Education Center. Program directors for Career Technical Education, Center for Applied Competitive Technologies (CACT), other workforce development initiatives, and Lifeskills Education Advancement Program (LEAP) report to the Dean of the Anaheim Campus. The Registrar, Director of Student Success and Support Program (SSSP), Special Projects Manager of Student Equity, and Director of Institutional Research and Planning report to the Dean of the Wilshire Continuing Education Center.

The SCE shared governance committees include the Provost's Cabinet and Budget Committee. The Provost's Cabinet membership is composed of members of the Provost's Staff and representatives of constituent groups: Academic Senate, United Faculty and Adjunct Faculty

United representing faculty; California State Employees Association (CSEA) representing classified staff; District Management Association (DMA) representing management; and SCE student leaders. The Provost's Cabinet makes recommendations to the Provost on matters concerning policies, procedures, academic programs, and school improvement efforts. The Cabinet initiates the strategic planning process and is the WASC accreditation leadership group. This organizational structure not only provides for clearly defined roles of governance, but promotes a process that is transparent and provides for ethical and effective leadership.

Job descriptions for management, full-time faculty, confidential, and classified positions are vetted through the shared governance process and must be Board approved. This ensures consistency across the District in clearly communicating the role of each employee and the position's essential functions within the organizational structure.

Implementation of requirements for employment. The NOCCCD Board of Trustees approves policies and administrative procedures for implementing its requirements for employment. These include, but are not limited to, policies and procedures on equal employment opportunity and diversity, recruitment and hiring, professional growth and development; classification review, and performance evaluation. SCE follows NOCCCD administrative procedures in all of its employment practices ([NOCCCD Board Policies \(BP\) & Administrative Procedures \(AP\)](#)). The Human Resources Department ensures compliance of employment requirements and provides regular training and professional development opportunities to all District personnel participating in the hiring process. Equal Employment Opportunity representatives complete EEO training. All faculty and staff participating on a hiring committee complete hiring committee and diversity training within a two-year timeframe of their participation. Institutional Effectiveness Partnership Initiative (IEPI) is a CCCCO initiative to enhance the effectiveness of California Community Colleges. This initiative includes professional development resources and workshops on innovative and proven practices by experts within the community college system and statewide organizations. NOCCCD hosted an IEPI workshop on Equal Employment Opportunity and Equity in Faculty Hiring on January 8, 2016 ([IEPI Equal Employment Regional Trainings](#)). Many Program Directors and Managers and faculty participated in this training.

Governing body, policy, long-term planning. The North Orange County Community College District (NOCCCD) is governed by seven elected trustees who establish all policies that guide the general operation of the District. The NOCCCD Board of Trustees is committed to and responsible for establishing policies that define the institutional mission and for monitoring the institutional performance and educational quality provided by its three entities: Cypress College, Fullerton College and the School of Continuing Education. The Chancellor has responsibility for carrying out the decisions and directions of the Board. The college Presidents and Provost of the School of Continuing Education oversee the operations of their respective areas and work closely with the Chancellor in the management of the District. The college Presidents and the Provost, along with representatives from constituent groups including Academic Senate, Management Association, and CSEA, are members of the District-level governance group District Consultation Council (DCC). The DCC meets monthly to make recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the District.

The District utilizes several planning documents for long-term planning, including the NOCCCD Comprehensive Master Plan, District-wide Strategic Plan, and Integrated Planning Manual. Each of the three entities within the District has its own internal processes for planning and evaluation. These plans are simultaneously integrated into the District-wide planning and resource allocation processes. District Strategic Directions were developed as part of the North

Orange County Community College District 2011 Comprehensive Master Plan. The District Strategic Directions establish the District-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions. The initiatives at each site are documented in the campus strategic plans and incorporated into an annual progress report. The annual progress report, which is presented to the Board, is an essential accountability tool in the integrated planning process because it reinforces and sustains a District-wide dialogue on its long-term goals and short-term objectives and actions ([2015 Progress Report on the District-wide Strategic Plan](#)).

The SCE Provost oversees the day-to-day operations of the school, along with local long-range planning efforts and policy implementation in consultation with the Provost's Cabinet. The Provost's Cabinet develops and monitors the School-wide Strategic Plan/Action Plan ([SCE Action Plan - approved \(Strategic Plan\)](#)). The SCE School-wide Action Plan identifies goals and assigns responsibilities of those goals to key staff based on recommendations from its last WASC self-study. SCE has identified three action items focused on student involvement, budget, and program review. Each action item includes rationale, progress assessment, steps toward completion, timeline, persons responsible, resources needed, monitoring, and reporting. SCE's WASC School-wide Action Plan is part of SCE's Strategic Plan.

Governing Board and Support for School Leadership. The NOCCCD Board of Trustees provides support to the leadership of its three entities. The District has two special funds, the NOCCCD Strategic Plan Fund and the NOCCCD Innovation Fund, designed to encourage and provide financial support for faculty and staff in implementing District-wide and campus Strategic Plan objectives and action plans; and develop and implement new projects, programs or procedures. SCE was the recipient of an Innovation Fund award in 2013 to build new and strengthen existing partnerships between SCE and its sister college to facilitate student transition from noncredit to credit ([Connecting the Dots Brochure](#)).

The NOCCCD Integrating Planning Model guides the three entities in planning practices that lead to institutional effectiveness and a cycle of continuous quality improvement. SCE and the colleges report and evaluate the outcomes of activities undertaken to contribute to achievement of the District Strategic Directions. An annual NOCCCD Progress Report is presented to the District Consultation Council (DCC) and the Board for review and comment. The Chancellor presents the final NOCCCD Progress Report to the Board ([District-wide Planning](#)).

The Board invites the colleges and SCE to present on school programs and outcomes as well as other measures of institutional effectiveness at Board meetings. Examples of reports presented to the Board include [SCE 2014/15 Annual Report Final](#), [SCE Institutional Effectiveness Report](#), SCE [Student Equity](#) Plan, and an SCE program or service of choice.

Governing body, honesty, integrity and relationships with stakeholders. The Board of Trustees governs on behalf of the citizens of North Orange County in accordance with all applicable laws and regulations. It is responsible for fulfillment of the NOCCCD mission for making sure financial resources are dedicated to providing sound educational programs. The Board affirms its role and responsibilities in Board Policy 2200: Board Duties and Responsibilities which includes this list of specific duties:

- Represent the public interest.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- Hire and evaluate the Chancellor. North Orange County Community College District

- Delegate power and authority to the Chancellor to effectively lead the District
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate for and protect the District.

The collegial culture in the North Orange County Community College District (NOCCCD) rests on a partnership in which Board members, faculty, staff, administration, and students participate in making decisions together. The members of this District are united by a collective, shared vision that student success is the most important endeavor. Making progress toward this important collective vision is possible only in an atmosphere of collegiality and mutual respect built through events like SCE's Strategic Planning Event.

The NOCCCD Decision-making Resource Manual: Structure, Function and Alignment was developed to describe how decisions are made in the North Orange County Community College District and to improve communication and trust across NOCCCD. The decision-making processes outlined in the manual reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions ([2012 Decision Making Resource Manual](#)). Any individual or group may address the Board at a Board of Trustees meeting, provided certain procedures are followed in arranging for and making presentations. Those wishing to place an item on the Board agenda submit a written request to the Office of the Chancellor the week preceding the next regular meeting of the Board of Trustees. The Board permits a maximum of three minutes for any speaker and 20 minutes for any subject.

NOCCCD Strategic Conversations were designed to strengthen communication and build relationships on honesty between the governing board and stakeholders ([NOCCCD Strategic Conversation](#)). These events are planned, but informal, discussions conducted in a democratic and conversational style, and focused on policy issues. The goal of this effort is to help the Board of Trustees thoughtfully examine what drives its policy decisions, by involving everyone who wishes to express a point of view, and gathering information in a less structured atmosphere than the traditional Board meeting. The process provides opportunities for a positive exchange of ideas and concerns, as well as improved decision-making among all constituencies. Anyone from the District, and the community at large, may participate in the Strategic Conversations, aimed at maximizing dialogue among all who have an interest in the District, establishing an environment conducive to consensus building, and developing a spirit of teamwork. Each entity takes a turn hosting these annual events. SCE staff members serve as facilitators for the group discussions every year. Visit the NOCCCD website for a history of NOCCCD Strategic Conversation topics ([Strategic Conversations Archive](#)).

Coffees with the Board of Trustees and Chancellor serve as a forum for informal discussions for staff, faculty and students to ask questions and have a dialogue with Board members and the Chancellor. SCE at the Anaheim Campus, Cypress College, and Fullerton College host one Coffee per semester. SCE employees attend and actively participate in the fall and spring Coffee events ([Coffee with the Board and Chancellor](#); [NOCCCD Strategic Conversation](#)).

Indicator 2.2: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement for students.

Administrative leadership. The Provost is the Chief Executive Officer and is charged with formulating and articulating a constructive vision for SCE's future. Teaching, learning, student access, and student success are primary concerns as the Provost considers the social, economic, and political forces that affect the School's mission and priorities. SCE's Provost led the review of its school's vision and mission statements, facilitated annual strategic planning events, and provided leadership to the North Orange County Consortium for Adult Education as its Board approved designee as it analyzed North Orange County demographic information in formulating strategies to address the adult education gaps in the region ([SCE Enrollment Trends for Provost's Cabinet 5/17/16](#)).

The Provost, in consultation with the Chancellor, plans, organizes, coordinates and directs the educational programs and activities in accordance with the policies of the Board of Trustees. Provost's Staff meetings occur once per week and include the three Dean of Instruction and Student Services, the Manager of Administrative Services, the Manager of Instructional Technology Services, Director of Campus Communications, and the Executive Assistant to the Provost. The leadership team receives updates on District-wide goals and initiatives for student learning and school improvement, and keeps the Provost abreast on the progress of instructional programs and opportunities to better serve students. The Provost and the Academic Senate President meet once a month to collaborate on policies related to instruction and student services.

Shared governance is the philosophy that guides SCE and the North Orange County Community College District, and the Provost provides leadership for the planning bodies. Governance committees identify goals and develop strategies to implement programs and services. The Provost is responsible for the ongoing evaluation of progress towards these goals. This is accomplished through the strategic planning and accreditation process monitored by the school's governance body, the Provost's Cabinet. The Provost promotes and supports wide participation by faculty, staff and management on institutional planning efforts and various organizational groups, such as the DREAM (Data, Reporting, Evaluation, and Accountability Measures) Team and Student Success and Advisory Committee.

The Provost serves as the primary advocate for the School of Continuing Education at the District level and with the Board of Trustees for financial needs, policy issues, special projects, and the promotion of program goals and accomplishments. Chancellor's Staff meetings include the Provost, Cypress and Fullerton College Presidents, and the NOCCCD leadership team. Chancellor's Staff is the collaborative decision-making body on policies and plans. The Provost and the Academic Senate President attend NOCCCD Board of Trustees meetings twice monthly. Both are members and/or represent SCE at a variety of District governance committees: District Consultation Council (DCC), District Curriculum Coordinating Committee (DCCC), and Council on Budget and Facilities (CBF).



The Provost actively participates in professional and civic organization functions to promote the School of Continuing Education and establishes ties with government, civic, educational and business/industry groups. This includes serving on the Board of Association of Continuing and Community Education Association (ACCE), City of Anaheim Workforce Investment Board (WIB), State Chancellor's Office System Advisory Committee on Curriculum (SACC), and other State level advisory groups and community-based groups as needed.

As the Legislative Liaison for the Association of Community and Continuing Education (ACCE), the Provost is involved in advancing the noncredit legislative agenda by helping build the Noncredit Coalition, which recently successfully defeated legislation threatening to dismantle

programs for parents and older adults. Most recently, SCE leadership worked with the key advocacy leaders throughout the state to shape the bills legislating Adult Education Block Grant and Student Success for Basic Skills Program.

The Provost represented community colleges in the California Department of Education Field Partnership Team, a representative group to advise on the issues specific to adult schools with state apportionment as well as issues related to projects funded through the Workforce Investment Act (WIA), Title II Grant Program. Representation of community colleges in the Field Partnership Team led to an integrated approach in developing policies affecting adult education students and providers in K-12 and community college sectors.

School leaders and school improvement. School leaders effectively guide the school toward school improvement by working closely with constituent groups in a collegial and collaborative environment. Provost's Staff and the Management Team facilitates strategic planning events, department meetings, staff development workshops, shared governance committees, and organization group meetings to advance school improvement efforts.

The SCE annual strategic planning retreats bring together faculty, students, staff, and management personnel. Activities are structured such that employees from different programs, as well as staff members who have different roles, work together to develop plans to improve the institution. SCE's Mission Statement is reviewed and revised, goals are adopted, strategies are implemented, and key staff are assigned responsibility for monitoring progress toward goals. Staff responsible for specific goals update the strategic plan with outcomes throughout the year. Provost's Cabinet, the school's leadership committee, approves and monitors the implementation of the SCE Strategic Plan which includes the WASC Action Plan.

SCE's Manager of Administrative Services leads the SCE Budget Committee meeting, a shared governance committee. The Budget Committee includes individuals from all constituent groups and SCE student representatives. The Manager of Administrative Services provides direction, guidance, and leadership to the committee, whose primary function is to facilitate program plans reviewed by the Provost's Cabinet and establish priorities consistent with SCE's mission and strategic plan ([SCE Budget Committee Purpose and Operational Guidelines](#)). The committee also provides feedback and collaboration on school-wide improvement efforts as they relate to fiscal matters.



The SCE leadership team highly encourages participation by all constituent members on school-wide committees, workgroups, planning teams and ad hoc groups. A hard copy of the SCE regular committee and workgroup meeting calendar is given to faculty and staff at SCE's annual Opening Day event. Information about these meetings is available to faculty and staff via SCE's website, [MyGateway](#) "Groups," and email listserves. Committees and workgroups focus on a variety of issues, tasks, and responsibilities. An example would be the Data Research Evaluation Accountability Measures Team (DREAM Team), which is facilitated by the Wilshire Center Dean. The DREAM Team provides recommendations to the Provost's Cabinet regarding all aspects of data, such as collection, storage, assessment and analysis. This workgroup plays a critical role in creating a culture of evidence at SCE to inform our decision-making process and set priorities for school improvement.

The Student Equity Advisory Committee consists of counselors, instructional faculty, staff and administrators representing a cross section of SCE programs and services. This committee is facilitated by the Student Equity Special Projects Manager and convenes monthly

to develop strategies that address the student achievement gap at SCE. This advisory group informs the development of SCE's Student Equity Plan and monitors the implementation of student equity strategies ([Student Equity](#)).

The SCE Academic Senate represents faculty on academic and professional matters and plays a prominent leadership role on shared governance committees and planning groups focused on school improvement initiatives. Academic Senate provides leadership for the WASC accreditation self-study and represents the academic interests of SCE at Board meetings and District governance committees, such as District Consultation Council and District Curriculum Coordinating Committee. Faculty leaders from the Senate participate in statewide activities such as the Academic Senate for California Community Colleges plenary sessions and statewide committees. The Senate reports on new initiatives, legislation, and best practices for instruction and student services. Recommendations from the Senate lead to school improvements.

Shared governance committees, organization groups, and planning teams such as the Budget Committee, Dream Team, Technology Committee, and WASC focus groups meet monthly to conduct a wide range of planning activities that support continuous school improvement efforts. Each group focuses on a key institutional area and serve as an advisory body to the Provost and the Provost's Cabinet.

School leadership and stakeholder trust. The school's leaders strive to cultivate a collegial environment of collaboration and transparency with internal and external stakeholders, and to nurture a strong sense of purpose and commitment to student success and service to its diverse community. Stakeholders demonstrate their trust in the school's leadership to be responsive to their needs and to advance SCE's mission and purpose. This includes engagement in dialogue and the shared governance process in the Budget Committee and Provost's Cabinet meetings, participation in student and community outreach activities such as Harvesting Opportunities, and collaboration in decision-making and assumed leadership roles on local, regional, and statewide initiatives including AEBG, SSSP Statewide Advisory Committee, and ACCE Board.

Provost's Staff schedules visits to classes at the beginning of each term and promotes SCE programs and support services. There has been a recent increase in the number of scholarship applications submitted by students. The increase can likely be attributed to class visits, one-on-one assistance in Learning Centers, and/or online advertisement. The Professional Development Committee, Provost's Office Executive Assistant, and Office of Campus Communications each coordinate a variety of functions throughout the year to build rapport with students, faculty, staff and community members (e.g. [SCE Opening Day](#), [Classified Staff Appreciation Luncheon](#), [Harvesting Opportunities](#)). All staff are invited and encouraged to attend these events.

The annual Classified Staff Appreciation Luncheon, coordinated by the Provost's Office Executive Assistant, is a special appreciation event specifically for SCE's Classified Staff. The



event is held during the third full week in May, which is the official CSEA Classified Staff Week. The faculty and Management Team donate gift baskets that the classified staff have an opportunity to win. In addition, the faculty and the Management Team serve lunch to the 80 staff members. All SCE offices are closed during the Classified Staff lunch and Opening Day event to allow all SCE staff the availability to attend. Signs are posted for students to communicate closure times.

The Opening Day event is an annual event held on the Friday prior to the start of the fall trimester every September. This is a time when the entire school comes together to prepare for the upcoming year. The Provost welcomes faculty, staff, and student leaders back to school and provides the “State of SCE” address. SCE faculty, staff, and student leaders are joined by NOCCCD Administration and Board of Trustees members.

All members of the SCE family are invited to participate in shared governance and ad hoc groups. Recruitment for the WASC criterion groups occurred during the 2015 SCE Opening Day event. The Student Leadership Program is expanding to provide more opportunities for student participation in school improvement efforts. Two new students were recruited during the 2016 Fall term and attended student leader orientation on November 30, 2016.

SCE is well regarded for its leadership in regional and statewide initiatives, including the Adult Education Block Grant (AEBG). NOCCCD is the fiscal agent of the North Orange County Regional Consortium for Adult Education (NOCRC). SCE has strengthened its relationships with its educational partners through the building of the consortium. Members of the NOCRC include NOCCCD (e.g. Cypress College, Fullerton College, SCE), Fullerton Joint-Union High School District, Anaheim Union High School District, Placentia-Yorba Linda Unified School District, Los Alamitos Unified School District, Garden Grove Unified School District, North Orange County Regional Occupational Program, and the Orange County Department of Education. Members work collaboratively to identify the gaps in adult education services in the North Orange County area and to implement new strategies to meet the needs of adult learners. NOCRC is recognized regionally and at the State level as a model consortium thanks to its effective leadership structure and innovative strategies.

SCE’s Disability Support Services Program coordinates an annual Transition Night that connects students with disabilities to a wide-range of community service agencies. DSS is recognized as a model program and is the recipient of numerous State grant awards (e.g. OCTA JARC Grant, the State Council on Developmental Disabilities Grant, College to Career, Workability III, WISE, IVES).

The Orange County Deputy Sector Navigator (DSN) for advanced manufacturing is the Director of the Center for Applied Competitive Technologies (CACT) housed at the SCE Anaheim Campus. CACT, a California economic and workforce development initiative, provides services to small and medium sized advanced manufacturing companies to compete successfully in the changing market and global economy.

VisionPoint Marketing surveyed stakeholders about SCE and its qualities. Leadership and innovation was one of the six brand pillars of SCE identified by stakeholders. “Over the decades, we have established a reputation not only for deep investment and responsive leadership within our local community, but also for innovative leadership in the continuing education realm at large, both in California and across the country. Governing bodies, other community college districts, K-12 schools and educational organizations recognize and praise the quality and relevance of our offerings and our approach, and they look to us to be trail blazers, to pioneer new programs and new approaches and share the fruits of those pursuits with the larger educational community” ([SCE Brand Pillars and Attributes](#)).

Faculty, school leaders, student learning, and school improvement. Faculty and staff demonstrate motivation to bring focus to student learning and school improvement through their active participation on school committees, planning teams and staff development events. For example, more than 130 SCE faculty and staff participated in the 10 criterion groups throughout the year in the development of the SCE self-study. Other examples include the annual strategic planning events, Provost’s Cabinet, SLO workshops, STAR Program, and presentations on serving diverse student populations. SCE faculty and staff participate in seminars and

conferences hosted by professional associations, and volunteer to host local and regional meetings and conferences at SCE. They attend meetings and functions hosted in the community and by State agencies and step up to leadership positions within those organizations. On-going planning often occurs during program and department meetings. Faculty and staff discuss curriculum, student services, and ways to better serve students.

Representatives from SCE participate in discussions with community groups to understand current trends and to provide courses and services that best meet the academic, career, and personal development needs of students. The Anaheim Campus Dean and the SCE Registrar served on the State Chancellor's Office noncredit outcome reporting committee, and the Wilshire Center Dean chaired the statewide workgroup that designed the noncredit Student Success and Support Program (SSSP) plan and allocation formula. The Disability Support Services (DSS) Program Director participates in meetings with local regional centers, transportation service agencies, Department of Rehabilitation, and postsecondary advisory groups focused on students with disabilities. The DSS Director served as President of CAPED (California Postsecondary Education and Disability), and a DSS Counselor served as southern chair of the ID/ASD CIG (Intellectual Disability/Autism Spectrum Disorder CAPED Interest Group). A SSSP Counselor participates on the California Community College Chancellor's Office Student Success and Support Program's (SSSP) Noncredit Workgroup.



Criterion 2.3: The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

Process used to evaluate organization, governance and decision-making. The District uses an integrated planning model to evaluate its organization, governance structures, and decision-making procedures. The integrated planning model depicts how the components in the planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. District-wide planning practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Each of the three institutions within NOCCCD, Cypress College, Fullerton College, and the School of Continuing Education has their own internal processes for planning and evaluation. These plans are simultaneously integrated into the District-wide planning and resource allocation processes.

SCE's review process for planning and evaluation includes: accreditation, program review, curriculum review, and SLO assessment. The school will receive its accreditation self-study visit in March 2017. SCE hosts annual strategic planning events and convenes meetings for the accreditation self-study. The Pharmacy Technician Certificate Program was re-accredited in December 2016. SCE formalized a three-year program review cycle in the 2011/12 academic year. The school did not have a Director of Institutional Research and Planning in 2013/14 to complete Program Review. SCE hired a Director of Institutional Research and Planning in April 2016 and she has assembled a research team that is currently re-evaluating the program review process. A formal course review occurs every six years; however, courses are informally evaluated through the Curriculum Committee on a monthly basis. Curriculum review, program review, and SLO assessment are part of an on-going cycle of evaluation at the program level and school governance level, including the SCE Curriculum Committee, Academic Senate, and Provost's Cabinet. The SCE Strategic Plan is aligned with the District's vision, mission, and

comprehensive master plan and strategic directions. The SCE Strategic Plan is reviewed on an annual basis and monitored by the Provost's Cabinet ([Integrated Planning Manual](#), [SCE Action Plan - approved \(Strategic Plan\)](#)).

The District's comprehensive Master Plan is reviewed and approved every 10 years. The 2011 North Orange County Community College District Comprehensive Master Plan is a long-term plan and runs through 2020. This document includes internal and external scan data, District Strategic Directions, and the educational and facilities plans for Cypress College, Fullerton College, School of Continuing Education, and the Anaheim Campus. The 2011 master planning process was key in developing the District-wide Strategic Directions, which inform all other planning for the campuses ([Mid-Term Update to the Educational Master Plan](#)).

A Mid-Term Educational Master Plan Review and Update was developed following the passage of NOCCCD's \$574 million Measure J facilities bond measure in 2014. The District revisited its original facilities projects lists and the educational and demographic information that helped District staff prioritize projects. The purpose of the review is multifold: to provide a current perspective for future space requirements specifically in instructional and support services facilities using Fall 2014 data; to provide a quantitative analysis of the current condition of each campus based on capacity for accommodating growth; and to provide the teaching and learning technology necessary for programmatic and student success. The Review included the unique branding and spatial circumstances of the Anaheim Campus which serves as one of SCE's primary campuses, and the District's headquarters ([Mid-Term Update to the Educational Master Plan](#)).

NOCCCD's district-wide Strategic Plan is a short-term plan. It is a 3-year plan that identifies the specific objectives that the District intends to take in order to achieve the District Strategic Directions identified in the Comprehensive Master Plan ([NOCCCD Strategic Plan](#)). The District reviews progress made on achieving the three-year District Strategic Directions plan annually and produces an annual progress report, which includes progress made at the campus-level as well by Cypress College, Fullerton College, and the School of Continuing Education ([2015 Progress Report on the District-wide Strategic Plan](#)).

Research is central to the NOCCCD integrated planning model because plans are developed based on data and plan outcomes are assessed using quantitative and qualitative data. The Director of Institutional Research and Planning produces an annual Institutional Effectiveness Report for SCE and is a member of the District-wide Institutional Effectiveness Coordinating Council (IECC). The Director of Institutional Research and Planning plays a vital role in program review by assisting Program Directors and Managers in developing effective measures of evaluation for their program's strategic plans and program improvement efforts.

Stakeholders in the regular evaluation of the school. SCE includes all stakeholders in the regular evaluation of the school through the integrated planning model. Stakeholders are represented throughout the SCE Review Process through their participation on governance groups, organizational groups, and ad hoc workgroups. The Academic Senate appoints faculty representatives to school governance, organizational and ad hoc workgroups, and provides leadership for curriculum development, program review, and SLO assessment. The WASC criterion focus groups are examples of ad hoc workgroups comprised of faculty, staff, and administrators who work on the accreditation self-study.

Individual program and services improvement plans are developed and evaluated with input from organizational groups, local planning teams, and business and community advisory groups. SCE's Technology Advisory Committee, which makes recommendations for the school's technology plan, includes faculty and classified staff representatives. The CTE Advisory Committee reviews and approves the CTE annual strategic plan for improvement of

career technical education programs. Student and business members serving on advisory committees provide valuable input for curriculum development and program improvement. New and proposed changes to curriculum is then vetted through the SCE Curriculum Committee and the District Curriculum Coordinating Committee before it is submitted to the State Chancellor's Office ([SCE 3 Year Technology Plan](#); [CTE Pharmacy Tech Advisory Minutes](#)).

Two governance committees have a central role in annual strategic planning. The SCE Strategic Plan is reviewed and monitored by the Provost's Cabinet. Provost's Cabinet reviews, updates, and approves the strategic plan annually. Strategic planning events bring together SCE's internal stakeholders in a single event. Input is summarized and vetted through the Provost's Cabinet. The primary function of the SCE Budget Committee is to review program plans developed by the Provost's Cabinet and establish fiscal priorities consistent with SCE's mission and strategic plan. Both groups include students, staff, administrators, and faculty.

Stakeholders voice in the decision-making processes. The collegial culture in the North Orange County Community College District (NOCCCD) rests on a partnership in which Board members, faculty, staff, administration, and students participate in making decisions. The members of this District are united by a collective, shared vision that student success is the most important endeavor. The Board of Trustees, while retaining ultimate authority as defined by federal and state law and local regulation, seeks to give reasonable consideration to the concerns and opinions of constituent groups at the campus level and to share information with, and receive policy recommendations from these groups.

Board policy and administrative procedures specify that the various constituencies of the North Orange County Community College District, including faculty, students, classified staff, confidential employees, and administration shall be represented on college, School of Continuing Education, and District committees concerned with broad policy and planning matters ([Participation in Local Decision-making BP 2510](#); [AP 2510](#)). The SCE Academic Senate appoints faculty; an exclusive representative of the classified employees appoints classified employees; Confidential Employee Association appoints confidential employees; and District Management Association (DMA) appoints administrative employees to the various SCE decision-making and planning bodies and committees such as Provost's Cabinet, Budget Committee, and Technology Committee.

Academic Senate. Academic and professional matters are the responsibility of the Senate. The Board must consult with the Academic Senate for a variety of academic and professional matters ([Participation in Local Decision-making BP 2510](#); [AP 2510](#)). The Board of Trustees will rely primarily upon the recommendations of the senate(s), including the decision-making structure by which the recommendations are achieved, with respect to the following academic and professional matters:

- Curriculum, including the establishment of prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Standards or policies regarding student preparation for success
- Faculty role and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development

The Board of Trustees will seek to reach mutual agreement with the Senate(s) with respect to the following academic and professional matters:

- Educational program development and educational program discontinuance
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s)

Student Leaders. Students provide valuable input into institutional planning at the School of Continuing Education. Since the last accreditation self-study, SCE has increased the formal participation of students in planning and decision-making, an action item of its strategic plan.



SCE created a student leadership program, and appointed student leaders to the Provost's Cabinet and Budget Committee. Students have also been active participants in strategic planning retreats and District strategic conversations. The leadership program expanded in Fall 2016 to provide additional opportunities for student involvement on other organizational committees ([SCE Student Leadership Trifold 2016/17](#), [Student Leadership](#)). These committees include Basic Skills Initiative Advisory Committee, Student Success and Advisory

Committee, Student Support and Success Program Advisory Committee, and Community Relations Team Workgroup in addition to Provost's Cabinet and Budget Committee. The Chair of each of these committees assumes a mentorship role to the student representative.

Community Members. SCE invites community input through Business Advisory committee meetings, program planning functions and ad hoc workgroups. For example, the Disability Support Services (DSS) program invites internal and external stakeholders to participate in an advisory capacity for improving DSS instructional programs and services. Partners include: Department of Rehabilitation, Regional Center, day programs, independent living agencies, Area Board (i.e. State Council on Developmental Disabilities), and business owners. The Career Technical Education (CTE) program hosts business advisory committee meetings for input into CTE program strategic plans. For example, the Pharmacy Technician Advisory Committee meets twice a year in accordance with the American Society of Health-System Pharmacists (ASHP) accreditation requirements. This advisory committee approves the Pharmacy Technician Program strategic plan and approves student internship sites ([CTE Pharmacy Tech Advisory Minutes](#)).

The Basic Skills program collaborates with community groups such as the Orange County Reentry Partnership, Anaheim Human Services Network, City of Fullerton Collaboration, GEO Reentry Resource Center, and school districts, such as Anaheim Union, Placentia-Yorba Linda, and Fullerton Joint Union, to develop strategies intended to provide a smooth transition "warm hand-off" of students from the K-12 system to SCE's High School Diploma Program. These collaborations increase attendance in the high school labs and learning centers, and lead to more students earning a high school diploma. Since the inception of the two off-site High School Labs, Gilbert South (AUHSD), and El Camino High (PYLUSD), at least forty additional students obtained high school diplomas.

SCE has had a tremendous opportunity to obtain feedback from numerous stakeholders through participation in the Adult Education Block Grant (AEBG). SCE through NOCCCD has collaborated with other Members of the North Orange County Regional Consortium for Adult Education (NOCRC) to implement strategies that address any gaps in the delivery of adult education. NOCRC representatives obtain feedback from their organization's faculty, staff, administrators, students, families and community partners and share the information at consortium meetings. NOCRC Executive Committee Meetings convene monthly as do the NOCRC workgroups. The Annual Partners Breakfast attended by consortium members and local business leaders and organizations that serve students in the North Orange region allows for feedback from external stakeholders. Partners include Workforce Development Boards (WDB), Orange County Transportation Authority (OCTA), elementary school districts, Regional Center, Department of Rehabilitation, city leaders, and business owners.



Feedback from external stakeholders is received through SCE's involvement in the community. Faculty and administrative staff attend community forums and partnership meetings, and visit off-site facilities that host SCE classes. SCE employees share the needs and perspectives of its community in governance, organizational and ad hoc group meetings. The ESL Outreach Specialist is an example of this type of communication. The Outreach Specialist visits all off-site locations to gather input from the community and support students who do not attend class on SCE's main campuses, and then provides the feedback to programs and shared governance committees.

Communication of results of regular evaluations for school improvement. SCE communicates the results of regular evaluations through its various planning documents and publications to the community, which are distributed and discussed widely. They include updates to the SCE Strategic Plan, the annual progress reports on the District-wide Strategic Plan, and the SCE Institutional Effectiveness Report ([SCE Action Plan - approved \(Strategic Plan\); 2015 Progress Report on the District-wide Strategic Plan](#); [SCE Institutional Effectiveness Report](#)).

Outcomes and activities resulting from strategic planning are published in the SCE Annual Report presented to the Board of Trustees and the community ([SCE 2014/15 Annual Report Final](#)). Progress on the SCE Strategic Plan and District-wide Strategic Directions are communicated through program meetings, organizational committees, and school events. Examples include the Provost's Cabinet, Academic Senate, and Opening Day event. The Annual Report and information related to strategic planning are posted to the SCE website, distributed through the school's online newsletter (Get Connected), and posted to social media (e.g. Facebook, Twitter, Instagram).

Results are shared with governance committees, organizational groups, and program planning meetings for school-wide and program improvement efforts. Full-time faculty share and discuss information, data, and issues during monthly Academic Senate meetings. Results are discussed at quarterly Management Team meetings. Program Directors and Managers share information at program planning meetings, including those attended by external stakeholders, such as the DSS annual stakeholder meeting. Committees review data and make recommendations for school-wide changes. Programs evaluate new information and identify ways to better serve students. One idea was to collaborate with Cypress College and Fullerton College to develop an honorary AA degree for students with intellectual disabilities ([DSS Advisory Committee Presentation Spring 2016](#); [DSS Advisory Committee Notes 2016 Spring](#)).

Indicator 2.4: The school has an established infrastructure of policies and procedures that provides stability and consistency for all institutional programs, activities, and events.

School Policies and Procedures. SCE abides by the NOCCCD Board Policies and Administrative Procedures, which are accessible through the District website ([NOCCCD Board Policies \(BP\) & Administrative Procedures \(AP\)](#)). District and school policies that have an effect on students, such as grading policies and code of student conduct, are published in the SCE catalog and SCE class schedule. Both publications are available online through the SCE website. Local policies and administrative guides are emailed to Program Directors and Managers by the Deans of Instruction and Student Services for distribution to faculty and staff. The Student Discipline Procedures is an example of information provided to faculty and staff. These procedures serve as a guide to ensure consistency with student discipline across SCE and informs faculty and staff of the process ([Standards of Student Conduct and Discipline BP 5500; AP 5500](#)).

SCE Deans distribute campus-specific procedures at the beginning of the academic year ([Anaheim Campus Procedures 2016/17; Anaheim Campus Safety Guide; Wilshire Gazette 2015/16](#)). SCE's website provides a link to the District's website and MyGateway, which provides faculty and staff access to district-wide information and SCE organizational groups. Organizational groups post policies and procedures pertaining to their charge. For example, the Position Management Process is in the Budget Committee group and the Provost's Cabinet Charter is in the Provost's Cabinet group in [MyGateway](#).

Written policies guide decision-making. NOCCCD policies outline participation in local decision-making, and explain the decision-making process for governance committees ([Participation in Local Decision-making BP 2510; AP 2510](#)). The final decision-making authority resides with the Board who must ensure that key constituencies participate in developing any policies for action by the Board. Title 5 of the California Code of Regulations further delineates:

- The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate ([Title 5, Sections 53200-53206 \(Academic Senates\)](#)).
- Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration ([Title 5, Section 51023.5 \(Staff\)](#)).
- The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate ([Title 5, Section 51023.7 \(Students\)](#)).

SCE consults with the Academic Senate with respect to academic and professional matters. The Academic Senate and CSEA appoint representation for SCE's decision-making committees. Students interested in participating in the SCE Student Leadership program submit applications of interest to the Anaheim Campus Dean. A workgroup reviews the applications and students are selected to serve on governance planning groups. Prior to their first meeting, student leaders meet with the Provost for orientation to SCE and the respective committee they will serve on.

SCE adheres to Board policies and references its local policies in decision-making. Curriculum development is a good example of how the implementation of Board policy guides decision-making ([Program and Curriculum Development BP 4020](#); [AP 4020](#)). Changes to curriculum start at the program level and then are presented to the SCE Curriculum Committee. This committee is comprised of a chairperson, six faculty members, one dean of instruction and student services, an academic manager, and two staff from the curriculum office. Curriculum approved by SCE is forwarded to the District Curriculum Coordinating Committee (DCCC). SCE's Curriculum Committee chairperson presents the curriculum to the District committee. Approved curriculum is forwarded to the Board for final approval or the Board can delegate this authority to the NOCCCD Chancellor. All new programs and courses must be submitted to the California Community Colleges Chancellor's Office for final approval (Title 5, California Code of Regulations (Instructional Programs) [51022](#); [55130](#)).

Organizational infrastructure, academic programs, and SLO. Board policies and administrative procedures set the framework for an organizational infrastructure that supports the achievement of school-wide learning outcomes. This includes policies and procedures on institutional planning ([BP](#); [AP 3250](#)), institutional effectiveness ([BP](#); [AP 3225](#)), program and curriculum development ([BP 4020](#); [AP 4020](#)), career technical education programs ([AP 4102](#)), Student Success and Support Program ([BP](#); [AP 5050](#)), and Disability Support Services ([BP](#); [AP 5140](#)). For example, AP 4102 states that advisory committees for occupational/vocational programs shall be established by the college and the School of Continuing Education to assist in maintaining relevant curriculum, technology, equipment, and course content, and to serve as a liaison with potential employers. AP 4020 states that each college and SCE will establish a Curriculum Committee. Membership structure of the Curriculum Committee will be mutually agreed upon by the college administration and the Academic Senate at each college and SCE.

SCE has designed an organizational infrastructure that facilitates achievement of SLOs. It includes, but is not limited to:

- Admissions and registration offices at its three campuses
- A comprehensive Student Success and Support Program (SSSP) that encompass student orientation, assessment, educational planning, and counseling services
- Curriculum review process that consists of the SCE Curriculum Committee and use of the District-wide CurricUNET software for curriculum review and approval at the local and District level ([CurricUNET](#))
- A noncredit Academic Senate that ensures faculty representation at all levels of the institution
- A school-wide SLO process that encompasses assessment of course and program level SLOs aligned with SCE's school-wide learning outcomes. Instructors select one or two of five descriptors on the SLO template (below) for their course SLOs that correlate to either institutional SLO 1 or 2 and in this way acknowledge achievement of one of the institutional learning outcomes.

Institution Student Learning Outcome 1 or School-wide Learning Outcome states:	
Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.	Personal Value/Purpose Health and Safety Creativity Technology Environmental
Institutional Student Learning Outcome 2 or School-wide Learning Outcome states:	
The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills as well as an understanding of the value of diversity.	Respect/Responsibility Communication Critical Thinking Community Global

The three SCE Deans serve on the Provost’s Cabinet and other planning and decision-making bodies such as DREAM Team, District Vice President’s Council, and Faculty Prioritization Workgroup to ensure achievement of school-wide learning outcomes across SCE. Faculty, staff, and Program Directors from SCE academic programs and support services are represented on governance committees and organizational groups. Planning and decision-making meetings are posted on the SCE website and announced through the all-staff listserv. The meetings are open to the public and faculty and staff are encouraged to participate. SCE’s student leadership program includes the integration of student representation into shared governance committees. Student leaders participate on the Provost’s Cabinet, the Budget Committee, and in many planning and promotional activities including SCE’s Opening Day event, Strategic Planning Event, Strategic Conversations, and Harvesting Opportunities. Student leaders also welcome students back to SCE at the beginning of each term by assisting at Information Tables. Plans to establish student clubs and social activities are underway for the 2016/17 academic year ([SCE Student Leadership Trifold 2016/17](#)). SCE’s Student Leadership Workgroup, chaired by the Anaheim Campus Dean.

SCE governance committees and workgroups include Academic Senate, Budget Committee, Community Relations Team/Marketing, Career and Technical Education Advisory, Curriculum Committee, Basic Skills Initiative (BSI) Advisory Committee, Management Team, Provost's Cabinet, Professional Development, Technology, and WASC Focus Groups ([SCE Committee and Workgroup Meeting Calendar](#)). District governance and organizational groups in which SCE participates include District Consultation Council, District Curriculum Coordinating Committee, Institutional Effectiveness Coordinating Council, District Staff Development Committee, Equal Employment Opportunity Advisory Committee, and Technology Coordinating Council.

SCE hosts a variety of activities and events throughout the year such as resource fairs, college tours, and college and career workshops to strengthen student achievement of school-wide learning outcomes. The events are posted on the school-wide calendar created and maintained by the Provost’s Office. Calendar access is provided to staff by emailing the Provost’s Office. This assists Program Directors in not double booking events. These activities help raise awareness of SCE program and services to support students in their endeavors. They connect students to programs that provide support for academic success at SCE and beyond,

guide them through their learning pathway, and increase their knowledge of college and career opportunities. Examples of activities include:

- Annual Transition Night hosted by Disability Support Services
- Adult College and Career Transition events (e.g. college tours, financial aid workshops, college application assistance) hosted by SSSP
- Work-based learning experiences, including internships and field trips
- SCE Scholarship Program
- SCE Harvesting Opportunities event to showcase SCE programs and community resources



Frequency of policy updates. SCE reviews Board policy updates in Provost's Staff and Provost's Cabinet meetings when recommended changes are introduced by Chancellor's Staff and reviewed at the District Consultation Council before submission to the Board for final approval. Different board policies will be reviewed as needed each year to comply with changes in law and regulations or as identified by local decision-making bodies, such as BP 4250 Probation, Dismissal, and Readmission last revised on June 28, 2016, that incorporated standards of scholastic probation and standards for scholastic dismissal for noncredit students. SCE organization groups will review policies related to their area of responsibility and planning process. For example, the DREAM (Data Research Evaluation Accountability Measures) Team, an advisory group to the Provost's Cabinet, has been reviewing policies and procedures pertaining to catalog rights, grading, and admission and registration procedures, as they pertain to the Student Success Act and new State of California accountability measures ([DREAM Team Notes 10/7/15](#)).

Mechanisms for faculty, staff, and student input. SCE and the District have mechanisms in place for faculty, staff, and student input into institutional decisions. District participatory governance policies and procedures with established clear and appropriate protocols provide guidance for faculty, staff, and students ([Participation in Local Decision-making BP 2510](#); [AP 2510](#)). Board policy indicates the Board will consult with the Academic Senate with respect to academic and professional matters. The policies convey that staff and students will be given the opportunity to participate in policy and procedure development that impact their constituency groups.

Faculty, staff, and student representatives provide input on behalf of their constituency groups at monthly shared governance meetings such as the Provost's Cabinet and Budget Committee. They are involved in committees such as Student Success, Student Equity, and Technology. All constituents participate in WASC self-study focus groups and strategic planning events. The SCE Name Analysis Workgroup was an ad hoc group recently charged with exploring a possible name change for the School of Continuing Education. Part of this endeavor involved a widely distributed survey to faculty, staff, students and community members. The workgroup submitted a recommendation to the Provost, who reports out at Provost's Cabinet. The Provost will make a recommendation regarding the desired name change to the Board of Trustees for final approval ([SCE Final Name Analysis Report 9/9/16](#)).

Another example of how faculty and staff have input is the annual full-time faculty hiring process. SCE departments are invited to submit proposals for full-time faculty positions for their program areas. The proposals are presented by each department at an open forum publicized to

all SCE employees and questions are encouraged during the presentations. An SCE workgroup consisting of the three SCE Deans and three Academic Senate members is formed to prioritize requests for full-time faculty positions. This workgroup meets to review proposals and makes recommendations on the prioritization of faculty hires to the Provost. The Provost then reviews the recommendation and may accept it as is or adjust it before presenting the recommendation to the Provost's Cabinet. The Provost presents the recommendations to Chancellor's Staff and advocates on behalf of SCE for filling vacant faculty positions and for hiring new faculty positions ([Full-time Faculty Request Form](#); [Full-time Faculty Request Timeline 2015](#)).

Transparent policies and ethical process. SCE maintains a well-established governance process that contributes to the creation of new policies and ensures compliance with current NOCCCD policies. Provost's Cabinet is the main planning and leadership group for the school. All constituent groups are represented and provide guidance and recommendations to the Provost. The Cabinet is comprised of standing members from the SCE leadership team and rotating members from constituent groups. The standing members are the Provost (non-voting) and the three Deans. The constituent groups, including the Academic Senate, United Faculty, Adjunct Faculty United, CSEA, and DMA will select representation for the Cabinet from their membership. Two student representatives are appointed. Non-voting resource members include Administrative Services Manager, Instructional Technology Services Manager, and the Director of Institutional Research and Planning. The Executive Assistant to the Provost is the Recording Secretary. Any Cabinet member may designate an alternate to speak on behalf of the member when the member anticipates an absence. The expectations of Provost's Cabinet members are:

- Attendance at all meetings or provision of an informed alternate
- Preparation for meetings (reading items distributed to members prior to the meeting)
- Completion of assignments made at the meetings
- Thorough and open communication with the constituent group being represented

Cabinet members are responsible for disseminating and collecting information regarding Cabinet agenda items in order to appropriately represent the views of their respective constituent groups. Each Cabinet member will be assumed to be speaking for their constituent group unless an announcement to the contrary is made. Cabinet notes will be distributed to the following constituent group Presidents: CSEA, United Faculty, Academic Senate, DMA, ADFAC, and Academic Senate.

Provost's Cabinet works closely with committees such as Budget, Technology, Diversity and DREAM Team that have SCE-wide roles and functions. It is important that activities or decisions of these committees be communicated to Provost's Cabinet. These groups that serve as sub-committees to the Provost's Cabinet also consist of representation from the various constituent groups. Members are responsible to their constituency to share input from the constituent group to the committee and to share information and dialogue from the committee to their constituent group.

Communication is the key element in the success of the Provost's Cabinet. The Executive Assistant to the Provost posts the agenda and minutes to the Provost's Cabinet group on [MyGateway](#). All staff may have access to the agenda and minutes in MyGateway by contacting the Provost's Office. The Provost's Office grants access upon request. Other communication is sent via email ([Provost's Cabinet Charter](#)).

The meeting calendar for SCE governance committees and organizational groups are posted on the SCE website. Minutes and Agendas are posted in the corresponding group files in MyGateway.

Indicator 2.5: The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all online courses.

SCE's Strengths and Key Issues for Criterion 2

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. Institutional unity and collaborative culture (holistic approach to serving students through programs and services; ESL students transition to HSDP and CTE, Building Connections initiative).
2. Keeping people first (students first, student reps on shared governance, student leadership opportunities).
3. Providing educational opportunities to students with a wide range of skill levels and educational needs (comprehensive system of programs and services).
4. High level of faculty participation in shared governance (statewide initiatives, noncredit Academic Senate, district-wide committees, statewide academic senate).
5. Development of a comprehensive student learning outcomes program (SLO Handbook, SLO Website, SLO Assessment Data).
6. Continuous improvement efforts (accreditation, re-branding and re-naming projects, evaluation of vision and mission statements, evaluation of policies and procedures).
7. Reputation within the District, community, and state for innovation (student learning in a noncredit setting, AEBG/I-BEST, programs to better serve students with disabilities).
8. Wide participation of all constituent groups in planning and decision-making (shared governance, strategic planning, accreditation).
9. Culture of evidence (SCE Director of Researcher, Annual Institutional Effectiveness Report, DREAM Team, SLO tracking, District reports, Student Equity Report, CASAS).
10. Community partnerships to better serve students (elementary schools, churches, community centers, employers, advisory boards, OCTA, Regional Center, Department of Rehabilitation, internships).

Key Issues:

1. Continue the comprehensive Program Review process.
2. Implementation of TracDat to manage SLO data.
3. Continue progress toward completion of the SLO assessment cycle.

4. Consider having a stakeholder event for all SCE programs that is similar to the annual DSS stakeholder meeting.
5. Ensure that all off-site staff and faculty have easy access to technology.

Criterion 3: Faculty and Staff

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

Qualifications of school personnel. District recruitment, hiring policies, and administrative procedures are established to ensure that personnel are sufficiently qualified to guarantee the integrity of programs and services. Academic employees shall possess the minimum qualifications prescribed for their positions as approved by the Board of Governors of the California Community Colleges, and classified employees shall possess the required qualifications prescribed for their positions by the Board of Trustees as evidenced in AP 7120 ([Recruitment & Hiring BP 7120](#)). Administrative procedures in AP 7120 outline the process for establishing a hiring committee, developing the job announcement, screening applicants, developing a potential pool for interview, and selecting a person to fill the position. Each hiring committee must review the job description approved by the District to determine desired qualifications and to identify any necessary updates. Board policies and procedures call for consultation with the various constituent groups when making recommendations to meet program staffing needs. The Board is committed to employment processes that support the goals of equal opportunity and diversity, and that provide equal consideration for all qualified candidates. The District provides and supports professional development activities and training to promote an understanding of diversity ([Commitment to Equal Employment Opportunity BP 7100](#)). NOCCCD encouraged staff and faculty to participate in a Faculty Hiring Job Descriptions Workshop organized by Human Resources, and required participation in an [Equal Employment Opportunity and Equity in Faculty Hiring Regional Training](#).

Deans, Program Directors, and faculty review potential adjunct faculty qualifications, and make hiring recommendations to the Provost. Qualifications of individuals selected as adjunct faculty are the same as full-time tenured faculty for the same discipline. The requirement of equal qualifications ensures quality of programming ([Recruitment & Hiring BP 7120](#)). Full-time faculty are required to participate in hiring of adjunct faculty and they typically review the minimum qualifications and experience of candidates ([United Faculty Contract](#)).

Board policy for hiring tenure-track faculty indicates that the number of faculty to be hired at each campus is decided through consultation with Chancellor's Staff (e.g. District Vice-Chancellors and Directors, Cypress and Fullerton College Presidents, SCE Provost). The District's full-time faculty obligation number (FON), established by the California Community Colleges Chancellor's Office, must be considered when determining the number of faculty to be hired in the district. Failure to maintain the proper ratio of full-time to part-time faculty results in significant fines. Noncredit instructional faculty are not included in the FON, however, noncredit counseling faculty are included in the FON. [California Code of Regulations Title 5 section 51025 \(Full-Time & Part-Time Faculty\)](#) requires the District to employ a minimum number of full-time faculty. The minimum number for each District is referred to as the full-time faculty obligation number. FON ensures that the institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The FON for each District is adjusted annually based on the District's previous year's increase or decrease in funded credit FTES. The State Chancellor's Office issues Districts their preliminary FON during the Fall term based on

the advance apportionment. Each Districts' FON is updated based on the second principal apportionment during the Spring term. Districts can select the lesser number in order to comply. Districts report their actual Fall faculty data in the following year (as compared to their FON). Districts are penalized for each full-time faculty member below their goal. The Board of Trustees has been supportive of hiring noncredit, full-time instructional faculty at SCE. The number of full-time faculty at the School of Continuing Education dropped to 23 during the recent recession and has now increased to 29 as of Winter 2017.

Qualifications, program needs and mission. SCE developed and implemented a faculty position prioritization process in 2014 to identify program needs for new faculty positions. The process begins within the SCE instructional and student support programs. Each discipline decides on the number and the types of faculty positions to be requested. An open forum is held following the submission of the full-time faculty position requests ([Full-time Faculty Request Form](#)). All faculty and staff are encouraged to attend the forum where representatives from each participating program present their requests, answer questions and provide additional information in support of the requests. Presentations may include quantitative data, qualitative data, and any information that programs believe will support the hiring of a full-time faculty person for their program. A Provost's Cabinet sub-committee, consisting of the three Deans and three Academic Senate representatives, rank the submitted requests in the order of priority for recommendation to the Provost. The Provost reviews the priority list, shares the recommendations with Provost's Staff, adopts a final proposal, and advocates at the Chancellor's Staff meetings for the new full-time faculty positions.

Hiring needs. The Chancellor and Chancellor's Staff determine hiring needs as they pertain to classified staff and administrators. Factors included in decision-making are budgetary issues, recommendations made by local and district-wide planning committees ([Management Employee Hiring AP 7120-4](#); [Classified Employee Hiring AP7120-3](#)), and minimum qualification requirements as conveyed through Title 5 regulations ([Faculty, California Code of Regulations Title 5 sections 53412](#); [Academic Administrators, California Code of Regulations Title 5 section 53420](#)). Program Directors, hiring committees, and the Human Resources department collaborate throughout the hiring process.

SCE developed and implemented an annual Position Management Prioritization process in 2013 to identify hiring needs for classified positions. This process is designed to support the learning needs of all students and aligns with SCE's mission ([Position Management Prioritization Process](#)). SCE evaluates the need to fill vacant positions and to develop new positions based on the evolving needs of students and the community. Workload is a significant consideration when filling positions. SCE Directors consult with faculty and staff and formalize requests for staff positions. Each program decides which classified positions they need and move those recommendations forward to the Budget Committee. Requests are submitted to the Budget Committee via a position request form ([Request to Fill Classified Position](#)). A special Budget Committee forum is held. Program Directors present their requests, answer questions, and provide additional information. Budget Committee members rank the positions in the order of priority for recommendation to the Provost. The Provost reviews the priority list with Provost's Staff, adopts a final recommendation, shares it with the Provost's Cabinet, and communicates the decision to all SCE staff via email. It may be critical to hire for some vacancies prior to the next review process. The Provost may move forward to hire new staff in the interim to ensure that vital services continue for students. The Provost reports these decisions, including the reasoning for each decision, during the next Provost's Cabinet meeting.

Provost's Staff discusses the need for management positions, prioritizes the list, and shares its recommendations with the Provost. Many considerations must be reviewed when evaluating the management structure. Critical aspects include: roles that are currently vacant, program needs, and the possible elimination of management jobs that are no longer necessary. There may be times that the structure of the organization is re-evaluated and the responsibilities for existing management positions may change. New permanent management positions are vetted and approved by Provost's Cabinet. The Provost provides the rationale for the establishment of a new position.



District policy allows for the hiring of special project administrators. These staff are designated as management, and they are responsible for a specific, limited-term project or service. Special project administrators must possess the required qualifications for their role. Position requests originate at the program level, and are reviewed by Provost's Staff. Positions must be approved by the Provost, the Vice Chancellor of Human Resources, and the Board of Trustees. Human Resources has been leading a discussion in the District regarding the use of long-term, temporary positions. Some faculty and administrators believe it would be better to institutionalize certain positions for program consistency and to better meet the learning needs of students.

Indicator 3.2: The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

Transparency in the hiring process and verification of qualifications. District policies and Title 5 regulations require that academic and classified employees possess at least minimum qualifications for their roles ([Recruitment & Hiring BP 7120](#), [Faculty, California Code of Regulations Title 5 sections 53412](#)). Minimum qualifications are drafted into job descriptions and the Human Resources staff and hiring committees screen out those candidates who do not qualify. Desirable qualifications that would enhance program efficacy are included in job announcements. Hiring brochures include major duties and responsibilities, minimum qualifications, and desirable qualifications. Composition of the screening committees is specified in the Board Policy. The committees are comprised of stakeholders from throughout SCE who have a professional interest in selecting the best candidate for a position. Classified employee screening committees include the supervising administrator and other staff who have knowledge and expertise relevant to the position. Candidates chosen by the screening committee to participate in the interview process are given performance tests to evaluate knowledge and skill sets. Management hiring committees include a non-voting, Equal Employment Opportunity (EEO) representative. SCE follows the NOCCCD board policies and administrative procedures for hiring faculty and staff and establishing candidate's qualifications ([BP 7120 Faculty](#), [BP 7220 Classified Employees](#), [BP 7230 Confidential Employees](#), [BP 7240 Management Employee; United Faculty Contract; AdFac Contract](#)). Applicants submit a signed application, documentation of licenses and certificates, letters of recommendation, letter of interest (related to the advertised position), academic transcripts, and a resume to the District. The hiring committee uses an electronic screening process ([PeopleAdmin](#)) with criteria to assess the candidate's qualifications as they relate to the job announcement. Committees use performance indicators such as writing samples and teaching demonstrations. Human Resources verifies past experience. Official transcripts and documentation of licenses and certificates are required of new hires.

The same policies and procedures identify methods used for advertising open job positions. Each hiring committee prepares a job specification and submits it to the Equal Employment Opportunity Representative for approval. The District Office of Human Resources prepares and publishes a final job announcement, which includes complete information regarding application procedure and requirements. Human Resources considers all advertising content recommended by the hiring committee when drafting the job announcements. A closing date is determined by Human Resources and the chair of the hiring committee. Job announcements are distributed at least six weeks in advance of the closing date. Classified positions are distributed for at least ten working days. Interim position announcements are distributed to all SCE faculty and staff for internal recruitment. The position is posted externally if it is not filled by an internal candidate.

The School of Continuing Education must comply with immigration law. SCE will not knowingly hire anyone who is not legally authorized to work in the country. New employees complete the Employment Eligibility Verification Form I-9 ([Verification of Eligibility of Employment AP 7120-11](#)).

District hiring procedures help to ensure fairness and provide processes that lead to employing highly qualified faculty and staff ([Faculty Qualifications BP 7210](#), [Equivalency AP 7210-1](#), [Classified Employees BP 7220](#), [Confidential Employees BP 7230](#), [Management Employee BP 7240](#)). Each member of the hiring committee must complete an Equal Employment Opportunity (EEO) training prior to serving on a hiring committee. The training must be renewed every two years. All hiring committees must include a trained EEO representative. The Equal Employment Opportunity Representative is responsible for making sure that no applicant is discriminated against on the basis of race, color, gender, sexual orientation, religion, national origin, age, disability, veteran or marital status. All employees participating in hiring committees are required to complete training on non-discrimination, inclusiveness, and diversity.

Recent research shows a direct connection between student performance and the ability of faculty to relate to a diverse student body. It indicates that students from underrepresented groups are more likely to succeed when interacting with faculty of similar backgrounds. The Office of Human Resources publishes an annual report on the demographics of existing employees, new hires, and applicant pools for new positions. The goal is to provide information that hiring committees will find helpful when making recommendations. SCE analyzes how the employee demographics match demographic characteristics of our students.

Job descriptions. Human Resources emails new job announcements to the Provost's Office and the Provost's Office forward them via email to all SCE employees. Programs will print and post announcements on staff bulletin boards. Job announcements are posted in the following locations: NOCCCD website (NOCCCD Website), the District employment opportunity bulletin, the California Community Colleges Registry, CalJobs, Cypress College, Employee Referral, Fullerton College, Higheredjobs.com, Human Resources, Indeed, Insiderhigher.com, Monster, OC Register, and others. Recruitment for tenure-track and adjunct faculty may include advertising positions through professional networks and organizations, personal referral, departments in local universities, workshops, conferences, local career and job fairs, newspapers, and professional journals. Adjunct Faculty applications are accepted year-round.

Indicator 3.3: The school develops personnel policies and procedures that are clearly communicated to all employees.

Policies and procedures. District personnel policies and procedures are available to all employees through the NOCCCD website ([NOCCCD Board Policies \(BP\) & Administrative Procedures \(AP\)](#)). Current bargaining unit agreements are uploaded on the District website ([AdFac Contract](#), [United Faculty Contract](#), [California School Employees Association, Chapter 167](#)). The school clearly communicates District policies and procedures to all employees through the District website. A variety of departments have orientation handbooks for their department employees ([DSS Counselor Handbook](#), [DSS Instructor Handbook](#), [DSS Staff Handbook](#), [DSS Parent Handbook](#), [Off-site ESL Handbook](#), [Older Adult Program Instructor Manual 2014/15](#), [Activity Director Orientation Manual - OAP 2014](#), [High School Lab Handbook](#)).



NOCCCD implemented a new faculty orientation in Fall 2015 to be held on an annual basis. It is a two day event that begins at the Anaheim Campus where the District Office of Human Resources provides a presentation on personnel policies. Provost's Staff takes the new faculty on a guided tour of the Anaheim Campus SCE Administration offices and classrooms. The faculty tour Cypress and Fullerton Colleges, with a stop at SCE Centers at each campus, on the second day of the orientation.

Equitable administration of policies and procedures. The school ensures that it administers its personnel policies and procedures consistently and equitably through the District's consultative process with organizational groups, constituent groups, and shared governance committees. Proposed changes to personnel policies and procedures are discussed at SCE Management Team meetings, Academic Senate, various NOCCCD collective bargaining meetings, and Provost's Cabinet. SCE is represented on the District Equal Employment Opportunity Advisory Committee that meets monthly and assists the Vice Chancellor of Human Resources in the development and implementation of NOCCCD's Equal Employment Opportunity Plan. Human Resources ensures consistency and equitably of personnel policy and procedures through close communication with NOCCCD administration and faculty. All policies are reviewed regularly through the District Consultation Committee (DCC). DCC forwards recommendations to the Board of Trustees. The Board is responsible for approving all policies.

Code of ethics. SCE Core Values were developed by faculty and staff. Following approval by Provost's Cabinet, the Core Values were distributed to all SCE employees and are listed in the SCE schedule of classes and catalog. The Board of Trustees has approved a number of Board Policies and Administrative Procedures related to professional ethics and conduct (examples include: [District Mission, Vision & Values Statement BP 1001](#), [Decorum BP 2355](#), [Conflict of Interest BP 2710; AP 2710](#), [Code of Ethics/Standards of Practice BP 2715; AP 2715](#), [Institutional Code of Ethics BP 3050; AP 3050](#)).

Confidentiality of records and employee access. SCE established policies and procedures to ensure the confidentiality of personnel information. SCE changed from using social security numbers to using Banner ID numbers for secured logins and district forms such as timesheets, MyGateway, and Banner. Personnel files are placed in secured locations within each program and the Human Resources Office. Authorized access to personnel information is limited to specific employee classifications (e.g. human resources personnel, payroll). All employees have access to their personnel file in Human Resources and personal information in [MyGateway](#).

Employees can change their personal contact information and sign up for emergency notifications after entering their Banner ID followed by a secured password.

Indicator 3.4: The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

Written guidelines for the evaluation of personnel. The tenure-track process and new-hire probationary periods help to ensure SCE has employed qualified faculty and staff. Full-time faculty, adjunct faculty, full-time staff, and hourly staff adhere to their Collective Bargaining Agreements ([United Faculty Contract](#); [AdFac Contract](#); [California School Employees Association Contract, Chapter 167](#)). These documents outline expectations and limitations for each staff member. Full-time faculty participate in a four-year tenure track process. Faculty qualifications and work performance is monitored by a tenure review committee. Each tenure review committee includes the program administrator and several tenured faculty. The committee follows a process and meeting schedule outlined by the collective bargaining agreements. Committee members observe the new faculty and make recommendations that will help the instructor or counselor develop in their new role. New faculty who are not performing to expected standards, may not receive tenure. Recommendations are made through each year of the tenure process to make sure new faculty have every opportunity to succeed. Tenured faculty members are evaluated every three years thereafter.

Per the CSEA contract, classified employees follow a one-year probationary cycle. Work performance and qualifications are evaluated every four months, with the last review two weeks prior to the end of the year-long probation. Once a classified employee passes the probationary cycle, they are evaluated on a two-year cycle.

Confidential staff are evaluated annually by their immediate supervisor. Program Directors and Managers are evaluated annually by their immediate supervisor and receive a comprehensive evaluation by a committee every three years. Committees include a faculty member, a classified representative, and an employee selected by the manager. The immediate supervisor serves as chair of the committee. The comprehensive evaluation instrument is sent to a wide range of employees who interact with the manager being evaluated. The responses are reviewed by the evaluation committee and recommendations are developed. The evaluation instrument includes assessment criteria generic to all managers, and specific goals that the manager has selected for the academic year in which they are being evaluated.

Written evaluations are signed by the employee, the immediate management supervisor and evaluator (if different from the immediate management supervisor), and the Provost. Completed evaluations are forwarded to Human Resources and placed in the employee file.

Faculty and staff receive information about their roles, professional development activities, trainings, program meetings, and governance committee meetings via Human Resources, Professional Development Committee, Campus Communications, and committee chairs. Programs develop additional communications to define expectations. For example, hourly staff in DSS (e.g. class assistants, interpreters, attendants) sign documents such as the Attendant Guidelines, Psychiatric Technician Policy, Hourly Assistant Policy, or Interpreter Guidelines. Students and staff all abide by the District Student Code of Conduct and Title 5 Regulations ([Standards of Student Conduct and Discipline BP 5500](#); [AP 5500](#); [Title 5](#)).

Evaluation process that fosters growth and improves performance. Both the tenure review and the triennial review processes includes classroom and worksite observations and student evaluations. Members of the tenure committee provide feedback related to quality of work and make recommendations for goals and strategies leading to more effective instructional and

counseling practices. Faculty receive a copy of their written evaluations and they meet with their tenure committee regularly for discussions related to observations, performance and recommendations. Classified employees are reviewed on a two-year cycle and meet with their immediate management supervisor to discuss the evaluation. Classified employees review their performance ratings as well as commendations and recommendations. Supervisors are required to provide specific examples when improvement is needed. The Management Team meet with their supervisors for post-evaluation conferences every year for annual evaluation and every three years for comprehensive evaluation. Program Directors review performance feedback and completion of their individual goals. They set future goals during the meeting.

LEAP and DSS offer examples of how faculty support each other in ways that foster growth and improve performance. LEAP and DSS adjunct faculty receive a faculty handbook at orientation with the Program Director. This manual is updated annually with changes provided to all faculty members in the program ([DSS Counselor Handbook](#), [DSS Instructor Handbook](#), [DSS Staff Handbook](#), [DSS Parent Handbook](#), [Off-site ESL Handbook](#), [Older Adult Program Instructor Manual 2014/15](#), [Activity Director Orientation Manual - OAP 2014](#)). LEAP has one full-time faculty member who provides mentorship to the adjunct faculty. The full-time instructor contacts each adjunct faculty during the evaluation cycle and offers support with lesson planning, syllabus writing, instructional resources, and SLO evaluations. Feedback is provided through the evaluation process. New DSS instructional and counseling faculty are assigned mentors. The new and adjunct faculty in DSS shadow veteran faculty and meet with them to discuss procedures, curriculum, and best practices.

Process to insure improvement in job performance. SCE conducts evaluations of faculty and staff to determine effectiveness of instruction and support services. Faculty and staff receive acknowledgement in a various ways for good performance and constructive feedback that will lead to better performance. Feedback has a student focus so that employees receive information that will help them to better support students. Faculty and classified employees who demonstrate a need for a significant improvement participate in the development of the Performance Improvement Plan (PIP). PIP specifies the areas for improvement, gives specific guidelines to help the employee reach satisfactory results, and establishes a timeline for expected outcomes. PIP references resources to help employees achieve desired outcomes ([United Faculty Contract](#); [AdFac Contract](#); [California School Employees Association Contract, Chapter 167](#)).

Indicator 3.5: Faculty members take ownership of student progress toward achieving stated School-wide Learner Outcomes.

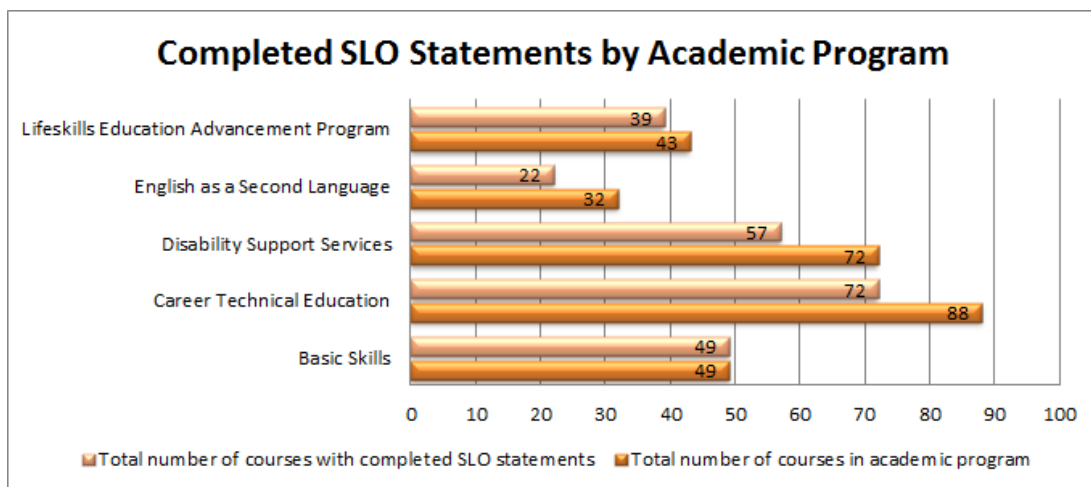
Faculty, staff, and the development of SLOs. All constituencies of the School of Continuing Education support learning outcomes. Faculty have the ultimate responsibility for the development and assessment of SLO's (See Criterion 2 for a detailed description of Student Learning Outcomes). Designated program lead faculty develop course-level SLO statements after soliciting feedback from other faculty. All faculty are responsible for the development of the SLO assessments, administration of these assessments, and data collection. Faculty review assessment data and recommend changes to curriculum and instruction intended to improve student learning. Program Directors and Managers review aggregated (course-level) SLO assessment data to determine that faculty are compliant with their contractual obligation to assess SLO's regularly, evaluate student performance trends and identify achievement gaps, and incorporate SLO assessment data into the program review process.

Development of SLO occurred in a variety of ways. Annual faculty trainings have been held and these sessions have been used to develop student learning outcomes. SLOs have been discussed during department and faculty meetings with the SLO Special Projects Manager. Instructors met outside of staff meetings to work in teams on assessments. Faculty collaborate to create assessments that best serve their population of students. For example, 92% of Older Adult Program faculty attended the annual department meeting in May 2016 to develop SLO assessment process ([2016 OAP Instructor Meeting Agenda](#), [2016 OAP Annual Meeting Roster](#)).

Frequency of analysis of SLO data. Faculty are expected to meet at least once a year to review SLO and analyze student learning outcomes. Student attainment of SLO is measured through assessment tools such as written examination, oral presentations, demonstrations, written assignments and reports. It is the responsibility of faculty to make modifications to curriculum and delivery of instruction to ensure attainment of SLO. Faculty make changes to SLO as needed. Faculty teaching the same course collaborate on completion of the Course Level SLO Action Plan based on the SLO assessment data. Instructors ensure the validity of the assessment data by assessing the same SLO more than once in different terms and with different groups of students. Recommended changes reflected in the Action Plan might include changes to curriculum (i.e. modification of instructional objectives, course content, learning materials) or changes to instruction (i.e. instructional technology, assessment, delivery methods). The SLO Action Plan is currently in the development stages. Its draft versions are being piloted by the ESL Program.

Measurement of SLOs. SCE piloted an SLO assessment cycle in fall and winter, 2015/16, subsequent to completing course and program level SLO statements. Every program selected at least one program SLO to be assessed in a given term. Course-level SLO’s aligned with the selected program-level SLO were identified for assessment. Programs aggregated the results of the SLO assessments to determine how successful students were in achieving the selected program SLO at the end of the term assessment cycle. Manual templates were used for the pilot because the current SLO tracking application, ISLO, does not have the capability of tracking program SLO.

Program Learning Outcomes Assessment Pilot



Indicator 3.6: The school provides all personnel with appropriate opportunities for professional development.

Professional development and student learning needs. The School of Continuing Education supports many professional development activities such as workshops and conferences. They are designed, planned, and implemented by a Professional Development (ProD) Committee, which represents all SCE constituents. A Special Projects Manager plans, organizes, and promotes professional development activities and is a non-voting member of the ProD committee. The ProD activities include:

- National, state and local conventions, seminars, webinars, forums, workshops, and professional learning communities
- CA Community College Professional Development workshops, seminars, and forums
- CALPro Professional Development opportunities
- Advisory boards for educational programs
- Staff training events
- Electronic newsletters and transmission of ProD resources and trainings
- SCE ProD website
- SCE Opening Day is dedicated to ProD activities
- The SCE Flex Program enables full-time faculty to participate in ProD activities
- Hire Me Workshops hosted by District Human Resources

Professional development activities are provided to all non-teaching support staff. A variety of training activities are scheduled year-round starting with SCE's Opening Day activities. The Professional Development Committee promotes these trainings through all staff email announcements. Information is maintained on the SCE and District websites. Staff may register for professional development activities via the online District Staff Development Registration Calendar. Activities are provided by SCE, the District, and other professional organizations. Funding for professional development events is provided through resources such as the SCE and District ProD Committees, the Student Equity Committee, and SCE programs.

SCE launched the Sophisticated Trained Authentic Ready (STAR) program in 2015/16. This professional development program for support staff consists of a series of online short videos, instructional materials, and review quizzes. Topics range from employee relationships to customer service. Three in-person training sessions were held at each SCE campus during Classified Staff Appreciation Week in May 2016 ([STAR Flyer](#), [Service Skills Program Overview](#), [STAR Registration PowerPoint](#), [Service Skills WORKSHOP flyer](#), [2017 STAR Program Invite](#), [Service Skills Classified Training Tool Year Report - 2016](#)). Classified employees who completed the highest number of training modules received a commendation certificate and were recognized at a registration meeting which includes all SCE classified employees.

Job specific trainings are provided by SCE programs. The SCE Registrar hosts quarterly meetings for all Admissions and Records support staff. Meetings focus on student records and admissions procedures as well as the programs and services offered by SCE. Technology trainings on the District database system and applications are scheduled monthly. Other topics include diversity, communication skills, health and safety, team building, and new employee orientation.

Basic Skills and High School Diploma Program full-time faculty provide comprehensive training to new and continuing adjunct faculty in the program. The program developed a manual focused on student success for all faculty and staff. Tutors in the Basic Skills Labs are trained to support students with diverse learning needs. TutorLingo is a series of on-demand videos, action plans, and resources that the Basic Skills Labs plan to implement. These provide supplemental training to SCE tutors.

CTE faculty and staff participate in many professional development activities that lead to better student learning outcomes. An annual CTE faculty retreat is held in December. Examples of subjects covered include Disability Support Services training, online classroom management tools, SLO, curriculum, and program updates. The Pharmacy Technician Advisory committee meeting is held twice per year. Faculty, students, and industry personnel attend these events. Discussions focus on accreditation, industry changes, revision of curriculum, and industry demands. CTE staff and administrators meet monthly with the Registrar and SSSP staff to discuss student and program needs (e.g. pre-requisites, requests to waive classes) Staff from CTE and the Basic Skills Learning Centers meet one time per term to discuss textbook changes, tutors, instruction, and extra credit work options. CTE staff conduct classroom visits each term to promote support services available to students such as the Learning Centers, counseling, DSS, and ESL programs.

LEAP provides faculty and staff with professional development opportunities. Technology training has been provided for classroom applications, web applications, Microsoft, and Google products. Other professional development topics have included child abuse reporting, elder and dependent adult abuse reporting, Title IX, SLO, iTendance, registration, and LEAP policy and procedures. All new faculty attend a new faculty orientation hosted by LEAP staff.

The English as a Second Language (ESL) Program provides extensive training opportunities to ESL staff, faculty, and administrators. Training opportunities are made possible with grant funds and by hosting regional trainings. Full-time faculty and ESL administrators are encouraged and supported to attend professional conferences such as the annual Teaching English to Students of Other Languages (TESOL), International Convention, California TESOL (CATESOL), and CATESOL Chapter Workshops. Participants share ideas and materials with peers after attending a conference. Along with other SCE staff, ESL Program staff attend the ACCE Conference and workshops every year to discuss key issues in noncredit, continuing education performance measures, and topics on student success.

ESL has established strong working relationships with publishers to host workshops. Every year, the program organizes publisher workshops and invites publishers such as Pearson, Cambridge, and National Geographic to present new textbooks and provide hands-on professional development workshops. In November 2015, Cambridge University Press presented a workshop on interactive activities in the ESL classroom. The following year, Pearson organized a workshop with the faculty who authored the most popular off-site textbook Side by Side. The topic was on Teaching Critical Thinking Skills through Communicative Activities and Informational Texts. In April 2016, ESL Program organized a professional development workshop with a National Geographic author. The topic and workshop helped faculty learn effective strategies on how to increase student retention.

The ESL Program hosts the National Geographic Spring Institute for ESL faculty every Spring. The partnership between the publisher and the program was established in 2012. The topics are relevant to ESL and are taught by renowned authors and practitioners in the field. Topics include How to Improve ESL Student Reading Comprehension with Dr. Neil Anderson, Author and professor at Brigham Young University, How to Organize Paragraphs and Essays

and How to Teach Grammar Interactively with Dr. Keith Folse, Professor of TESOL at the University of Central Florida and author in the Great Writing series by National Geographic Learning, and How to Create Interactive Class Activities and Activities That Develop Critical Thinking with Rob Jenkins, Associate Professor at Georgia State University Perimeter College and Author. The 2017 National Geographic Spring Institute is scheduled for April 8, 2017 and the topics include: New Ways of Teaching Grammar Using College and Career Readiness Standards with Dr. Keith Folse and Classroom Activities with TED Talks with Laurie Blass, Author of 21st Century Reading and Critical Thinking series. The ESL Program will be hosting, for the first time, the Outreach and Technical Assistance Network (OTAN) Technical and Distance Learning Symposium in March 2017. The symposium will accommodate 200 attendees (e.g. teachers, coordinators, administrators). The event will offer new information, presentations, and hands-on skill development to start or expand blended or distance learning programs that enhance technology integration in the classroom.

The California Adult Student Assessment System (CASAS) Networking monthly meetings are hosted by ESL. The ESL Program is represented by classified and professional experts. They participate in workshops, discussions, and exchange experiences and ideas with other agencies regarding data collection and reporting. Additionally, approximately 3-5 classified staff and administrators attend the CASAS Summer Institute conference every year. The conference provides workshops and hands-on trainings in the area of assessment, data collection and integration of technology in the classroom. Participation in the conference also fulfills a requirement to complete the National Reporting (NRS) California accountability training and CASAS Implementation training for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy (AEFLA) grant. ESL staff members working with CASAS data regularly participate in online workshops to maintain state and federal level data collection, reporting, and training requirements. The ESL CASAS team meets two weeks prior to CASAS quarterly data submittals to review due dates, overview changes, strategize, and provide feedback on assessment and data collection procedures. In September 6, 2013, ESL instructors reviewed CASAS reports that included skills profile, competency performance, content standards, learning gains, and test response during an ESL Program faculty Meeting.

Faculty from ESL participate in the OTAN Technology Integration Mentor Academy (TIMAC) Program. Two faculty were certified by OTAN and have served as technology mentors to fellow full-time and adjunct faculty. They developed wiki pages (informational pages/blog) for their ESL learners and instructors were able to share teacher-created materials with their students and fellow instructors. An ESL special projects manager developed the TIMAC project on integrating iPads into ESL instruction/classroom. Thirty-seven in-class hands-on trainings were completed in 2015. Instructors received lists of useful ESL apps that could be used in the classroom.

ESL's Director is an active member of the Southern California EL Civics Conference planning committee. The ESL Program hosted the event at the Anaheim Campus twice. The conference provides training in curriculum development, implementation requirements, and introduction of new Civics Objectives and Additional Assessments Plans (COAAPS).

An annual Teacher Appreciation Day is used by ESL to recognize the efforts of adjunct faculty. The day includes professional development workshops, lunch and the Best Retention Recognition Award. In June 2015, the Teacher Appreciation Day workshop were presented by ESL faculty and managers and topics included: Elevate Reading Software, Using TED Talks in the Classroom, and iPads in the classroom, and Lesson Planning for Off-site ESL Classes. Forty-five ESL instructors attended the event. The Teacher Appreciation Day event in 2016 included topics such as: Technology in the Classroom: Edmodo and Flip Board App, Remind App,

College and Career Readiness Standards, and SLO training. Forty-seven ESL instructors attended the event.

Professional development opportunities available to DSS faculty and staff are similar to those available in other SCE programs. Trainings and dissemination of information is provided through the annual DSS retreat in the Fall, DSS program meetings each term, and DSS campus lunch meetings every month. The annual California Association for Postsecondary Education and Disability (CAPED) conference is well attended by SCE's DSS faculty and staff. SCE typically provides several workshops at CAPED to share information with colleagues from around the State, and individuals from SCE participate in many professional development trainings provided by other postsecondary institutions. Many DSS faculty and staff attend other conferences and workshops throughout the year such as Autism presentations at the Regional Center and employment trainings through the Department of Rehabilitation.

The AEBG Supporting Adults for Student Success (SASS) workgroup developed a strategy for SCE to provide professional development activities for the "Teaching with Love & Logic" curriculum. SCE will be the training hub for "Teaching with Love & Logic" for NOCRC Members and Partners. The SASS workgroup has allocated a portion of their 2016/17 budget to fund these professional development activities. Dr. Charles Fay, President of The Love & Logic Institute, provided a two-day "train the trainer" seminar in support of this NOCRC implementation strategy. Fifty-two individuals across the region were versed in the foundational principles of Love & Logic. Instructors, guidance counselors, Disability Support Services faculty, ESL counselors, community liaisons, and administrators were trained on the concepts of mutual dignity, respect, empathy, shared control within limits, shared thinking, positive relationships, solutions to parenting challenges, and large group intervention.

Funding for professional development. SCE's Professional Development program is part of the District's Staff Development Team. The Special Projects Manager and ProD Committee chairperson participate in the design and implementation of District-wide professional development events. ProD Committee members stay current on staff development activities throughout the District, and promote trainings within the School of Continuing Education. District and SCE Professional Development Committees share resources, identify staff development needs, plan trainings, and provide access to fiscal resources. District policies and collective bargaining agreements support participation in professional development activities ([United Faculty Contract](#), Article 28; [AdFac Contract](#), Article 14.5; [California School Employees Association Contract](#), Article 12; [Confidential Employees BP 7230](#), [Management Employee BP 7240](#)). Funding for professional development activities began in 2013. Seven individual professional development external events were funded in the 2013/14 academic year. The program was expanded in 2014/15 to include classified staff. Professional Development funded 13 individual professional development external events for 2014/15. The application process was renovated in 2014/15 and a SLO pamphlet was developed. Eighteen individual external events have been funded in 2015/16.

Evaluation of professional development activities. The Professional Development Committee identifies teaching, learning, and professional development needs. Three to five priority goals are set each year based on assessed needs. Methods of assessment range from administering surveys, needs assessment forms, discussions in committees and program meetings. For example, all participants at the 2016 Opening Day event completed a professional development needs assessment, which helped prioritize activities for the year. Student learning outcomes provide a good example for meeting both teaching and student needs (See Criterion 2, for a detailed description of Student Learning Outcomes).

Impact on teaching and learning. Professional development activities impact teaching and learning needs of faculty and staff. The School of Continuing Education identifies teaching and learning needs through a professional development needs assessment survey, internal discussions, participation in professional activities, identification of trends, and reviewing research. Staff, faculty, and administrators dialogue frequently through program and institution-wide committees. Faculty and staff have direct input regarding their own learning needs and they provide insight from the classroom on how to better meet the needs of students. SCE employees participate in a wide range of professional activities such as conferences, seminars, and advisory boards. Information obtained through these activities are disseminated and discussed throughout SCE. The school has taken many measures to stay current on federal, state, and local trends. Efforts have included hiring a Director of Institutional Research, and the participation of administrative staff and faculty in local and state-level education and policy forums.

Meaningful evaluation of professional development activities. SCE ensures the meaningful evaluation of staff development activities through the following means:

- Surveys from attendees of professional development events
- Input from Program Directors and Managers regarding program specific ProD activities
- Follow-up emails and questionnaires
- Feedback from the Academic Senate
- Discussion and monthly debriefing within the Professional Development Committee

Staff development plays a critical role at SCE. There has been an increase in professional development as an outcome of hiring a Special Projects Manager. Feedback has been positive about information available electronically such as the ProD website (Professional Development Website), SLO website (SLO Website), staff development online training calendar and registration (Staff Development Calendar), and emails highlighting upcoming training events. Attendance at training events is growing and evaluation records for the training events show a greater than 80% positive response. Professional development has led the way on the advancement of the SCE SLO protocol. Implementation of the student learning outcomes protocol is expected to greatly impact teaching and student learning and the process yields data that will be used to evaluate the effectiveness of teaching on student learning.

Indicator 3.7: The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

Evaluation of non-teaching staff. Classified staff are on a one-year probationary cycle. They are evaluated every four months with the last review two weeks prior to the end of the 12-month cycle. Staff are evaluated every two years thereafter. The evaluation process is defined in the collective bargaining agreement between North Orange County Community College District and Chapter 167 California School Employees Association ([California School Employees Association Contract](#), Article 19).

Classified members play a key role in the successful operation of the Basic Skills and High School Diploma labs. New staff members are paired with full-time non-instructional staff to learn operational policies and procedures. Information provided includes lab procedures, student resource centers, and support services. Training emphasizes consistent and excellent customer service. Professional Development is offered to non-instructional staff members through the District and other educational organizations. The Sophisticated Trained

Accomplished Ready (STAR) program provides training modules such as: The Service Mentality, Listening Skills, Six Cardinal Rules of Customer Service. STAR is available throughout the year. SCE often purchases training software when introducing a new program specific software such as PLATO which is used in the Basic Skills, High School Diploma, and GED programs. Faculty and staff are encouraged to attend trainings.

Review and revision of job descriptions. Job descriptions and duty expectations are reviewed at the program level on an on-going basis as programs evaluate operational needs, and as part of the staff evaluation process. Job descriptions are often revised when rehiring for an existing position. Hiring committees have the authority to revise desirable qualifications, but minimum qualifications are prescribed in Title 5 ([Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014](#)). Hiring committees often look for experience in noncredit or adult education as well as skill sets that address the needs of specific student populations when determining desirable qualifications for a position. The hiring of a DSS counselor took into consideration the needs of students who have learning disabilities (LD). Knowledge and experience with assessment of LD was included in the desirable qualifications ([DSS Counselor Job Announcement](#)). Revisions are provided to Provost's Staff and then forwarded to the District for approval. The Board of Trustees approves all new and revised job descriptions if the revision significantly alters the scope of responsibilities warranting a change in the job classification or ranking.

Revisions of job descriptions and expectations often occur as programs adjust for staffing needs. The Provost's Cabinet and Budget Committee have created an annual staff hiring process (Indicator 3.1) to ensure SCE's needs are met. Program Directors consult with faculty and staff and then submit requests for the hiring of staff to the Budget Committee for positions that will be supported by the general fund. Program Directors and faculty make presentations to the Budget Committee to emphasize the need for each position. The Budget Committee prioritizes the list of new positions and forwards the list to the Provost. Positions that are not funded through the general fund do not need to go through the staff hiring process outlined above. Program Directors consult with Provost's Staff regarding these positions and decisions are shared with the Budget Committee ([Position Management Process](#), [Full-time Faculty Request Form](#), [Full-time Faculty Request Timeline 2015](#), [Request to Fill Classified Position](#)).

A recent example of the job description review process occurred in the Lifeskills Education Advancement Program (LEAP). LEAP has undergone significant operational changes. The program has consolidated several programs under the umbrella of LEAP including older adults, parenting, safety, and community education. Job descriptions were reviewed based on operational needs. A clerk position was eliminated and two Administrative Assistant positions were approved instead. A review of the Research Analyst position occurred as SCE re-evaluated the school's data analysis needs. Statewide initiatives such as AEBG, Student Equity, and CTE Data Unlocked require the integration of data analysis with institutional decision-making. Changing statewide policies necessitated that SCE re-evaluate its needs and develop a leadership position in institutional research and planning. SCE made the decision to reprioritize resources for a Director of Institutional Research and Planning management position instead of a classified Research Analyst position. This decision enabled the school to hire a management level researcher who can guide the institution's research and provide supervision to a team of researchers.

Support staff and decision-making processes. SCE operates under shared governance which means that all constituent groups participate in governance meetings such as the Provost's Cabinet, Budget Committee, and Curriculum Committee. This is true for both the school and the District. Staff are appointed to represent their constituents on each committee. Support staff are

recognized as important stakeholders and valued members of these decision-making groups. Staff participate in all school activities such as annual strategic planning events, workgroups, program review, and accreditation. Other workgroup examples include the Student Success and Support Program Advisory Committee and the SCE Technology Committee.

Indicator 3.8: The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

Online instruction. SCE does not currently offer online education programs. Faculty may incorporate online components in their curriculum through online learning platforms (e.g. Moodle, Blackboard, Canvas). Faculty have participated in training using this modality. They are evaluated within the guidelines outlined in 3.4, specifically in the area of integrating technology into the classroom.

SCE's Strengths and Key Issues for Criterion 3

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. SCE Celebrates diversity through activities that bring students, staff and faculty together (Harvesting Opportunities, Graduation, Student Success Event, Transition Night, Multicultural Fair, Resource Fair, Flag Day, Passport to SCE, College Tours, CTE workshops (ECE, Digital Media, Electrical, Funeral Assistant, etc.), regional career fairs, Career Pathways with Vital Link (high school students).
2. Culture of collaboration and community outreach.
3. Highly trained emergency response team.
4. Incident Command System with online training and drills.
5. Floor marshal training.
6. Communication systems training: radio, phone broadcast, emergency alert.
7. SCE & District professional development opportunities for all faculty and staff.
8. Faculty and staff who take statewide leadership roles and share expertise related to noncredit instructional programs and student services.
9. Faculty and staff create a supportive environment that promotes student achievement.

Key Issues:

1. Need a comprehensive orientation for all employees.
2. Need program manuals for staff.
3. Need to develop training for effective communication.
4. Need more professional development activities for classified staff.

Criterion 4: Curriculum

Indicator 4.1: The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

Courses, outlines, and objectives. All stakeholders have access to the information regarding courses they need. Courses are listed in the SCE schedule posted online, mailed out to the local community, and provided in hard copy at all three campuses. The SCE catalog is available online and limited printed copies are provided to counselors and student services staff. The catalog includes descriptions of every course as well as the requirements for each certificate program. All course outlines, including course objectives, are available on the CurricUNET website for apportionment classes. CurricUNET is an online application designed to archive current and historic curriculum and track curriculum approval process. CurricUNET links all three NOCCCD institutions so the curriculum across the District is accessible. Counselors meet with students to review course and program requirements, develop educational plans, and clarify any questions students have about classes. Introductory courses in the Career Technical Education programs provide an overview of each vocational certificate program including class and graduation requirements. Course objectives are included on the syllabi in [CurricUNET](#). Course-level SLO are connected to school-wide SLO (see chapter 1).

Course student learner outcomes. All revised or new apportionment course outlines updated since 2012 include instructional objectives and student learning outcome (SLO) statements. Program faculty are responsible for adding the SLO statements as they review and revise courses in their own disciplines. SLO statements are required for all new and revised courses submitted for approval by the SCE Curriculum Committee. Course-level SLO approval occurs at the program level. The Curriculum Committee is responsible for ensuring the presence of SLO statements in all course outlines on record. Faculty and staff on the Curriculum Committee review SLO statements when they receive the course outlines on record to make sure they are aligned with the course instructional objectives and content. SLO statements must be broad in nature and must define the outcomes students will attain when they have achieved the instructional objectives of the course. SLO statements must demonstrate “the product” students produce after completing the course. The Curriculum Committee suggests changes to the course-level SLO’s as needed.

All SCE instructional program faculty have established course SLO statements and are in the process of finalizing program SLO statements for the 2016/17 academic year. Faculty assess student learning throughout the trimester to gauge and document progress in alignment with program learning outcome statements. Both course and program SLO statements established by all SCE instructional programs have learning outcomes and take into consideration what technical skills students will achieve as well as what students will be able to think, know, or feel as an outcome of the given learning experience. SCE staff have access to CurricUNET and the SLO goals are listed under each course. SLO assessments are embedded in the day-to-day instruction of the course by the faculty member for all programs (see Chapter 1).

Resource allocation and curriculum development needs. Curriculum development follows institutional resource allocation. The Provost, Program Directors, and faculty consult with the regional stakeholders and community partners to determine curriculum needs and then review those needs with their programs. Program Directors and stakeholders often initiate new curriculum or update older curriculum, after identifying a need in the community based on market trends. Faculty are consulted to work on the curriculum redesign. Program faculty and administrators work together to prioritize curriculum needs based on existing resources, and the current instructional needs of the

community. Programs gauge the instructional needs of the community by reviewing current and forecasted trends, labor market trends, regional employment trends, and census data, and working collaboratively with community partners. Instructional needs are prioritized and curriculum is developed to support the needs. SCE utilizes eligible grants to compensate faculty for curriculum development which typically occurs during summer and winter breaks. Here are a few scenarios to illustrate reasons for curriculum development: programs update their curriculum to keep up with industry requirements or workforce and community needs as informed by specific advisory committees such as Pharmacy Technician Advisory Committee or DSS Program Advisory Committee; the need to embed soft-skill instruction into technical courses; updates to academic classes to ensure necessary rigor for transfer to credit; and adoption of standards such as Common Core and College and Career Readiness. Programs must prioritize between adding sections to current courses based on FTES targets; and the development of new classes based on identified community needs.

An example of curriculum development is how Basic Skills and High School Diploma Program faculty have identified through student proficiency assessment data, grades, and classroom observation, the need for additional English core and elective courses. High School Literacy Skills I and High School Literacy Skills II were approved by the SCE Curriculum Committee and have been submitted to District Curriculum Coordinating Committee. These courses are designed to develop vocabulary, decoding, reading comprehension, and critical thinking skills.

Indicator 4.2: The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

Curriculum review cycle and stakeholders. The SCE Curriculum Committee initiated a calendar for a regular six-year curriculum review cycle during the last accreditation cycle ([Curriculum Approval Process Flowcharts](#)). Each SCE instructional program is required to review all course curriculum every six years. Courses that receive Perkins grant funding (CTE Program) are reviewed on a two-year cycle. Program Directors and faculty review courses on an ongoing basis to determine which courses should be revised and which are obsolete and need to be deleted. The curriculum review cycle begins with faculty and is managed through the Curriculum Committee. Faculty propose revisions, deletions, and additions. Faculty and Program Directors participate in the review process and recommendations are made to the Curriculum Committee. NOCCCD utilizes CurricUNET to help with some of the administrative processes. Curriculum under review is sent to various stakeholders for evaluation and feedback. Opportunities to provide feedback occur throughout the process.

Course-level SLOs are embedded in the curriculum development process and are connected to program and institutional SLOs by design. All courses are related directly to the SCE's mission. The SCE Mission Statement is to promote student success by providing quality life-long learning opportunities and services that anticipates and serves the diverse needs of individuals, business and the community. SCE offers non-college credit programs including high school diploma completion, basic skills, vocational certificates, and self-development courses. SCE, Cypress College, and Fullerton College work toward economic development within the community. SCE offers classes in three categories:

- Eligible areas funded by apportionment: English as a Second Language (ESL), Citizenship, Short-term Vocational (Career Technical Education/CTE), Older Adults

Program, Health and Safety, Educational programs for Students with Substantial Disabilities (Disability Support Services/DSS), Parenting, Elementary and Secondary Basic Skills/High School Diploma, Home Economics (Family and Consumer Sciences), and Workforce Preparation.

- Community Service classes funded by tuition: Art, Home Economics, Kids' College & Teen Program, Creative Arts, Culinary Arts, Personal Enrichment, Business and Finance, Exercise and Dance, Online Classes, Computers and Digital Media.
- Contract Education classes funded by employers: Adult Basic Education, ESL, Basic Skills, Workplace Spanish, Digital Media, Supervisory/Leadership Skills, Manufacturing Training, OSHA Compliance, Hazardous Materials, Handling Compliance, Emergency Planning, Green Building.

Curriculum review and allocation decisions. SCE's curriculum review process does not automatically result in written conclusions used to make resource allocations, but in the case of an established need to develop new programs and courses, Program Directors and faculty discuss ways to include new courses and programs into the operating budget. NOCCCD determines the target for the annual Full-Time Equivalent Student (FTES) number based on the availability of the growth funds at the state level. The District assigns an FTES target number to each of the three entities: Cypress College, Fullerton College, and SCE. The annual FTES target indicates the need for each institution to grow or reduce offerings or to keep them stable. At SCE, an FTES target number is assigned to each of the instructional programs in order to meet the annual FTES goal. Several factors are taken into consideration:

- Do the planned instructional offerings adequately reflect the needs of our community and SCE mission?
- Is there a demand for the proposed classes?
- Are the proposed programs relevant and up-to-date with the current academic, business, and technology requirements?

These questions guide SCE in times of growth and in times of budget reduction. SCE uses the [Principles for Budget Reductions](#), established by the SCE Budget Committee and Provost's Cabinet, to guide priorities of the school in times of budget reduction and growth (refer to Criterion 8). Faculty initiate the development of new programs. The decision to develop a new program may stem from student feedback, professional development, changes in labor market, or community need. The ESL faculty identified the need for a lower-level college preparation program in 2015 to adequately prepare students for the rigor of the ESL Academic Success Program. The ESL Academic Success Program, designed for college-bound students, was offered for several terms before faculty discovered that many students entering the program have been underprepared as demonstrated by dropout and low completion rates. Faculty recommended the lower-level preparation classes, specifically in the areas of listening, speaking, and writing to improve retention and program and course success rates.



Lifeskills Education Advancement Program (LEAP) reviews curriculum in a six-year review cycle based on subject codes. Each year all classes within a subject code are reviewed. Faculty reviews the curriculum. Course changes or new course proposals in tuition supported

classes are written by professional experts in the field of study. New course proposals are submitted regularly to ensure that community services classes meet the needs of the community.

Accurate and up-to-date. SCE considers a number of factors when offering noncredit and community education to the community ([Program and Curriculum Development BP 4020](#); [AP 4020, Title 5 55002 Standards and Criteria for Courses](#)). Faculty and staff at SCE work closely with their students and the local community and regional partners to determine new curriculum. These close working relationships enable SCE to quickly respond to the developing needs of the community. Labor market information and input from advisory committees are also utilized to determine which programs and courses should be developed. Fields of study and program offerings must be aligned with Title 5 regulations, board policy, and SCE's mission. Title 5 is the set of regulations that govern the California Community College system. SCE offers instructional programs in all 9 eligible noncredit categories which include the following:

- Parenting education
- Basic Skills
- English as a Second Language
- Immigrant education
- Education programs for persons with substantial disabilities
- Short-term vocational programs with high employment potential
- Education programs for older adults
- Family and consumer science
- Health and Safety

One example of curriculum development is provided by the CTE Program. CTE program course outlines are reviewed by advisory committees for relevance to regional workforce needs. Members of the CTE advisory committees include program students, faculty, staff, industry professionals, and representatives from community colleges. Industry professionals, faculty, and program administrators review program curriculum, discuss industry changes, and recommend appropriate changes based on current industry standards. Professionals provide input regarding teaching and learning strategies that will help students gain the practical experience needed to be successful in the workplace ([Pharmacy Tech Program Advisory Committee Agenda 10/20/16](#), [Pharmacy Technician Program Advisory Committee 4/21/16](#), [CTE Advisory Group Minutes 1/24/2013](#), [CTE Advisory Group Minutes 10/14/15](#), [CTE Advisory Group Minutes 1/29/15](#), [Mortuary Science Advisory Committee Minutes Fall 2014](#), [Pharm Tech Advisory Committee Agenda Spring 2013](#), [ASHP Curriculum and SCE coursework crosswalk](#), [Pharm Tech Minutes 10/16/14](#), [CTE Advisory Agenda 10/14/15](#)).

Another example of curriculum development is provided by the LEAP Program. LEAP ensures that course offerings are accurate and up-to-date by engaging the expertise of community and educational partners. Program faculty and staff survey the community to seek feedback from partners on current trends in community education classes. Participation in statewide leadership meetings with the California Community College Educators of Older Adults leads to feedback within the California Community College system. Members of this group share curriculum and trends in older adult education. LEAP participates in Association of Community and Continuing Education (ACCE) conferences to collaborate with other colleges providing community services classes. North Orange County Regional Consortium for Adult Education (NOCRC) and regional stakeholders were challenged with finding a strategy and curriculum to meet the needs of adults who support children academically. The SASS Workgroup was developed, surveyed stakeholders, and implemented a strategy focused on finding a “common language,” or a common way to talk about parenting and behavior management across the regional members.

Implementing the “Parenting with Love & Logic” curriculum will be the first step in addressing the common language issue.

Instructor involvement in curriculum development. Courses adhering to the SCE mission are developed through a faculty-driven curriculum process ([Form 457 Noncredit Program Submission Blank Sample](#), [Form 457 Noncredit Program Submission Approved Sample](#)). All full-time instructional faculty participate in curriculum development. Adjunct faculty and external industry experts assist with curriculum development in programs that require specialized knowledge, such as CTE and LEAP. Faculty have the charge of updating learning materials as needed for currency and relevancy in meeting the established learning objectives. Academic administrators take an active role in collaborating with faculty in revising curriculum and setting timelines. Adjunct faculty and external industry experts with specific expertise are recruited periodically for the development of new or revised existing courses to bring them up to date with the industry and community demands.

The curriculum development steps are as follows:

- Faculty (or faculty hired as a professional expert to develop curriculum, or administrator, or staff member) develops an idea for a new course
- The Program Director and Managers review the proposal for viability and fit with the SCE Mission Statement
- The Admissions and Records office reviews and codes course for placement within the schedule
- The Cypress Center Dean and Provost review the proposal
- The course is reviewed by appropriate administration and faculty at Cypress College and Fullerton College of a similar discipline for any course duplication or concerns
- The SCE Curriculum Committee, which is chaired by faculty, reviews the completed course proposal, suggests changes as needed, and either moves it forward or sends it back to the originator for suggested revisions
- The Provost reviews the course and forwards it to the District Curriculum Coordinating Committee (DCCC)
- DCCC reviews the course and if it is approved, sends it forward to the NOCCCD Board of Trustees
- The NOCCCD Board of Trustees has the ultimate local authority to approve courses and programs
- Courses approved by the Board are forwarded to the California Community Colleges Chancellor’s Office (CCCCO)
- The CCCCCO approves the course ([Funeral Services Course Approval](#), [Funeral Services Program Approval](#), [High School Diploma Program Approval](#), [High School Course Approval](#), [Pharmacy Tech Course Approval](#), [Pharmacy Tech Program Approval](#))
- The course is offered to students

Full-time faculty make recommendations to develop new curricula and academic programs. For example, a Lower-Level Academic Success Program was developed based on the recommendations of ESL faculty serving on the AEBG ESL Workgroup. The program is designed to support ESL students who have a higher level of education from their home countries, but lack the strong English skills required to obtain employment in the United States. DSS faculty regularly discuss curriculum needs at monthly campus lunch meetings and quarterly

staff meetings. Faculty created a spreadsheet to outline the courses that need revision. The spreadsheet includes a tab for new courses that need to be developed ([DSS Course Materials Revisions](#)). Faculty determine who will write and update the courses.

Mission, school SLO and curriculum. Curriculum development has been discussed in the preceding sections of Criterion 4 and SCE's Mission and SLO were reviewed in Criterion 1. Course level SLO are embedded in the curriculum development process ([Basic Skills Course Outline with SLO](#)), and are connected to program and institutional SLO by design. All courses are related directly to the mission at SCE.

Evaluation of curriculum. Many SCE programs are reviewed by outside agencies to ensure that the curriculum is relevant and reflects the changing student demographics. The Disability Support Services (DSS) and Student Success and Support Programs are required to have a regular site review from the CCCCO. DSPS Solutions, an agency that performs consultation to programs serving people with disabilities, provided a technical assistance review for DSS and reported that SCE's Disability Support Services is a model program for serving students with developmental disabilities ([Galvin Group \(DSPS Solutions\) Report](#)). Regional Center of Orange County conducts annual quality assurance reviews of two DSS Work Independence Self-Advocacy Education (WISE) programs and the Independent Vocational & Educational Supports (IVES) program. Local Regional Centers monitor progress of individual students, who receive their services, throughout the year. Vocational certificate programs offered at SCE are reviewed by CTE advisory boards. Advisory committees consist of employers, industry professionals, students, and faculty who assure that the programs are in alignment with industry standards. All CTE certificate programs must submit labor market analysis to show employment potential. ESL, CTE, and DSS participate in testing through Comprehensive Adult Skills Assessment Systems (CASAS). CASAS assessments show student progress based on specific benchmarks in academic gains such as reading, listening, and math. Evaluation of curriculum, as it relates to changing student demographics, is a continuous process. Faculty and administrators are involved in strategic planning, program review, advisory groups, professional development, NOCRC, and routine consultation with community partners.

Indicator 4.3: Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

Texts and learning materials. SCE instructional programs are responsible for selecting appropriate learning resources for students based on the objective set for each class. Faculty members make these decisions based on their specializations and the courses they teach. Materials are provided to students in all SCE programs, with the exception of CTE and ESL Programs for which students purchase textbooks in campus bookstores. Students are introduced to each SCE Center's bookstore location and hours through the SCE staff and faculty, and program orientations. Hours are posted on the bookstore offices. Students with financial difficulties can apply for a Book Award scholarship to help offset the cost of the textbooks ([SCE Scholarships](#)). Many of these textbooks are available to use in the SCE Learning Centers at all three SCE Center locations. Some faculty develop the course materials for their students (i.e. DSS educational assistance classes and EL Civics). All necessary materials are provided in the High School labs and Basic Skills Learning Centers. These materials are available any time the labs are open.

ESL has a faculty resource room at the Anaheim Campus for all ESL instructors to utilize. The lab contains the most current textbooks in the discipline. There is a resource room coordinator who works with publishers to maintain currency print, audio-visual, and digital

resources. Labs have computers for students to access necessary resources. SCE students can utilize the library resources at both Cypress College and Fullerton College.

Labs and learning centers. Most SCE programs run labs to supplement instruction and assist students in meeting course learning objectives. Faculty from all programs refer students to the open-lab Basic Skills Learning Centers and the Business Skills Computer Labs. These facilities are open-lab courses available to all SCE students. CTE students can access textbooks, online materials, or work to improve their keyboarding and other computer skills. The Business Skills Computer Lab is located at the Anaheim Campus, the home for SCE's CTE programs. The lab is open Monday through Thursday in the morning, early afternoon, and evening. The CTE class textbooks are available to students in these labs. The Learning Centers have faculty and tutors available to work with students. Labs are open throughout the morning, early afternoon, and evening to allow access and flexibility with student schedules. Students use these labs to complete assignments and assessments and to sharpen skills. ESL Learning Centers provide support to students with improving their English fluency skills. Students can access ESL software, workshops, and specific learning groups designed to help them meet the objectives of their ESL courses. DSS provides labs to assist students who are mainstreaming into credit or noncredit courses and to students who are learning a variety of assistive technologies. Examples of services include supplemental instruction, educational coaching, assistance with accessing course management tools (e.g. Canvas, Blackboard, Moodle), help with organizational strategies, support with employment preparation, and much more. DSS has recently opened the Academics, Relationships, Independence, Self-advocacy, and Emotional Health (ARISE) lab located at the Anaheim Campus, which will help serve students with Autism Spectrum Disorder (ASD) and students who have other neuro-diverse needs. The lab, opened in September 2016, provides specialized instruction, counseling, and technology. SCE's Pharmacy Technician Program has a lab at the Anaheim Campus to provide hands-on training to students.

Resources to facilitate educational offerings. SCE faculty determine the most effective mode of instruction. Faculty are discipline experts and instructional methods are determined within their purview. Instruction delivered in DSS Program classes includes lecture, role playing, discussion, computer-assisted instruction, and community integration. ESL Program faculty provide instruction in lecture, lab, and group activities. The Basic Skills Program is designed to deliver instruction in self-paced labs, which offer one-on-one tutoring, computer-assisted instruction, and small group instruction. The High School Diploma Program offers direct instruction courses to help meet the needs of students in math and English. CTE Program courses provides technology in their courses to support the quality of the instruction, such as the use of industry-related software designed for specific training needs. For example, in the Pharmacy Technician Program, students use industry software for processing prescriptions and printing labels used on medication vials. The Pharmacy Technician Program also has an externship course where students utilize the skills developed in a lab setting and apply them in the field. Classrooms across the three on-site SCE campuses have classroom technology available for instructors and students. This includes a teacher's station, a projector, and a document camera. Some programs like DSS and ESL have purchased additional classroom technology for students to use like laptops and iPads to augment instruction and prepare students for 21st century skills. SCE has a structured plan to review technology needs and replace aging equipment ([Computer Related Equipment Replacement Plan](#)).

Programs offered through LEAP use a variety of resources to meet the needs of the students and the requirements of the curriculum. Parenting Program courses use handouts, modeled behavior, lecture, and demonstration. Instructional equipment is ordered for Parenting Program faculty twice per year based on student needs. Older Adult Program classes are offered

in the community and sites often lack basic technology and online access. Faculty must bring instructional supplies and technology to class each week (e.g. videos, books, iPads, Apple TV). LEAP is the first program to pilot iPads and Apple TV's to deliver course content at off-site facilities. This effort has led to increased access of technology at community-based classrooms where facilities have traditionally lacked technical infrastructure.



Indicator 4.4: The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Online programming. SCE currently does not offer online programs. The Academic Senate and program administrators are exploring instructional areas where online courses might benefit students. The current noncredit funding model of positive attendance has limited SCE's ability in establishing online programs. SCE infrastructure including policy and procedures need to be developed for online programming.

Indicator 4.5: A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

Online programming. SCE currently does not offer online programs.

Indicator 4.6: The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Online programming. SCE currently does not offer online programs.

Indicator 4.7: Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

Online programming. SCE currently does not offer online programs.

SCE's Strengths and Key Issues for Criterion 4

The focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with

students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. Established school and District curriculum processes, including a six-year curriculum review cycle.
2. Progress on the development and implementation of institutional, program-level and course-level SLO statements.
3. Faculty and program administrators work together to identify instructional needs, and to develop programs and curriculum to meet the needs of students, community, and employment demands.
4. SCE offers supplemental instructional labs such as the Basic Skills Learning Centers and the Business Skills Computer Labs where students can access textbooks, computers, software, and tutoring support.
5. Procurement and use of outside funding sources (grants to support program development).

Key Issues:

1. Implementation of TracDat software for streamlining and organizing an effective SLO program.
2. Closing the loop on the assessment of SLO, and modification to curriculum and instruction based on the SLO assessments.
3. Develop CTE and workforce preparation curriculum to respond to the current demands of local industry.
4. Incorporate college readiness skills into basic skills curriculum.

Criterion 5: Instructional Programs

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Quality of instruction. Instructional programs at SCE use a variety of methods to measure quality and outcomes of instruction. Department faculty participate in the development and evaluation of course-level learning outcome statements and assessment. SCE faculty assess student learning throughout each trimester to gauge and document progress. ESL, DSS, and Basic Skills programs assess student learning in alignment with program and institutional SLO statements. CTE and LEAP are in the process of developing and aligning assessments with program and institutional SLO statements. Data collected from assessments are analyzed by faculty. Faculty members are encouraged to engage in discussions and share best practices with other faculty who teach a similar course. These discussions and the data analysis are recorded on an SCE Action Plan form and submitted to program directors to inform program review and instructional adjustments or improvements. This process includes the collection and analysis of student learning in correlation to the institutional learning outcomes. The cycle of course, program, and institutional learning assessment leads to pathways that promote student success.

Student learning is measured at the course, program, and institutional level. SCE joined the statewide pilot for noncredit progress indicators in 2009 (i.e. evaluative symbols: Pass (P)

and No Pass (NP) denoting course completion as well as Satisfactory Progress (SP) indicating measurable progress toward course completion). SCE instructional programs have the option to utilize all three indicators. SP indicators have primarily been implemented in DSS, OAP, ESL, and Parenting Programs. Department faculty evaluate student performance and norm progress indicators for their discipline. Course-level evaluation of student performance includes measuring achievement of course-level SLO. Achievement of course-level SLO's warrants a positive progress indicator, such as P or SP, in many cases. Program-level measurement of learning includes completion of program-level SLO and completion of certificates, such as Career Development and College Preparation (CDCP) or high school diplomas. CDCP courses are sequenced courses that lead to a state-approved certificate of completion. Quality of learning measurement at the institutional level consists of indicators such as school-wide SLO achievement, and student equity indicators (i.e. course completion disaggregated by gender, race, age, disability status). Program Directors and faculty review course-level and program-level achievement results at annual department meetings. Institutional learning outcomes are reviewed by Provost's Cabinet and NOCCCD Board of Trustees.

SCE reports out on its institutional outcomes twice per year. SCE reports on the result of the Scorecard, an outcome framework adopted for the California Community College System, during the fall term. SCE presents the Institutional Effectiveness Report and the Annual Report to the Community during the winter term. The NOCCCD SCE Institutional Effectiveness Report measures mirror those included in the Institutional Effectiveness Partnership Initiative (IEPI) reports. They include access, course completion, and program completion measures disaggregated by equity indicators. The SCE Annual Report includes student demographic data such as age, gender, ethnicity, and city of residence, as well as enrollment data, completion data (i.e. diplomas and certificates), and student success data (i.e. CASAS significant gains) ([SCE Institutional Effectiveness Report](#), [SCE 2014/15 Annual Report Final](#)).

Student classroom learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Faculty select the most appropriate assessment tools to achieve the highest level of authenticity and accuracy in measuring learning outcomes. Teaching and assessment are connected such that student learning is continuously measured during instruction. Program Directors and faculty from all SCE instructional programs are in the initial stages of classroom observations to correlate student learning with institutional learning outcomes. This type of classroom observation is projected to be done on an annual basis.

DSS faculty establish measurable goals in collaboration with every student (approximately 1200 students annually) in accordance with Title 5 Regulations. Goals are documented on Educational Assistance Measurable Progress Forms Student Educational Contracts, formerly Student Educational Contracts ([Educational Assistance Measurable Progress Forms](#)). Assessments are administered to each student to determine a baseline and then students are given post-tests at the end of each trimester to determine if the student has made progress. Annual course completion rates for DSS students were 92% ([DSS iGrade Student Success 2015/16](#)), 94% ([DSS iGrade Student Success 2014/15](#)), 95% ([DSS iGrade Student Success 2013/14](#)).

ESL instructors obtain supplemental materials through the ESL Resource Center to enhance instruction and improve achievement of SLOs. ESL instructors administer criterion-referenced tests at the end of each instructional unit. Tests are designed to measure how well students acquire the skills and knowledge presented in each unit for reading, listening, vocabulary, grammar, and communication skills. Instructors identify student strengths and weaknesses, adjust instruction to meet individual needs, monitor the effectiveness of instruction,

and provide feedback based on the results of unit tests. ESL instructors administer a criterion-referenced promotional test at the end of each academic year to determine advancement within the six levels of ESL.

An English Literacy and Civics (EL Civics) test is administered every trimester upon completion of the EL Civics 30-hour module. EL Civics is funded under the Workforce Innovation and Opportunity Act (WIOA), Title II, and the Adult Education and Family Literacy Act ([Adult Education and Family Literacy Act: Title II of the Workforce Innovation and Opportunity Act](#)). The purpose of the EL Civics Program is to support projects that demonstrate effective practices in providing, and increasing access to, English literacy programs linked to civics education. EL Civics topics include getting a job, US history, goal setting, community resources, and safety. These topics are identified each year via student survey results. Instructors can identify gaps in learning and address them in future instruction based on the results of the EL Civics tests.

The ESL and DSS Programs use the Comprehensive Adult Student Assessment Systems (CASAS) as an additional tool to assess student learning. A CASAS test is administered by staff after every 40 to 70 hours of instruction. It is a criterion-referenced competency test that demonstrates how students acquire real-life skills and competencies. The test measures multiple skills including reading, listening, writing, and speaking. Instructors receive a CASAS competency report that allows them to adjust curriculum and address CASAS competencies that were not mastered. Faculty design lesson plans to increase learning for each specific competency area.

Grades, progress indicators, faculty observations of students, and performance evaluations of faculty are tools used to measure quality of instruction for the Career Technical Education (CTE) Program. The CTE Program uses grades as indicators of student mastery of course content and skills. Students serve on CTE advisory committees, such as the Pharmacy Technician Advisory Committee, to provide input on program needs and modifications. CTE faculty and staff reach out to students who stop attending class to see if there are any barriers to attendance and to offer assistance. A student who has made three unsuccessful attempts to pass a class will meet with the CTE Program Director. The Director explores options and resources to assist the student with completing the program (i.e. support services through SSSP such as counselor or DSS to assess a potential learning disability).

Basic Skills, High School Diploma, and GED Program faculty utilize a variety of teaching strategies and methodologies to meet the needs of students. Examples of some strategies include lecture, small-group instruction, one-on-one instruction, software-based programs, and textbook assignments. The Program guides students to utilize the Basic Skills Learning Center at each the three Centers where students can receive additional support from tutors. SCE students in need of additional support are referred to Basic Skills Learning Centers where they can work with a tutor to strengthen skills and prepare for subject-specific assessments such as math, government, US history, English, reading, conversation, and writing. Student success is measured by passing subject-related assessments and course completion in their respective subject matter.

Each student has a unique study plan within the Basic Skills, High School Diploma, GED Program. Instructors modify and individualize assignments to meet the needs of each student. Faculty provide differentiated instruction each day as they work with students in small groups, one-on-one, or through direct instruction in a structured setting. Instructors are encouraged to modify the delivery of content to meet the unique learning needs of students. Each student is expected to master course SLO with the same level of mastery regardless of how they learned the content.

Grades are indicators of student mastery of content and skills in the Basic Skills Program. Faculty examine instructional delivery and modify their approach when they identify students who are struggling to succeed. Instructional staff will provide supplemental materials, select new textbooks, and develop new courses to meet student needs (i.e. math direct instruction workshop).

LEAP meets with experts in the field to assess changing industry standards. For example, when the K-12 schools moved to a common core-based curriculum, the Parenting and Community Services classes were realigned to match this new standard. In addition, OAP participates in the California Community College Educators of Older Adults (CCCEOA) forum to share best practices and advocate on behalf of older adult programs. CCCEOA participants met with the developer of BrainHQ, used in the Staying Mentally Sharp course, to review the latest research and advocate for changes in the software program to better meet student needs.

SCE tenured and adjunct faculty are evaluated every three years per the NOCCCD Board Policy and collective bargaining agreements ([Faculty BP 7210](#); [United Faculty Contract](#), [AdFac Contract](#)). Evaluations include classroom observations by program administrators or faculty, input from Program Directors and Managers, and student evaluations. Evaluations demonstrate effective lesson planning, presentation strategies, effective communication, classroom control, and documentation of relevant and timely student performance. The full-time faculty evaluation includes a section that identifies recommendation for improvement. Instructors consider student feedback to modify instructional strategies. For example, CTE and LEAP instructors have adjusted the pace of courses, added a question/answer time in class, or provided more hands-on exercises and visual aids. Program Directors and Managers do not review the student evaluations of tenured faculty, rather, student feedback is reviewed by program faculty and then given to the instructor under evaluation.

Current instructional strategies and methodologies. The School of Continuing Education is supportive of faculty, staff and managers attending conferences, classes, and trainings. SCE, NOCCCD, academic programs and statewide initiatives are utilized to pay conference fees and expenses. SCE is committed to professional development through resource allocation of \$10,000 per year for faculty and staff. Faculty and classified staff can apply through the SCE Professional Development application process. These applications are reviewed and approved at the monthly Professional Development Committee meeting.

Full-time faculty are required to complete two days of flex obligation per year. Flex obligation is an activity that focuses on faculty development, student success enhancement, or instructional content improvement. Faculty may select to participate in a District-sponsored staff development activity, choose an outside training activity, complete an independent activity, or facilitate training for colleagues. Independent Activity Training Proposal Forms must be completed and approved by the campus dean. Professional development activities are announced in the monthly SCE Get Connected employee newsletter, on the SCE Website, in emails, and on the District-wide staff development calendar on [MyGateway](#), the District portal. All professional development activities announced in the District staff development calendar are open to all District employees. Faculty members use the District-wide calendar to register for staff development events. This system keeps a record of individual professional development participation. The calendar notes which activities are approved for flex hour credit.

All flex approved professional development activities must fall within these guidelines for professional development (Ed. Code, Sect. 87153):

- Training for improvement of teaching, instructional methods, curriculum or SLOs
- Training for maintenance of current academic and technical knowledge and skills
- Training for vocation education and employment preparation programs
- Training to meet changing institutional needs
- Training for inter-segmental exchange programs
- Training for development of innovation in instructional and administrative techniques
- Training for computer and technological proficiency
- Training that assists in the implementation of upward mobility programs.
- Training which includes other activities determined to be related to educational and professional

For additional information on flex obligation, see Criterion 1.5 ([Flex Letter 2016/17](#), [Flex Proposal 2016/17](#), [Flex Contract 2016/17](#), [Flex Need Assessment 2016/17](#)).

SCE faculty participate in professional development opportunities to remain current with instruction. In addition, faculty members access online resources including listserves, blogs, and websites (e.g. WebAim, @One, the Online Learning Consortium). Faculty members attend trainings offered through program-specific organizations to improve pedagogy and instructional methodologies. For example, many DSS Program faculty and staff attend trainings offered by the High Tech Center Training Unit on topics such as assistive computer technology, alternate media, and web accessibility. Faculty members also have the opportunity to attend annual conferences sponsored by organizations such as CCCCO, CASAS, ACCE, and CAPED.

Faculty members share learned methodologies and strategies with colleagues during monthly campus staff meetings, quarterly meetings, and annual program retreats. The ESL Resource Center faculty member designs professional development workshops for faculty. CTE faculty members participate in advisory committees associated with their industries.

Indicator 5.2: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Student learning needs and pedagogical approaches. SCE instructional programs ([Instructional Programs Brochure](#)) provide various forums for faculty members to discuss student learning needs and pedagogical approaches throughout the year. SCE faculty and staff dialogue openly and share information to help insure that every student has the opportunity to succeed. Faculty and staff scheduled program and lunch meetings to discuss student needs and to share lessons learned from different teaching strategies and technologies. SCE Programs host annual faculty retreats (e.g. DSS, ESL, LEAP).

DSS, like most other SCE programs, utilizes a teamwork approach for sharing information about instructional methods and strategies that help students. For example, faculty members collaborate daily by phone, email, and small group face-to-face dialogues. Staff and faculty convene monthly during informal lunch meetings on each campus, and the entire DSS team meets three times per year. DSS Program meetings are held once each trimester with each campus taking a turn to host. Faculty and staff actively share ideas at these well-attended

meetings. The DSS Program holds an annual retreat before the fall trimester to update policies and procedures, and to develop plans and strategies for the new academic year.

ESL Program faculty participate in program-wide meetings every trimester which provides updates to academic and program-related policies and procedures, grant implementation, and SLOs. Meetings are held in the morning and in the evening to accommodate all schedules. Faculty and staff have the option to meet in person or online. The ESL Program Resource Center faculty coordinates the development and dissemination of an ESL Program Faculty newsletter. The quarterly newsletter highlights best practices, student success stories, and critical program updates. The program hosts an annual fall workshop and ESL Program blog for instructors to connect with one another and to share best practices on curriculum and academic matters.

Faculty of the Basic Skills, High School Diploma, GED Program meet regularly to review curriculum and share best practices ([Basic Skills Program Meeting Agenda and Minutes](#), [Basic Skills Faculty Meeting Agenda](#)). Instructors collaborate in person, by phone, and email. They make curriculum suggestions and develop plans to promote student success. Lead faculty members provide support and mentorship to adjunct faculty. Faculty members offer successful approaches to meeting the needs of specific students. Department meetings are scheduled once every trimester to share ideas, review policies and procedures, and provide program updates to instructional and non-instructional members. SCE's Basic Skills, High School Diploma, GED Program Director visits on-site and off-site labs on a weekly basis and maintains open communication with all faculty and staff.

The Student Success and Support Program (SSSP), formerly known as Matriculation, provides the orientation, assessment, counseling, student education planning, and follow-up services (collectively known as core services) for SCE students. Department faculty and staff meet monthly to resolve any day-to-day issues and core service delivery challenges as well as to discuss retention and student success strategies. An annual SSSP retreat is held each spring. The team reviews progress on the annual SSSP plan, analyzes delivery of core services, develops program improvements, and sets goals for the following academic year. The SSSP Advisory Committee is comprised of SCE-wide constituents and meets monthly to discuss and problem-solve student success issues, provide programmatic, and CCCCCO updates.

Common teaching strategies and methodologies. SCE is proud to host and/or sponsor professional development opportunities such as ESL National Geographic speaker, equity-based speakers, and LEAP's Love & Logic curriculum workshops. SCE's instructional faculty use teaching strategies that are inquiry-based and student centered. Faculty must be very thoughtful when developing new courses, or revising existing ones, to make sure that they identify the most effective methods of content delivery, and to ensure that instructional objectives are met. The required Course Outline of Record (COR) must include methods of instruction and out-of-class assignments (Title 5, Section [55002](#)). CORs can be accessed via the school's curriculum database, CurricUNET. SCE's Curriculum Committee looks for the correlation between the instructional objectives and methods of instruction when approving new or revised curriculum. For example, an instructional objective to teach students to live independently in an apartment would include experiential learning and role playing. The instructor's primary role is to facilitate student learning and comprehension. SCE faculty strive to create environments that promote the sharing of ideas and experiences so students with all learning styles can benefit. Methodologies include: lecture, discussion, hands-on activities, small group work, role playing, computer-assisted instruction, textbooks, and out-of-class assignments, to name a few. Instructors adjust their methods based on assessment data and observation of student learning by incorporating

supplemental materials including activity worksheets and technology. Faculty adjust learning strategies to meet the unique learning styles of each student.

ESL curriculum is based on a communicative approach (i.e. successful learning of language occurs when individuals must communicate real meaning). Each student's natural strategies for language acquisition are used when they are involved in real communications that provide a context for learning a new language.

Traditional classrooms and labs are used in CTE, ESL, and DSS Programs to deliver instruction. Canvas is an electronic or web-based course management program that is used by CTE Program faculty and students and available to all NOCCCD programs. The shift from Moodle to Canvas in 2016 resulted in a more streamlined system and better access to course materials and resources for students. Faculty utilize Canvas to post syllabi, assignments, quizzes, media such as videos, and discussion boards; students can view grades, provide feedback, and contact their instructor.

CTE has been able to partner with ESL, DSS, and the Basic Skills, High School Diploma, GED Programs starting in the 2015/16 academic year to offer Integrated Basic Education and Skills Training (I-BEST) classes. I-BEST has been developed as part of the Adult Education Block Grant (AEBG) and provides students with critical wrap-around services in the basic skills areas. I-BEST is a team-teaching approach that pairs a content instructor with support faculty from other disciplines to deliver contextualized instruction. Examples include: Introduction to Pharmacy Technician with ESL support, Early Childhood Education with DSS support, and Medical Assistant and Administrative Assistant with Basic Skills support. ESL, in partnership with AEBG, is exploring the development of a Spanish-literacy I-BEST course with existing ESL Beginning Literacy set to start in Winter 2017.

The Basic Skills Learning Centers utilize faculty and tutors to provide additional instructional support. Instructors are able to develop personalized study plans and provide individualized assignments to better meet the needs of each student. Learning Centers at each SCE Center serve the needs of students in all SCE programs. Basic Skills faculty collaborate with the CTE Program to teach I-BEST courses. Faculty refer I-BEST students to the Learning Centers to provide supplemental tutoring. Basic Skills Learning Centers are equipped with computer programs such as Kurzweil and Jaws to accommodate and support students with disabilities. High School Diploma Program books in Braille are available at the Learning Centers to accommodate students with visual impairments. High School Diploma Program faculty refer students to the Learning Centers for additional instructional support. Assessments are utilized to measure the success of Learning Center students. Basic Skills Math Co-Lab at Cypress Learning Center plays an integral role in preparing students to transition from noncredit to credit math courses. GED/Hi-Set preparation courses offered at the Wilshire Center Basic Skills Learning Center help students prepare to pass their high school equivalency test.

Differentiated teaching strategies to meet student needs. SCE is committed to the professional development of instructional staff. Full-time and part-time faculty participate in to annual conferences (e.g. International Teaching English to Speakers of Other Languages (TESOL), California TESOL (CATESOL), California Association for Postsecondary Education and Disability (CAPED), Regional Center workshops, the Great Teachers Seminar). Faculty workshops are offered to share new methodology, teaching strategies, instructional materials, and technology. Funding is available to reimburse registration and travel expenses through SCE's Professional Development, Student Equity, or special grants. Faculty are encouraged to present the SCE programs at all conferences. Programs organize workshops, publisher presentations, and technology workshops to educate faculty and staff on classroom technology. SCE introduces students to the newest technologies (e.g. laptops, iPads, Apple TV, smart boards,

smart projectors). Each program evaluates and orders new textbooks, instructional materials and resources. The Basic Skills and ESL Learning Centers purchase software and instructional materials that reflect the newest research and methodology for basic skills and second language acquisition.

Faculty have the academic freedom to develop instructional methods and strategies. Instructors have full access to all curriculum approved through the State Chancellor's office through a statewide web-based database, CurricUNET. DSS instructional faculty work together and routinely share teaching ideas and strategies that have worked with students who have a very diverse range of learning needs. Faculty work with Counselors and Learning Disability Specialists to determine the best learning strategies for each student who has a verified disability. SCE has an Alternate Media Specialist and an Accommodation Specialist to provide specialized services to students with disabilities (e.g. coordination of accommodations for testing, sign-language interpretation, note-taking services and the conversion of text to alternate formats).

Basic Skills, CTE, ESL and DSS faculty and administrators participated in several I-BEST trainings locally and in Washington State. The North Orange County Regional Consortium for Adult Education (NOCRC) was instrumental in bringing the I-BEST instructional method to SCE. Several faculty and administrative staff serve on the NOCRC Executive Committee and Workgroups.

Teaching strategies, methodologies, and student performance. Program faculty meet regularly to discuss teaching methodologies, curriculum, student performance, and persistence. There are program-level discussions that take place in large meetings, as well as many faculty consulting with each other daily. Discussions lead to decisions about curriculum changes, textbook adoptions, and assessment preferences.

Faculty discussions related to teaching strategies and methodologies occur throughout the year in all SCE programs. The recent implementation of I-BEST is a great example of how faculty, staff and administrators from all programs worked together to bring a new, bold teaching approach to SCE for greatly improving student performance. Faculty examine student performance, and identify students who are struggling. They consult with each other daily, evaluate content presentation, and share recommendations. These discussions lead to new ideas for alternate presentation of content, different choices for text books, new materials for class, and new courses.

Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.

Review of technology and advances in instruction. SCE has an information technology (IT) department that works with faculty to keep instructional technology current. SCE's Alternate Media Specialist assists in the review of technology and software programs by evaluating their accessibility features. Program Directors, faculty, resource coordinators, and IT personnel research the latest technology available for instruction. The following instructional technology solutions have been incorporated into SCE classrooms over the last two years:

- iPad carts are used as a mobile technology lab in lecture classrooms
- Smart projectors replaced smart boards to maximize instructional space on the walls
- Technology backpacks for those instructors teaching at community-based locations

ESL Program redesigned the Anaheim Campus ESL Learning Center on March 2016. Redesign of the Wilshire Center is scheduled to be completed by the end of the 2017 school year and Cypress Center in the 2017/18 school year. The re-configured space promotes improved learning by increasing student interaction with peers in a state of the art, pod-centered learning environment conducive to group work and collaboration. The redesign places the instructor in the center of the room fostering increased interaction with students.

SCE Opening Day events often include technology-focused workshops to support professional development. The workshops are used to introduce faculty and staff to new technology (e.g. CTE Orientations, Microsoft Suite programs).

The Technology and Budget Committees work together to review needs and make recommendations for new technologies and upgrades to existing systems. SCE's IT Department took inventory of all computers used for students, staff and faculty, and then worked with the Budget Committee to develop a system to rotate new technology throughout the campuses. The inventory is used to determine the technology needs each year. SCE dedicates a portion of the Instructional Equipment budget to purchase new technology for student use. Alternate funding sources must be identified and secured for staff computer stations.

Technology training for faculty. School-wide and program-level technology training opportunities are available to faculty and staff. The IT Department provides individual and group trainings. Training opportunities are provided through seminars, District technology roundtable discussions, in-class workshops, and hands-on demonstrations. The SCE Alternate Media Specialist provides training to all faculty, staff, and students on a variety of technologies to better meet the needs of students who have disabilities. Technology trainings are offered by the District Professional Development Committee. Formal trainings are provided when SCE or the District adopt and implement new software. SCE has an Assistive Technology Lab that is available to help students, staff, and faculty learn new software and hardware. Vendors also provide training on the use of their classroom technology products.

LEAP Program provides a four-hour training of iPad and Apple TV for all faculty utilizing this technology in their classroom. The program hosts technical assistance office hours to help faculty with IT issues and keep them current on technology updates.

ESL's Resource Coordinator provides small group and individual technology training sessions and serves as the Technology Integration Mentor Academy (TIMAC) mentor. TIMAC training is provided and supported by the Outreach and Technical Assistance Network for adult educators throughout the state. The TIMAC mentor conducts faculty peer-mentoring to increase the use of technology in classrooms so that adult learners are better prepared for current workforce demands.

Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

Online programming. SCE currently does not offer online programs.

Indicator 5.5: The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

Online programming. SCE currently does not offer online programs.

Indicator 5.6: Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Online programming. SCE currently does not offer online programs.

Indicator 5.7: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access in the rigorous standards-based curriculum.

Online programming. SCE currently does not offer online programs.

SCE's Strengths and Key Issues for Criterion 5

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. SCE faculty and program directors collaborate to offer effective innovative instruction to students.
2. Instructional programs collaborate to provide cross-curriculum offerings, such as I-BEST.
3. SCE maintains a full range of instructional programs in all eligible noncredit (adult education) areas with the goal of addressing various needs of adult learners in the community we serve. SCE is faithful to its community, so even in times of economic downturn it continues to give students access to a comprehensive selection of instructional programs.
4. SCE has maintained a lead role in providing adult education in our region. It recently assumed leadership in coordinating the efforts of the North Orange County Regional Consortium for Adult Education (NOCRC). By bringing valuable NOCRC Members and Partners of the consortium to the table and leveraging regional resources, SCE will be able to achieve a new level of support to our students in pursuit of their academic and career goals.
5. SCE's collaborative culture creates a conducive environment for creating guided pathways for students.
6. SCE embraces technology and keeps informed of new options that will enhance student success.
7. SCE seeks alternate funding to provide more opportunities for students.

Key Issues:

1. SCE needs to develop more sophisticated tools to collect data. Faculty are documenting progress and using the outcomes to inform change in the classroom, but better data collection tools are needed.
2. SCE needs to better share all that we do well. We are a best kept secret.
3. SCE needs to involve Cypress College and Fullerton College in creating guided pathways in basic skills and career technical education.
4. SCE needs to explore options for online education.
5. SCE needs to identify potential student populations for its specific instructional programs and conduct targeted outreach.

Criterion 6: Use of Assessment**Indicator 6.1: Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.**

Core competencies and specific learning outcomes. SCE has a formal process of developing, implementing, and assessing student learning outcomes. Core competencies and specific learning outcomes are developed for every SCE course as instructors create each Course Outline of Record (COR). The COR is then processed through the appropriate Program Director, approved by the SCE and NOCCCD curriculum committees, and sent to California Community College Chancellor's Office (CCCCO) for approval. Course outlines are included in the SCE CurricUNET software after they are approved at the State level. Every instructor that teaches a section of the course uses the same outline of record to maintain consistency. Full-time faculty write the course competencies and the student learning outcome (SLO) statements. All instructors that teach a section of the course are invited and encouraged to add input into the development of CORs and SLOs. SLOs for approved courses are added into the SLO iTendance templates. SLO statements appear in each instructor's sidebar. Instructors can add assignments, rubrics, learning activities, and SLO assessment information. Instructors can add assignments, rubrics, learning activities, and SLO assessment information.

Courses are evaluated at SCE using multiple instruments such as projects, tests, and assignments. Instructors evaluate the SLOs by linking at least one learning activity to the SLO statements. Disability Support Services (DSS) utilizes pre and post tests to measure student progress toward attainment of course SLO. For example, the DSS Bill Paying and Banking course uses rubrics to assess student skills in the area of completing checks. Managing personal finance is a course SLO for this class and faculty chose the ability to effectively complete a check as one data point to measure the success of the SLO.

Basic Skills Learning Centers monitor student learning outcomes such as: the incremental preparedness of students to register and take the GED/HiSET test, satisfactory completion of remedial lower-level math courses, and enrollment in the appropriate higher level math courses. The Basic Skills, High School Diploma, GED Program SLO focus on students' incremental progress toward, or the achievement of, a high school diploma.

Course evaluation in regard to depth, breadth, rigor, and sequencing. Programs are regularly evaluated in regard to depth, breadth, rigor, and sequencing through several mechanisms. Instructors evaluate their individual courses via projects, assignments, and examinations to determine the rigor of learning techniques and strategies. Courses are evaluated through collaboration with external standards (job requirements or higher academic curriculum

committees), yearly strategic planning events to evaluate SCE and district educational components, and the curriculum review cycle. All programs are scheduled for a six-year curriculum review cycle. The cycle includes review and revision of course outlines, course content, class objectives, and student learning outcomes.

ESL program strives to best meet the needs of students through curriculum review and revision. ESL textbooks are revised every two to three years. Selection of textbooks is based on the survey of teaching faculty. Instructors make textbook recommendations based on currency of language instruction and classroom technology. EL Civics curriculum is reviewed at the same time and focuses on life skills topics to enhance language acquisition and civic participation.

Improvements resulting from SLO and data analysis. Instructors have completed student learning outcome statements for all SCE apportionment courses. SCE developed the SLO iTendance online template system to record all SLO statements. SLO development and assessment is an ongoing process. Several improvements to courses and programs have occurred as a result of the analysis of learning data. SLO development has led to broad collaboration between instructors. Tenured and adjunct faculty have effectively worked together to build SLOs. Faculty and staff have worked together to align programs and institutional learning outcomes. Faculty have used the analysis of student learning data to develop strategies that help students attain course competencies.

The Basic Skills, High School Diploma, GED Program, for example, developed two new Literacy Skills courses based on the analysis of Test of Adult Basic Education (TABE) reading assessment scores. Students access each course via a computer in the High School Diploma Program lab. Students move through the courses at their own pace and receive instructional support as needed. The courses are considered remedial and provide students with the skills they need to complete their diploma.

Indicator 6.2: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for change based on assessment results.

Analysis and impact of student learning data. SCE collects assessment data via standardized tests as well as student surveys and classroom assessments. SCE disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results. A key part of this process involves Program Directors and faculty meeting regularly to analyze student learning data, and to use the results to improve educational programs. SCE instructional programs have used meetings and electronic dialogue to analyze curriculum, teaching methods, and SLO data. Programs update course offerings, and make improvements to instruction and students services based on the data.

Basic Skills faculty and Program Directors meet regularly to discuss program operations and instructional content. The full-time faculty of the three high school labs meet monthly to discuss curriculum and instruction. Recommendations are forwarded to the Program Director for consideration and implementation. Faculty from the three Learning Centers meet regularly and follow a process similar to the high school faculty. A larger workgroup through the Basic Skills Initiative (BSI) was formed and



includes faculty and staff from SSSP, Basic Skills, DSS, and ESL. Critical issues of retention, instruction, and student services are discussed and the group recommends ways to effectively track student progress and provide appropriate interventions. BSI funding supports retention and supplemental instructions at Basic Skills Learning Centers by providing tutors. The Basic Skills Program is working with the Research Department on analyzing the effectiveness of this strategy.

The ESL Program uses a variety of methods to obtain feedback from a majority of instructional faculty. Communication is challenging because ESL employs four full-time faculty and more than 100 adjunct faculty. Faculty meetings are scheduled in the morning and in the evening at the three SCE Centers, at least one time per trimester, to encourage input from as many adjunct faculty as possible. An annual all day faculty retreat is also held. Activities, meetings, and retreats offer professional development activities. Faculty members attend break-out sessions based on their interests and exchange best-practice ideas with their colleagues. Email listserves and blogs serve as forums for discussions and as a way to connect faculty with additional instructional resources.

DSS employs five full-time instructors, four full-time counselors, and many adjunct faculty and support staff. Program faculty and staff correspond regularly through email and meetings are held quarterly. Monthly campus specific meetings are held to discuss information pertinent to the students and offerings at each campus. DSS has campus-specific email groups to share up-to-date information on student and program concerns. A database was created specifically for DSS to assist in sharing confidential information. Faculty and staff often participate in trainings to enhance skills and knowledge. DSS has developed a resource library to share current information on various disabilities and best practices. An annual Disability Advisory Committee meeting is held to provide program updates to program and community stakeholders. Best practices are shared during these advisory meetings.

The LEAP Program uses numerous strategies to maintain effective communication regarding student learning data and modes of instruction. LEAP hosts an annual instructor meeting in which faculty and staff discuss curriculum updates, best practices, program changes, and revisions to the Instructor Orientation Manual. Information is disseminated and dialogue is encouraged, by electronic means. LEAP's Older Adult Program (OAP) has a webpage for posting program information for students and a group file in the District portal, [MyGateway](#), for posting documentation, resources, and information pertaining for faculty. Email, the LEAP listserv, and LEAP newsletter are utilized to provide program highlights, address updated policies and procedures, convey staff development opportunities, and share information regarding state and local topics. Program staff meetings are used to discuss feedback from students and review program issues.

Changes resulting from learning data analysis. Faculty have enhanced teaching methodologies and instructional strategies to improve individual learning as an outcome of data analysis. Faculty focus on teaching to the course outline of record and use the outline to select textbooks, curriculum, and instructional strategies to achieve learning outcomes. Faculty identify effective assessments of learning and develop rubrics to assess and evaluate learning achievement based on the student learning outcome statements. Instructors promote courses using the student learning outcome statements by communicating with students what they will learn as a result of completing their courses. Faculty who teach the same course have been meeting to design formative and summative assessments, update class materials, and improve instruction. The analysis of learning data has led to improvements in curriculum, instruction, and programming through the development of relevant courses such as the literacy courses in the

High School Diploma Program (pending state approval). The ESL Program offers leveled core English courses by analyzing student placement data which fluctuates from term to term.

Conclusions and recommendations from student learning data. SCE documents conclusions from student learning analysis and uses the analysis to address key issues. All instructors for each academic program use an SLO Action Plan Form to report data to Program Directors annually.

Integrating assessment results into student learning. Assessment results are integrated into the teaching and learning process with a focus on individual student learning. Programs work with local agencies to determine the necessary skills for a particular career. Information regarding the hiring needs of regional employers is obtained through networking, partnerships, and instruments such as environmental scans and business reports. This data is used to determine course and program offerings and requirements. For example, students in the Administrative Assistant Certificate Program are required to achieve minimum competency in specific office skills prior to receiving a certificate. Successful completion of the Early Childhood Education Certificate Program means that students are state certified and eligible to work in a private childcare setting. Staff from DSS attend conferences and exchange information with community partners to determine what skills students need to be successful as they transition to work and living independently.

Use of assessment to identify student needs and determine initial placement is often cited as a best practice of exemplary programs. Determination of basic academic skill levels is crucial when trying to understand a student's level of educational preparation, identifying necessary support services, and predicting student success. SCE programs utilize multiple measures to evaluate student skills levels and to monitor progress toward skill development. Examples include assessments such as the Tests of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS), and previous school records. Administration of the TABE is used to determine reading proficiency level for students to begin the High School Diploma Program. Students who score below the required minimum are referred to support programs and services based on their needs. Programs and services available to students include Basic Skills Learning Centers, ESL, DSS, and counseling.

Competency levels are established by instructors, identified in the course outlines, and reviewed by faculty, Program Directors or Managers, the Deans of Instruction and Student Services, and the SCE Curriculum Committee. Courses are developed based on needs assessments, trend data, input from the community, and student interests. Faculty and Program Directors identify competency levels based on data from a variety of needs assessments and the criteria established by each program of study. SCE Career Technical Education programs include the exact requirements for certification and levels of competency required for proficiency in a given technical field. Some CTE programs require a set of prerequisite skills to enter the program (i.e. words per minute for keyboarding, specific reading level, math skills).

SCE utilizes a variety of assessment tools to identify current student competencies and skill development over time. CASAS testing is used by ESL to measure entrance level competency (pre-test), progress toward language acquisition (advancement to each new level), and student success (post-test). DSS and CTE utilize CASAS competency testing.

Title 5 regulations convey requirements that a student needs to meet in order to earn a high school diploma. Students must complete required credits and demonstrate high school competency in reading, writing, and mathematics ([Adult High School Diploma Programs Title 5, 55154](#)). High School Diploma Program (HSDP) students must pass one of the following competency exams: English-Language Arts (ELA), California High School Exit Examination (CAHSEE for English and Math), or the SCE Reading, Language, Composition, and Math

Competency Exams (HSDP Language Skills Competency Assessment, HSDP English 2 Rubric Expository Essay, HSDP English 3 Business Letter Rubric, HSDP Math Competency Exam). Competency exams are given when students get close to completing their diploma credits. Individuals are assessed using the SCE competency exams if they have not passed the CAHSEE at a former institution. Students must achieve a passing score of 65% on each competency exam prior to graduation. The Reading Competency was developed, and has been administered, since the inception of the High School Diploma Program. Faculty in the Program are updating the exam to include more literature passages. Grammar, mechanics, and writing are covered in the Language Competency which has been recently updated. Students are required to write a business letter and an essay for the composition test. The Math Competency exam was redesigned to align with the High School Diploma Program general math course. Students who are assigned ten credits of general math and pass the final exams for that course receive a passing score for the Math Competency. Those students who do not need math credits must take and pass the Math Competency exam.

CTE instructors assess for prerequisites and certification requirements to ensure students meet competency requirements. OAP conducts assessments to identify current skill levels and ensure appropriate placement (i.e. level of conditioning and strength for fitness classes).

SCE's Career and Technical Education Program (CTE) is exploring the proper components needed to develop a comprehensive evaluation system. As part of the Adult Education Block Grant I-BEST strategy, CTE has implemented CASAS assessments to help students identify their current adult basic education skill level. The CASAS assessment is given to any CTE Program student who is entering one of the first two entry-level courses in the Administrative Assistant, Early Childhood Education, Medical Assistant, or Pharmacy Technician Certificate programs. Specifically, students complete the Math and Reading portions of CASAS. Students are then strongly encouraged to meet with a counselor to discuss their results and help determine if additional resources or support may be needed to ensure success in their chosen certificate program.

An additional component used by CTE to help inform ways to improve and revise student learning outcomes is based on the Perkins core indicators (Perkins Core Indicator Report). The Perkins core indicators include skill attainment (verified by course completion), program completion, and term-to-term persistence. The Carl D. Perkins grant is an allocation that is part of the state's vocational education basic grant award from the United States Department of Education. This series of analyses is completed to parallel the Perkins accountability framework. Perkins Core Indicator reports were completed in both 2014 and 2015. The program areas of focus in the report included: Administrative Assistant, Early Childhood Education, Medical Assistant, and Pharmacy Technician programs. In the 2014 report, student cohorts were identified for each program that were enrolled during Fall 2009, Fall 2010, and Fall 2011 terms. The 2015 report identified student cohorts for each program that were enrolled during the 2012/13 academic year. Perkins "special population" groups were included in the core indicator analyses. These groups include students enrolled in programs nontraditional for their gender, displaced homemakers, economically disadvantaged, limited English proficiency, single parents, and students with disabilities. An analysis of the two reports shows a growth in concentrators for all four programs between 2010/11 and 2012/13. A concentrator is defined as a CTE Program student who passes three or more courses within a specific certificate program. For example, if a student enrolls in and passes three Pharmacy Technician Certificate Program classes, then that student is considered a Pharmacy Technician Certificate Program concentrator. This applies to all CTE certificate program except for Administrative Assistant. Program success rates for completion increased for three of the programs (e.g. Early Childhood Education, Medical

Assistant, Pharmacy Technician). The program success rate for the fourth program Administrative Assistant, however, showed a significant decline. Reasons for students completing at a lower percentage in the Administrative Assistant Certificate program included lower success rates in passing the required Keyboarding Challenge Exam and/or passing COMP/685, Beginning Keyboarding as well as students not completing the required 120 hours of computer lab time in CCTR/100, Business/Computer Skills Lab. In order to improve student success in these areas, the following steps were taken:

- CTE faculty – revised COMP/685, Beginning Keyboarding curriculum to increase classroom hours from 18 hours to 36 hours each term in order to allow for additional practice time within the classroom setting.
- CTE faculty – revised the keyboarding software and book for COMP 685.
- CTE faculty and Staff – provided additional outreach to students within the program to encourage them to complete their CCTR/100 required lab hours.



CTE has adopted the participation and use of the [Career & Technical Education Employment Outcomes Survey](#) (CTEOS). The CTEOS is a statewide survey used to assess employment outcomes, coursework impact on employment, reasons for studying this certificate, earning information, and satisfaction with the school and program. SCE's first cohort were students who attended any CTE Program in the 2012/13 school year, but did not enroll in 2013/14. The main conclusions from this survey showed that completing CTE Program studies and training at SCE was related to positive employment outcomes. The conclusion demonstrated that respondents are employed, are working in the same field as their studies or training, and are working full time; that overall respondents posted a 14.2% increase in their hourly wage after completing their studies at SCE; and the majority were satisfied with the education and training they received.

The final CTE Program evaluation component is grades. CTE students are graded based on the course objectives. Most courses have a combination of written exams and assignments. All CTE courses have a grading policy based on a minimum of 75% or 80% attendance policy based on the certificate program. Most of the CTE Program courses use a point system for assessing performance, and student must attain at least the minimum percentage to pass the course.

Student work from the English Literacy Civics Program (part of ESL) is used to evaluate student learning. Learning objectives are correlated with regular classroom assignments, and assessments and are evaluated according to standard rubrics (ESL EL Civics Objective/Assessment/Rubrics Worksheets). For example:

- Objective: identify effective ways to safeguard families and homes including the use of community and governmental resources.
- Assessment: demonstrate appropriate procedures for reporting crimes, accidents, or other emergencies.
- Assignments (written and role play):
 - List and/or describe the most effective methods for reducing risk of theft
 - Report about accidents, crimes, and suspicious activities

Faculty members and the Director of Institutional Research conducted an extensive assessment validation research study on the TABE test in spring of 2015. Reading, Math Computation, Applied Math, and Language are the sub-test areas included in the TABE. The TABE and each sub-test yields several statistics including number-correct, scale score, grade equivalent, and percentile. The validation study ([TABE Validation Document](#)) revealed that a minimum score of 510 was predictive of student readiness to begin the Basic Skills, High School Diploma GED Program.

All students are scheduled to meet with a counselor subsequent to the TABE assessment and prior to entering the Basic Skills, High School Diploma GED Program. Counselors review multiple measures to determine placement, including the student's TABE results, English language proficiency, transcript information, and student self-report. Counselors make recommendations for each Student Educational Plan (SEP). Each SEP consists of specific subjects and the number of credits necessary to meet the requirements for the SCE high school diploma. Referrals are made to the Basic Skills Learning Center, ESL, or DSS when students score below 510 on the TABE test.

Students seeking to learn English as their second language (ESL) at SCE are provided with information in terms of test days, location of ESL Program classes, and steps in completing the necessary forms as part of the registration process. Students are also instructed on how to complete an Application for Admission (AFA) form at an Admission and Registration desk to receive their Access Cards or student identification number. Access Cards are required for students to take the ESL Program placement test. Prior to completing placement tests, students complete an ESL registration form to indicate days and times of classes they want to attend. ESL implemented an online placement test using the CASAS Appraisal 80R and 80L. The placement test consists of a listening and reading components, and a questionnaire used as a writing sample. Students obtain their placement test results at their SCE ESL Learning Center. Results determine the students' ESL level: Beginning Literacy, Beginning Low, Beginning High, Intermediate Low, Intermediate High, or Advanced Low. Students need to attend a mandatory New Student Orientation in order to begin ESL class instruction. Orientation provides an overview of SCE programs and support services, ESL Program requirements, student code of conduct, and campus resources such as bookstore, parking, Campus Safety, emergency preparedness, and Title IX resources. Since 2015, ESL students have been directed and provided with the opportunity to schedule and meet with a counselor following the New Student Orientation. During the process, staff members take the students on a tour of important campus resources such as the Learning Centers, admissions and registration, bookstores, and counseling center where students make appointments to develop a noncredit student education plan (SEP) and discuss long-term goals. This process takes place at the Anaheim Campus and Wilshire Center with plans to expand to the Cypress Center in 2017.

Students enrolling in DSS are assessed during an intake and orientation process. They participate in two one-hour intake meetings with a DSS counselor to verify their disability, determine their goals and select appropriate courses to meet their needs. Students who cannot provide disability verification, but demonstrate a clear history of processing deficits, can complete the Learning Disability assessment given by a DSS Learning Disability Specialist (Learning Disability Eligibility and Services Model (LDESM) Assessment). After disability verification is established, DSS counselors assist students in developing educational, vocational, personal and independent living goals. Students are re-evaluated as they move through the program. All DSS students receiving services must demonstrate measured progress in their courses ([2014/15 DSS Class Outcomes](#)). Each DSS instructor administers a pre and post test to document progress. DSS uses CASAS for pre and post test measures of skill development for

students in Educational Assistance Classes. Student progress is documented in iGrade, the [Academic Accommodation Plan](#) (formerly the Student Education Contract), and individualized progress notes.

Learning data analysis, Action Plan, and student learning needs. SCE has been developing a SLO cycle that includes student assessment data that can be used by faculty to improve instruction across all school programs. SLO data is used by faculty to analyze learning achievement and instruction. Data from SLO may be used to evaluate program and institutional learning outcomes. The cycle includes assessment of progress in course learning activities each term. The course assessment data is used by instructors in each course to analyze student learning, and to develop a course level Action Plan. Program Directors can utilize SLO data and the feedback from faculty developed course Action Plans to analyze the achievement of learning in the program. Program faculty work collaboratively to make adjustments to instruction that benefit students. Faculty and administrators work together to make improvements at the program level, and the data is shared with the Provost to help inform institutional decisions that lead to improvements that benefit students. Results from the SLO assessment cycle are provided to the Provost's Cabinet, the leadership group for WASC accreditation and the self-study plan. SLO results are considered as SCE develops the school-wide action plan.

SCE completed the first full SLO cycle in 2015. Faculty and staff developed a SLO assessment cycle that will prove meaningful for student success. The key steps in the process included:

- Writing student learning outcome statements
- Developing iTendance templates (SCE will soon be transitioning to a new software, TracDat)
- Documenting student learning outcomes
- Analyzing student learning outcome data
- Collaborating with Program Directors and Managers and making recommendations that lead to increased student learning
- Maintaining high quality reporting, documentation, and archival processes
- Utilizing SLO data for decision-making on course, program and institutional levels

Assessment results and school SLOs. Course, program and school (institutional) learning outcomes are aligned. SCE developed school-wide learning outcomes that faculty and staff believed were relevant for all SCE programs and students. Faculty and instructional programs specifically chose course-level SLOs and program SLOs that would align with the school-wide SLOs. Assessment of course SLOs provides data that can be used to improve instruction for students in each course. The same data can be used to draw conclusions at the program level and the institutional level.

Indicator 6.3: Student learning data analysis is used to make institutional changes that enables students to reach educational goals and achieve academic success.

Analysis of learning data and the delivery of instruction. Student learning data analysis is used to evaluate the effectiveness of SCE programs and to make impactful institutional changes to increase student success. Program Directors and faculty meet routinely to discuss the relationship between teaching methods, assessment, and student success. There are many opportunities to meet to discuss instruction and student performance including program

meetings, shared governance committees, trainings, conferences and other professional development activities. Most programs meet regularly ranging from one time per month to once per term. SCE and District shared governance committees meet monthly. SCE shared governance committees are Provost's Cabinet and Budget Committee. Other examples of representative and faculty committees include Academic Senate, Technology Committee, DREAM Team, Basic Skills Initiative Committee, and ProD (staff development) Committee ([SCE Committee and Workgroup Meeting Calendar](#)).

Formative and summative assessment. SCE employs a variety of assessment and instructional methodologies to determine the effectiveness of classroom instruction. Teachers integrate assessment and instruction in ways that are pragmatic and lead to better educational and career outcomes. Teaching methods include lecture, debate, individual tutoring, questioning, discussion, round-table exercises, explanation, music and rhythm, forums, demonstration, kinesthetic exercises, resource labs, collaboration, fieldwork, reading out loud, repetition, imitation, observation, drills, role play, and learning by teaching. Forms of assessment include traditional formative and summative tests, writing projects, portfolios, project reports, interviews, observations, lab experiments, workbooks, reading responses, debates, field work, presentations, fine art projects, and technological projects. Faculty are the primary evaluators of instructional effectiveness.

Many instructional modalities and strategies are employed in DSS classes to meet the diverse needs of students with disabilities (i.e. some students respond to visual stimulation while others might learn better through auditory means). Each faculty member evaluates the effectiveness of their teaching strategies, and must make adjustments to meet student needs. CASAS is an evaluative tool that provides information about classroom effectiveness and is used by the DSS, CTE, and ESL programs.

The SLO assessment cycle provides comprehensive assessment results which SCE faculty use to modify learning and instructional approaches. SCE has concentrated on writing SLO's for all courses, and training faculty in the elements of assessment and rubric construction. Faculty practiced writing SLO assessments, using the SLO iTendance templates, and developing rubrics for classroom learning activities from 2010 to 2013. Instructors worked together to understand how to develop SLOs, assess for outcomes, collect data, analyze results, and modify curriculum and instructional methods. There have been some obstacles that have interfered with the development of the SLO assessment cycle. SCE began to develop a software program for all aspects of the SLO cycle. The programmer accepted a position with the District IT department. As a result, the software program was not completed. SCE's Academic Senate worked with the Professional Development Committee and the Provost's Cabinet to explore SLO software alternatives. SCE chose to collaborate with TracDat in the Spring of 2016. Implementation of TracDat is pending.

Analysis of learning data and instructional program. The process of developing a SLO assessment cycle has already impacted instructional programs and student learning. The dialogue and self-reflection that has occurred while developing the process has been excellent. Faculty have had to analyze their courses and instructional methods as they have developed course level SLOs, and sought to determine what would be good learning outcomes for their students. They have had to consider the needs of their students when it comes to career development and transfer (or transition) to other educational programs.

Assessment results and program and course effectiveness. SCE plans to analyze SLO data throughout each academic year. Course, program, and school-wide learning outcomes are aligned. Instructors develop rubrics to assess course level SLO. The assessment of course SLO will yield program and institutional SLO data as the course SLO were intentionally designed to align with program and institutional SLO. Faculty will use a course Action Plan to record the



assessment results from the SLO data, and the Action Plans will be used to make recommendations to modify curriculum, instruction, and programming. The course Action Plans will be used to inform SCE about the progress toward achieving school-wide SLO. SLO data will be used during curriculum and program review. SCE employs a Director of Institutional Research and Planning whose work includes evaluating student progress, persistence, course completions, and partial completions. The Research Department will help SCE programs with analyzing data related to SLO.

Indicator 6.4: Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Reporting learning results to appropriate internal and external stakeholders. Data and research are made available to internal stakeholders by means of presentations at various SCE programs, shared governance committees, and to the NOCCCD Board of Trustees. Internal and external stakeholders can review pertinent analyses via the NOCCCD Research and Institutional Effectiveness website and NOCCCD's Annual Report ([SCE 2014/15 Annual Report Final](#)). The website contains data and reports that have unrestricted access. SCE's Director of Institutional Research and Planning is working toward improving accountability measures in noncredit. SCE data is included in the self-assessment that is submitted in conjunction with the annual Accountability Reporting for Community Colleges (ARCC) report released by the California Community College Chancellor's Office (CCCCO). SCE shares student learning results with community partners in a variety of gatherings that are used to develop collaborations that better serve students. Student learning outcome data is reported as follows:

- Annually updated SLO web resource ([SLO Trainings/PowerPoints](#), [SLO@SCE](#), [Student Learning Outcome Assessment](#))
- The SLO software system that includes templates, reporting forms, Action Plan forms and data analysis features (ISLO templates in iTendance)
- Institutional Effectiveness Report
- Provost's Cabinet and Management Team meetings
- Academic Senate, DREAM team, and other shared governance committees
- Annual strategic planning meetings and department meetings
- Annual SLO fair (future plans)
- Program posters highlighting student learning outcome achievement (Future plans)

Data analysis to identify students with diverse learning needs. SCE utilizes a number of strategies to identify students who require additional help. Some students are identified as they complete assessments when they begin their studies at SCE. Examples of assessments include benchmark tests such as CASAS for ESL and TABE for the High School Diploma Program

([CASAS ESL Skill Level Descriptors](#), [Sample ESL Assessment Scores](#), [Sample TABE Assessment](#)). SSSP, ESL, and DSS Counselors review learning data provided by the student and their previous schools to identify individuals who need additional assistance. Faculty observation, course work, and traditional classroom tests often lead to student referrals for additional help. SCE plans to use data from the SLO assessment cycle as another tool to identify students who need additional instructional assistance or services.

Indicator 6.5: The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

Stakeholders for institutional planning. Stakeholders such as students, instructors, managers, classified staff, and administrators are all involved in the discussion of student learning data and how the achievement of learning influences decision-making. These discussions take place at the Budget Committee, Provost's Cabinet, Academic Senate, Provost's Staff, Management Team, DREAM Team, and Integrated Planning Committee (BSI, Equity, and SSSP). The increase of dialogue regarding student learning outcome data has developed a richer and broader focus on the inclusion of learning data in strategic planning.



Learning data and assessment of course offerings. Analysis of learning data is used to assess the relevance and appropriateness of SCE course offerings. The implementation of the SLO assessment cycle will guide decisions about curriculum and program offerings.

Learning data, financial allocation and the School-wide Action Plan. Committees such as the Budget Committee, Academic Senate, and Provost's Cabinet utilize learning data when prioritizing financial allocation decisions. SCE considers learning data such as, transitions, and skill development when making decisions about allocating resources for courses, programs, and services. The addition of SLO and the SLO assessment cycle will add to the rich student learning data used to in financial decision-making. Provost's Cabinet is the WASC leadership group. The Provost's Cabinet primary focus is implementing policies that help to ensure student success and is responsible for updating and approving the school-wide action plan.

Indicator 6.6: The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process.

Online programming. SCE currently does not offer online programs.

Indicator 6.7: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Online programming. SCE currently does not offer online programs.

Indicator 6.8: A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the School-wide Learner Outcomes, including those with special needs.

Online programming. SCE currently does not offer online programs.

SCE's Strengths and Key Issues for Criterion 6

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. SCE collects quantitative and qualitative data providing a comprehensive view of student learning.
2. SCE utilizes a multiple measures approach to assessment.
3. SCE implements a locally validated instrument (TABE) for the HSDP.
4. SCE assesses incoming student academic skills to provide better educational advisement.
5. Assessment sessions are offered at a variety of times and locations to increase accessibility to students.

Key Issues:

1. Need to identify a single assessment tool for all SCE.
2. Administration of the paper and pencil version of the TABE.
3. Not all new CTE students have received assessments.
4. Administration of the CASAS to all off-site ESL locations.
5. Technology for off-site locations (computers, secure internet access, etc.)
6. Lack of test preparation materials to address students with limited technology skills, minimal testing experience, and test anxiety.
7. Lack of dedicated assessment space at all 3 main campuses.

Criterion 7: Student Support Services

Indicator 7.1: The school provides sufficient student support services that enhance the learning environment and encourage the achievement of School-wide Learner Outcomes.

Support Services. SCE recognizes the essential role student services plays in helping students enroll, persist, complete goals, and transition. SCE is committed to creating pathways to academic success via thoughtful student services which focus on access, retention, completion, and transition to credit or career. SCE provides an array of comprehensive services to address the potential and identified needs of students.

Admission and Registration. Enrollment and registration services are provided at each SCE Center. Services include course registration, enrollment, refunds, transcript request, parking permits, attendance verification, student access cards, and graduation information. Any individual admitted to SCE can enroll in any course. Students are admitted on a first come, first served basis. Individuals are not permitted to attend classes in which they are not officially enrolled. Registration is provided in-person and online. Computers are available at each SCE Center so that students can access online information and registration.

Orientation. Orientation is a mandatory part of the admission process for new students enrolled in Career Technical Education (CTE), High School Diploma Program (HSDP), English as a Second Language (ESL), and Disability Support Services (DSS).

The online orientation is accessible through a secure web-based portal [MyGateway](#). Orientation provides students with a welcome introduction to SCE and provides information that will help students understand what they need to do to be successful in school. Students are given an overview of the District, SCE programs, accreditation, fees, student services, policies, facilities, contact information, and Student Success and Support Program (SSSP) required topics. Program-specific information (e.g. High School Diploma, CTE programs) is covered in separate online orientation modules ([MyGateway](#), Orientations). A “General Orientation” link is available for students who have not chosen a program of study and for faculty and staff who wish to review the content.

Group orientations are offered to ESL Program student’s at all three SCE Centers. Three to four dates are scheduled for ESL orientations per term and they are offered four times per day. SSSP counselors provide the group orientations. Students receive and review an ESL handbook and Title IX training is provided. A Title IX handout includes information pertaining to sexual assault, sexual misconduct, domestic violence, and unlawful discrimination. Participants are encouraged to ask questions throughout the orientation.

Online and group orientations are organized into sub-sections as follows: academic expectations, attendance policy, academic progress standards, student code of conduct, student rights and responsibilities, academic programs, support services (including availability, locations, and hours for Counseling, Disability Support Services, Basic Skills Learning Centers), community resources (e.g. Orange County Social Services Agency, www.211.org), campus and facilities, campus contacts, academic calendar, fees, and Title IX training (including how and where to report incidents of assault and/or unlawful discrimination and a list of support resources for victims).

Disability Support Services provides orientation through the intake process. Students meet with DSS counselors to complete an intake interview and verify their disability. Counselors help students to identify educational, vocational, independent living, and personal development goals. Each student and counselor develop an Academic Accommodations Plan, and determine reasonable accommodations for classes. DSS counselors provide a complete overview of SCE, NOCCCD, DSS programs and services, and resources available to students in the community. Students may receive registration assistance for SCE classes and DSS counselor’s complete registration for students entering Educational Assistance Classes (formerly called DSS Special Classes). New student and parent orientations are provided to all new students and their families on campus the week prior to the beginning of the fall term.

Assessment. Assessment sessions are required for several SCE programs (High School Diploma, Career Technical Education, and English as a Second Language). Day and evening assessment sessions are available at each SCE Center. Examples of assessments include:

- Test of Adult Basic Education (TABE): Students who plan to enroll in the High School Diploma Program participate in a group assessment ([Sample TABE Assessment](#)). A proctor administers the paper and pencil version of the TABE 9 and 10. The TABE, developed by McGraw Hill, evaluates a student's current reading proficiency by grade level and consists of two parts (locator and reading assessment). TABE scores are used to gauge an individual's readiness to start the High School Diploma Program, but are not used for placement into specific high school courses. Faculty may recommend that students utilize the Basic Skills Learning Center to improve their academic skills so that they are better prepared to start the High School Diploma Program. The TABE disproportionate impact and validation studies were completed in April 2015.
- Comprehensive Adult Student Assessment Systems (CASAS): Students who enroll in Career Technical Education, English as a Second Language, and Disability Support Services courses participate in a group assessment session utilizing CASAS ([Sample ESL Assessment Scores](#), [CASAS ESL Skill Level Descriptors](#), [Use of Assessment CTE](#)). CASAS is an online instrument designed to measure reading, listening, and mathematics skill levels. A proctor administers the assessment and helps students with computer and navigation issues. SCE is currently utilizing CASAS Reading (Form 80R) and Listening (Form 80L). Both assessments have been approved by the California Community College Chancellor's Office (CCCCO) as of July 2015. Math Form (80M) is currently undergoing validation studies with the expected completion date of January 2016 for approval by the CCCCCO.
- Disability Support Services: Students with verified disabilities are eligible for reasonable testing accommodations. SCE has proctors who are trained at providing the accommodations. SSSP designates special assessment sessions for the TABE to meet the needs of students with disabilities. The sessions occur in close proximity to the regularly scheduled assessment sessions for students who do not have disabilities. Participation in the special assessment sessions are voluntary, and typically would include 1-2 individuals. Students with disabilities can always participate in the regularly scheduled assessments sessions. Students with disabilities who take the CASAS placement test attend a regularly scheduled assessment session with extended time, or they make arrangements through DSS for a quiet, distraction reduced environment.

Counseling. SSSP counselors are available to assist students throughout their educational career at SCE ([Student Services Brochure](#), [SSSP Overview PPT](#)). Counseling appointments are available Monday through Friday during the day and Monday through Thursday in the evening. Students meet with counselors at the campus where they are enrolled. Counselors review employment and educational histories, help students set educational and career goals, and review, or help identify, a student's program of study. Counselors address concerns students have related to their studies such as balancing family and school, study skills, and employment. Referrals are made to support services such as the Learning Center and Disability Support Services. Counseling faculty may refer students to services in the community (e.g. social services, medical facilities, transportation agencies).

The Adult Education Block Grant (AEBG) hired five SSSP adjunct counselors for the 2016/17 academic year. These counselors serve the consortium and are part of the SSSP team. This group consists of three ESL adjunct counselors and two Basic Skills, High School Diploma (HSDP), GED Program off-site adjunct counselors. These counselors focus on:

- Working collaboratively with instructors
- Providing regular, intensive counseling support for HSDP students
- Developing noncredit student educational plans
- Exploring student educational and career goals
- Directing students to external support resources as needed
- Conducting outreach to students with poor attendance
 - Developing viable solutions for barriers

SCE extends counseling services to the local community through partnerships with local organizations. ESL offers classes at approximately 60 local K-12 districts, faith-based organizations, and community agencies. Counseling support for these classes are funded through AEBG. The off-site ESL counseling strategy was created to connect off-site students to SCE and NOCCCD academic pathways and to increase student awareness of academic and regional resources. Counselors are hired with AEBG funding and are part of the SSSP team. Counselors tailor their support to meet the needs of the off-site student population. Off-site counselors are assigned to a specific class. Counselor's follow-up on academic and career goals identified by the student. They organize tours to the three SCE Centers to expose students to noncredit and credit academic programs offered by NOCCCD. This AEBG strategy is aimed at reducing barriers to student support services and increase awareness of academic pathways.

Disability Support Services. DSS offers a variety of support services and accommodations for students who are enrolled in SCE classes and who have verified disabilities including: learning disabilities, hearing impairments, autism spectrum disorder, intellectual disabilities, visual impairments, mobility limitations, mental health disabilities, acquired brain injury, and other medical conditions. Accommodations and services are tailored to the student's individual needs in compliance with state and federal legislation. Services are designed to support students in reaching their academic and vocational goals. Reasonable accommodations are determined on an individual basis through an interactive process. Each student meets with a DSS counselor to develop an Academic Accommodations Plan (AAP). Provision of services and accommodations are based on the educational abilities and functional limitations unique to each student ([DSS Brochure](#), [DSS Booklet](#)).

DSS has continued to build a strong support services team. DSS has an Alternate Media Specialist who works closely with the counseling team to provide materials to students in alternate formats. The Alternate Media Specialist has been instrumental in helping students to identify many of the latest technologies that enhance learning and provide basic training in technologies. DSS has a specialist who coordinates all testing accommodations, sign language interpreters, and note-taking services. Staff have been hired to provide administrative office support and coordination, educational and vocational coaching, and instructional assistance. DSS has three full-time administrators: DSS Program Director, DSS Manager, and DSS Special Projects Manager for the Workability III Program.

Many Educational Assistance Classes (formerly called DSS Special Classes) and programs for students with intellectual disabilities, autism spectrum disorder, and similar disabilities continue to be offered at SCE. DSS can use the Educational Assistance Classes to provide a college experience that focuses on skills needed to live, work, and integrate into the



community independently. DSS offers the following programs: Work Independence Self-Advocacy Education (WISE), Workability III (WAIII), College to Career (C2C), Independent Vocational & Educational Supports (IVES), and Job Access Return Commute (JARC). WISE is a collaboration with the Regional Center and is designed as an Educational Assistance Class that provides closer instructional support to students. WAIII and C2C are collaborations with the Department of Rehabilitation (DOR). WAIII helps students obtain employment. C2C provides educational coaching and a specialized instructional lab to help students mainstream into general education classes and then find employment. IVES is another program that offers students educational and job coaching. IVES is a collaboration with Regional Center. These additional supports are not mandated services in the community college system, however, the DSS team built these programs and services to provide better post-secondary options for students with disabilities.

A new specialized instructional lab opened at the Anaheim Campus during the 2016/17 academic year. The lab is open to all students, however, it is being designed to better serve the needs of students with Autism Spectrum Disorder (ASD) and other neuro-developmental disabilities. A DSS counselor who specializes in ASD will be the primary counseling and instructional faculty member serving the lab. A full-time instructional assistant will help support the lab. There will be specialized instruction, individual and group counseling, and assistive technology to better meet the needs of this student population. The lab will be a comfortable space that takes into consideration the special sensory needs of individuals with ASD. Students will be able to use the lab as a safe place to decompress if they are feeling overwhelmed or overstimulated on campus.

New DSS ideas are being implemented as part of the Adult Education Block Grant (AEBG). Part of the funding for the specialized ASD instructional lab (described above) came from AEBG. DSS hired four adjunct counselors through AEBG to assist students with disabilities and their families with understanding the transition process from high school to post-secondary educational opportunities (e.g. SCE, Cypress College, Fullerton College, employment, community resources). Each counselor is assigned to work with one or more of the consortium Member K-12 school districts ([NOCRC DSS Transition Counselor Introduction Flyer](#)). AEBG resources are being used to provide professional development activities and trainings to better support students (i.e. a number of trainings have been provided in the past year to teach people best practices in serving students with ASD). The consortium has been working with DSS to find new, specialized instructional spaces (e.g. apartment classroom, store-front classroom for more hands-on, experiential learning).

Academic Advisement and Educational Planning. Counselors provide extensive academic advising to ensure SCE students have accurate and timely information to complete their program of study. Counselors review each student's timeline, short and long-term college and career goals, and course load preferences while developing the Noncredit Student Education Plan (NSEP). The NSEP is designed specifically for noncredit students who enroll at SCE to earn diplomas or CTE certificates, enhance academic and vocational skills, maintain a certificate or license, or participate in career pathways.

A NSEP is developed in consultation with the student. It is designed to fully illustrate the courses, exams (if required), and timeframe necessary for program or certificate completion. Questions and concerns are addressed during the first appointment. Individuals are encouraged to schedule a follow-up appointment when they need to update their NSEP or academic and career goals. Students are provided with a copy of the NSEP for their reference. Some CTE Program instructors offer extra credit for turning in a copy of a completed NSEP, while other instructors require a copy as part of their course requirements.

Students can schedule appointments to see counselors. Drop-in appointments are accommodated based on counselor availability. Appointments for HSDP and ESL students are scheduled following their assessments and orientations. Student demand for academic advisement prior to registration is very high, and may result in completely full appointment schedules for several days. Students typically do not have to wait more than one week for a daytime or evening appointment. Recent increases in categorical funding has led to the hiring of more adjunct and tenured counselors to support student needs.

Follow-up Services. Faculty refer students to SCE Student Support Services as needed. For example, counselors review the Student Support Services brochure and refer students to Basic Skills Learning Centers, Disability Support Services, and English as a Second Language Program. SSSP offers student success workshops on the benefits of education. Students who attend the workshops are eligible for extra credit ([Student Services Brochure](#)).

Students routinely meet with counseling faculty. Basic Skills, High School Diploma, GED Program students are required to see a counselor and develop a NSEP prior to enrollment. Individuals enrolled in ESL Program classes meet with a counselor to develop a NSEP after their assessment and orientation. CTE Program students meet with a counselor to develop their NSEP prior to, or soon after, enrollment. Counseling faculty present in classrooms to make sure students understand that developing a NSEP is a program requirement.

Instructional Labs. Instructional support labs promote student success by providing supplemental instruction designed to support the educational goals of students. The following lab services are available at all three SCE Centers.

Basic Skills Learning Centers: High School Diploma and Learning Center Program 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. Students may enroll in the Learning Centers at any time to gain employability skills, receive additional instructional support in diploma subjects, obtain tutorial support in vocational and career technical education subject areas, and prepare for college-level assessments or coursework. Instructional materials, including textbooks, are provided at no cost to students. Materials remain in the labs as they are shared by all students in the classroom.

AEBG and the High School Diploma Program Lab Direct Instruction: An AEBG implementation strategy resulted in the design of direct instruction workshops in English, general math, and algebra for the high school labs. Providing direct instruction in a cohort setting with additional one-on-one support was identified as a key strategy to help students succeed. Workshops offered at the Anaheim Campus High School Diploma Lab meet twice per week for three hours. Attendance is mandatory for students who enroll in the workshops. This requirement is different than the open lab policy of the traditional high school lab and has resulted in higher levels of attendance. The English workshop focuses on reading strategies and writing techniques. Group lecture sessions promote discussions and enables instructors to answer questions about difficult concepts. Students complete in-class writing assignments. Peer review helps students learn to proof read and identify common mistakes in the writing process. Peer feedback helps students consider different approaches to writing assignments. Students write weekly and complete a portfolio of four short writing assignments and a five-paragraph essay. Grades reflect improvement in students' ability to read, analyze, synthesize, and respond to articles. Students entering the math workshops often report a high degree of fear and anxiety with this subject area. Many communicate a belief that they are bad at math or that they simply do not believe they can be successful. One of the keys to direct instruction in math is creating a safe environment. Students in a cohort setting have the opportunity to share feelings with one another, helping them

to realize that they are not alone. Instructors break down problems into simple, easy to follow steps. Direct instruction setting allows for time to be spent on the concepts that students struggle with the most. Students are given guided practice problems to check for understanding, and instructors can identify the specific areas students are having difficulty understanding. Math concepts are tied to real life situations. Tying new concepts to familiar ideas helps to reduce math anxiety. Student feedback has confirmed that the combination of lecture and guided one-on-one instruction helps them understand concepts that they may have struggled with for years. The one-on-one review of practice exams is another stop gap to ensure that students are prepared prior to testing. Students in the workshops indicate that they felt more confident and instructors are seeing fewer retakes on math exams for these students. Student feedback has helped identify specific problems or chapters that are difficult which has allowed the instructor to modify the delivery of instruction.

Math Co-Lab: Math Co-Lab at Cypress Center's Basic Skills Learning Center was created in partnership with the Cypress College Math Department. The class is a noncredit lab that provides instruction to help students acquire the entry-level math skills necessary to enroll in credit courses. Six to eight hours of attendance per week is required. Math Co-Lab is a tuition-free program helping students successfully matriculate to a credit pathway.

GED/Hi-Set: Earning a high school equivalency credential is an alternative to the high school diploma. Students who choose this pathway demonstrate their high school competency skills through a series of state level assessments. The Wilshire Center's Basic Skills Learning Center can help students prepare to pass their high school equivalency test (HiSET or GED). Learning Center faculty and staff assist students with preparation in the subject areas of math, science, social studies, reading, and language arts. Test-taking skills such as keyboarding and calculator usage are included in the preparation. Practice tests are administered to assess readiness for the official exams.

AEBG and the off-site High School Diploma Program labs: Three NOCRC Members partnered to develop the off-site High School Diploma Program labs. The three Members included NOCCCD through SCE, Anaheim Union High School District (AUHSD), and Placentia-Yorba Linda Unified School District (PYLUSD). The SCE-Gilbert South (AUHSD) and SCE-El Camino Real (PYLUSD) labs were designed specifically for high school students who are too credit deficient to complete their diploma before aging out of the K-12 system. These K-12 students are identified and encouraged to become SCE students to have the opportunity to earn a SCE high school diploma. The off-site labs have been structured to provide what the consortium is calling a "warm hand-off" from the high school districts to SCE. K-12 counselors help students complete the SCE orientation and registration process. Student transcripts and orientation packets are delivered to SCE's Admissions and Records department for evaluation. SCE staff maintain contact with students to ensure they begin the off-site lab immediately. The goal is to have students begin the lab within five to seven days. Students then have 30 days to complete their TABE assessment. Off-site labs include two instructors and use the same curriculum and assessment measures as the high school labs located on SCE's three Centers. Student Success Support Program (SSSP) Counselors are located at the off-site locations most of the open lab hours. These counselors complete NSEP as well as all other SSSP requirements. Counselors are available for one-on-one sessions to assist students with identifying academic and career goals as well as barriers to those goals. Cypress College, Fullerton College, and SCE provide presentations to students to help them identify additional academic and vocational programs they may want to consider after their diploma studies. Students are required to show academic progress toward their high school diploma. Off-site lab instructors conduct direct instruction in math and English for small groups of students.

Business Computer Skills Lab: Students receive instructional assistance while accessing a variety of self-paced courses: Office Keyboarding, Data Entry, 10-Key, Typing & Keyboarding for speed and accuracy, Windows, MS Office (Word, Excel, Access, Outlook, Power Point), and Introduction to the Internet. Internet and email access is available during lab hours.

English as a Second Language (ESL) Learning Center: the ESL Learning Center offers an opportunity for students to practice English through various instructional media. Students learn through ESL software and receive individual and group tutoring to improve their speaking, listening, reading, and writing skills. Vocational ESL and EL Civics modules are also available.

Title IX. Individuals participating in online and in-person orientations receive Title IX training which includes an overview of definitions and policies related to sexual assault, sexual harassment, sexual misconduct, and domestic violence. Students learn about the consequences of sexual misconduct, campus safety, tips for assault prevention, how to report incidents, and resources for victims of assault. Online orientations include two YouTube video clips (closed-captioning available) which explain stalking and affirmative consent.

All SCE students are encouraged to participate in the online Title IX training provided by NOCCCD Human Resources. SCE has a Campus Safety website ([Campus Safety](#)) which provides detailed information about the safety measures available at each of SCE's three Centers. A handout of local resources for victims is available for download from the site. Violence and assault advocacy representatives provide resources and information to SCE constituents during the annual resource fair. SCE students may access additional workshops and activities within the District or at Fullerton College and Cypress College.

Adult College to and Career Transition (ACCT) Services. ACCT is designed for currently registered SCE students who are considering going to college or searching for employment. A multitude of transition services are provided with the intent of exposing students to opportunities beyond noncredit instruction. ACCT activities and services include special events and tours at local colleges, presentations and workshops on college (e.g. financial aid, college application, degree and certificate programs), career options (e.g. job search skills, interview techniques, resume writing tips), individual guidance and resources ([ACCT Summary 2015/16](#)).

Transition to College. The Basic Skills Program offers a Transition to College course designed to help High School Diploma Program and ESL Academic Success Program students successfully transition to college. This course is offered in collaboration with Cypress College and Fullerton Colleges. Topics presented include identifying academic goals, designing an educational plan, utilizing college processes, registration, financial aid, learning resources, and graduation. This course offers campus tours and provides for priority registration. High School Diploma Program students also earn one elective credit toward their diploma by taking the class.

CalWORKs. The CalWORKs Program is designed for students who are receiving Welfare. CalWORKs students are assigned a CalWORKs counselor who provides the guidance and support needed to meet both their academic goals, and the requirements mandated by their county social worker. A team approach is used to advocate for student rights. This is a joint partnership with Cypress College and Fullerton College.

Babysitting. SCE has developed student support services to increase access to noncredit courses. The AEBG ESL Workgroup developed a babysitting strategy. Babysitting services are made available to students at off-site ESL classes located at K-12 school sites. AEBG funds K-12 employees to serve as babysitters at these locations to support SCE's ESL classes. Increasing access and student retention is the goal of the babysitting service. There were 10 SCE off-site ESL classes that offered babysitting during the 2015/16 academic year.

Scholarships and Book Awards. SCE provides scholarships and Book Awards to enable students to continue their educational careers ([SCE Scholarships](#)). Types of scholarships, application requirements, and monetary values vary. Scholarships have been established through the generosity of individual donors, faculty, staff, and retired administrators. The scholarship programs have been designed to meet the needs of the students, and to honor their accomplishments and leadership skills. Applications are available online under Student Services on the homepage of the SCE website or at www.sce.edu/student-services/scholarships. Students may access applications at the three SCE Basic Skills Learning Centers. Scholarships are awarded annually in May or June at a Scholarship Awards Luncheon.

Indicator 7.2: The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment.

Development, implementation, and evaluation of counseling and advisement. The Director of Institutional Research and Planning provide assistance with developing and analyzing data pertaining to student support services such as the development and validation of assessment instruments, the evaluation of placement data, student persistence reports, noncredit-to-credit transfers, and data collected through the SCE counselor appointment system SARS (e.g. appointments, referrals, education plans).

Student feedback is used to measure the effectiveness of student services. Several programs offer student satisfaction surveys. SSSP counselors conduct exit interviews with graduating students. CTE students complete an online exit survey. DSS counselors use an online form to obtain feedback on student satisfaction, and to evaluate achievement of Student Services Outcomes.

Transition to advanced educational goals and employment. Individualized academic counseling is available to assist all students with short-term and long-term goal planning related to school, career, and personal development. Students and counselors design abbreviated and comprehensive educational plans to meet the unique needs of individual students. Information is provided regarding workforce entry and advancement, independent living skills, academic success, persistence and transfer (to four-year colleges, other vocational training, and career opportunities). When more in-depth personal counseling is appropriate, students are provided with community resources for extensive mental health support.

The DSS Educational Assistance classes lay the foundation for transition to employment and other educational goals. Additional programs such as Workability III (WAIII), College to Career (C2C) and Independent Vocational and Educational Supports (IVES) enable DSS Program to provide services that help students transition to employment. Students receive educational coaching, specialized lab instruction, and other supports through C2C and IVES that help them mainstream into noncredit and credit general education classes. Bus mobility skills training (JARC) helps students learn the skills they need to travel independently to work and/or school. DSS counselors refer students to these DSS programs, and to other resources in the community such as the Department of Rehabilitation, Regional Centers, supported employment agencies, and independent living programs. DSS counselors maintain close relationships with the DSS counselors at Fullerton College and Cypress College and assist with student transition from noncredit to credit. Several of the implementation strategies offered through the Adult Education Block Grant (North Orange County Regional Consortium for Adult Education) are helping with transition. The AEBG DSS transition counselors are helping students and their families with all aspects of transition from adult transition high school programs to postsecondary (noncredit or

credit) education, from noncredit to credit, and from education to employment. The AEBG combined workgroup has been developing an implementation strategy that would bring career pathways and job development staff to SCE students, including students with disabilities.

Professional Development. Counseling faculty have many professional development opportunities ([Professional Development](#)). Faculty and classified staff can request funding through the SCE Professional Development Committee to attend trainings, workshops, and conferences ([Professional Development Funding Application](#)). The committee includes the Professional Development Special Projects Manager, faculty, and staff from all constituent groups. Funding requests are reviewed by the committee. Approvals are provided based on the availability of resources, and the relevance of the professional development activity to the counselor's role. The committee plans professional development activities throughout the year (i.e. sponsor speakers to provide workshops and trainings). SCE provides professional development activities, such as technology updates, campus safety, noncredit initiatives, marketing toolkit, and New Student Orientation, during the annual Opening Day Event every fall. Other resources are available for professional development activities such as Student Equity and academic program funds (e.g. ESL, DSS).

Indicator 7.3: The school provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

Marketing, recruitment, and admissions. SCE is mindful that the collaboration between student services, academic affairs, marketing, and recruitment is critical to the success of future enrollment. SCE employs a Campus Communications Department with a Director and Campus Marketing and Outreach Assistant. There is a robust marketing strategy with targeted postcard mailers, mobile advertisement, student testimonial videos, newsletters, and informational brochures to further promote the school and its programs. SCE's quarterly class schedule provides information on course offerings each term, course details for both apportionment and community education classes, and registration procedures. Local North Orange County residents receive a class schedule through the mail each summer, fall, spring, and winter term. An electronic version of the schedule is available via the SCE website at www.sce.edu/schedule. A catalog is produced every year and supplemented by electronic addendums. The catalog lists all program and certificate requirements, course descriptions, and other important information. An electronic copy is also available on the website at www.sce.edu/catalog.

Class and program information is distributed throughout the region. The SCE class schedule ([SCE Schedule](#)) is mailed to cities served through the North Orange County Community College District: Anaheim, Brea, Buena Park, Cypress, Fullerton, La Habra, La Palma, Los Alamitos, Placentia, Rossmoor, and Yorba Linda. Portions of the following cities receive the SCE Schedule in the mail: Garden Grove, La Habra Heights, La Mirada, Orange, Seal Beach, Stanton, Whittier, and unincorporated territory in both Los Angeles and Orange counties ([NOCCCD at a Glance](#)). Advertisements for the Kids' College program are placed in a number of publications including the semi-annual Kids' Guide Publication. The Kids' College & Teen Program produces a separate class schedule to distribute to a number of local school districts including: Anaheim, Anaheim Union, Buena Park, Cypress, Fullerton, Garden Grove, Magnolia, Placentia-Yorba Linda, Savanna, La Mirada, and local private elementary schools.

Outreach efforts help to expand awareness of SCE's programs and services. Faculty and staff present information at a variety of events such as local K-12 schools, community meetings, public and private organizations, and education and employment fairs. Examples of outreach events include ACCESS college fairs (a community event targeting at-risk families), school district summer camp/event fairs, community health and resource fairs, high school career and college fairs, the annual Imaginology family event at the OC Fairgrounds, and K-12 transition events for students with disabilities.



DSS Transition Night is a great example of an open house event to support student needs ([DSS Transition Night Flyer 2016](#)). The event was developed to promote student transition to independence. Faculty and staff highlight SCE programs and invite community partners to promote their organizations and the services that they can provide to students with disabilities. Staff from local school districts, community colleges, and many community service agencies attend. DSS Transition Night benefit students and families transitioning to postsecondary education, and those who are transitioning from SCE to employment and other educational opportunities.

SCE developed a fall community resource event in 2015, Harvesting Opportunities. The event's purpose is two-fold: to share local community resources with current SCE students and to promote SCE classes and programs to both current and new students. The event also features local entertainment, food, and a kids' zone including a pumpkin patch and face painting.

SCE continues to develop ideas for expanded marketing. Provost's Cabinet, DREAM Team, and the Director of Institutional Research and Planning have been examining District service area maps to identify un-met educational needs in the service region. Plans are being developed to network, market, and recruit from these geographical areas. SCE's Community Relations Team meets on a monthly basis and consists of representative managers, staff, and faculty members from throughout the school. This group discusses the latest marketing trends, advertising and outreach opportunities, school events, and new initiatives. The SCE Toolkit was developed in 2016 to provide all staff and faculty access to essential marketing tools. The toolkit, located in the [MyGateway](#) District portal, includes fact sheets, brochures, PowerPoints, fliers, videos, reports, and more. The toolkit provides for greater consistency across SCE.

SCE began to collaborate with VisionPoint Marketing in 2015 to develop brand pillars and attributes, redesign SCE's website, and research a name change. Expected outcomes include increased name recognition and more effective communication with the community about the school's strengths and values.

Online Registration Workshops are offered at the Anaheim Campus to equip students with the essentials for online registration and for navigating the NOCCCD MyGateway portal. The class schedule includes a checklist outlining campus and online registration. SCE communicates District policies and procedures through the orientation, class schedule, catalog, and link to the District website. Assessments are used to identify student preparedness, basic academic skills, and levels of English language proficiency. Counselors help students establish education plans, and they administer career interest inventories. Students are referred to the Basic Skills Learning Center for additional instructional support when they score low on the basic skills assessment or when there are multiple indicators that the student is not ready to begin the program of study that they have chosen.

Student transition. The Student Success and Support Program (SSSP) enhances student access and promotes student success. SSSP goals are to ensure that students complete necessary coursework, persist to the next academic term, and achieve educational objectives. Students receive core services including: orientation, assessment, noncredit student education plan, counseling, and follow-up services. Students are guided through services from enrollment to graduation.

Students enrolled into the CTE and High School Diploma Programs are required to meet with a counselor to apply for graduation. Counselors verify completion of coursework and exams (if required), assist the student with filling out the Application for Graduation Form, and review the commencement ceremony information. Counselors discuss each student's future plans, and provide appropriate college and career information. Referrals are made to the Adult College and Career Transitions (ACCT) Program. Similar information is provided to advanced-level ESL students (i.e. college and career information and referrals to ACCT). Many ESL students are great candidates to transition into the CTE and High School Diploma Programs.

Indicator 7.4: The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

Identification and evaluation of learning support needs. Several SCE programs require students to complete an online orientation (e.g. CTE, High School Diploma). Online orientations include quiz questions scattered through all sub-sections. Questions are designed to evaluate a student's basic understanding of the information provided in each orientation. A student must pass each section review with a score of 100% in order to complete the orientation. Students receive immediate notification of their scores as they answer section questions, and the orientation provides additional details regarding correct answers. Students are permitted to repeat the orientation until they receive a passing score. There are approximately three to four test questions per topic which are designed to be presented in rotation by the orientation software. A student who needs to retake the quiz would see very similar questions to those asked during a previous test. Students receive a "Congratulations" message stating that they have met the orientation requirement after they have passed all the section review quizzes.

Student Success and Support Program (SSSP) counselors use multiple measures as part of the assessment process. Counselors review the following instruments to evaluate a High School Diploma Program student's current level of English language and math proficiency: TABE assessment scores, high school transcripts, overall high school GPA, California High School Exit Exam (CAHSEE) scores, employment history, and self-reported academic performance. All of these factors are considered as counselors make recommendations for support services. The TABE is not used for placement into any particular high school subjects course but rather as a baseline survey of basic skills for advisory purposes. Multiple measures for CTE and ESL Program students include CASAS assessment scores, educational records, employment history, previous grades, career and educational goals, and self-reported academic performance. Counselors use these measures to make recommendations for support services, and for developing the Noncredit Student Education Plan. CASAS is not used for placement into any particular CTE course. However, CASAS is essential for determining a student's current reading and listening skills, and for appropriate ESL Program course placement. ESL faculty further assess a student's language proficiency through one-on-one interactions and classroom activities.

SCE offers extra-curricular programs to enhance the academic experience of students and to support student success and retention. A mentorship service to support noncredit students transitioning to Fullerton College is in the process of being implemented through the AEBG ESL

Workgroup. SCE students become familiar with credit programs and the procedures to access services. Mentorship leads to increased confidence levels and a greater ability to self-advocate. Noncredit ESL students are connected with Fullerton College ESL credit students. NOCRC plans to expand the ESL Mentorship strategy to include Cypress College.

Student services are evaluated through a variety of school-wide strategic planning events, advisory committee meetings, and department planning retreats (e.g. Registration Meeting, SSSP Advisory Committee, Student Success and Advisory Committee, Disability Support Services retreats, CTE Community Advisory Committee, ESL and LEAP Faculty Planning Meetings). Student data is reviewed regularly to analyze enrollment trends, marketing successes, counseling sessions, and course and program completion rates.

Indicator 7.5: The school maintains student records permanently, securely, and confidentially with provision for secure back-up of all files.

Policies related to the maintenance, security and release of student records. SCE has established policies for the maintenance of student records ([Student Records, Directory Information, and Privacy BP 5040](#); [AP 5040](#)). SCE has established policies for the maintenance of student records. Records are kept in a secured environment with off-site backup procedures that adhere to industry guidelines. The North Orange County Community College District, including SCE, has participated in annual audits, resulting in satisfactory compliance findings. NOCCCD has a fully staffed Information Technology (IT) Department and the District employs a full-time IT Security Analyst (System Administrator). The System Administrator is responsible for evaluating, designing, developing, and implementing information security solutions for the District.

Access to records, including release of records, is governed by the Privacy Act of 1974, and the [Family Educational Rights and Privacy Act](#) (FERPA). Students have rights with respect to their education records. They have the right to inspect and review their education records and they may seek to amend incorrect documents. Students have some control over the disclosure of information from their education record. SCE may release or publish public directory information without the student's prior consent (FERPA). The NOCCCD Board of Trustees has identified the following as public directory information regarding students: Degrees earned, awards, honors, scholarships, athletic awards, Dean's List recognition, dates of attendance, and participation in officially recognized activities and sports. Students who wish to restrict this information must submit a written request to the Registrar's Office at the Wilshire Continuing Education Center. Requests must be filed within fifteen calendar days from the beginning of each trimester a student is in attendance.

Indicator 7.6: Institutional information is easily accessible to all stakeholders and prospective students and is free from misrepresentation.

Access to publications, school catalog, policies and procedures. Publication information is easily accessible for students and the public. SCE publishes an electronic catalog (yearly) and a searchable class schedule online (term based) that is easily accessible from the school website in a downloadable format ([SCE Schedule](#), [SCE Catalog](#)). The SCE Class Schedule is published quarterly and is the primary publication used for outreach. Printed schedules are available and accessible at no charge to students on all three campuses.

SCE’s Campus Communications, Registrar, Admissions and Registration staff, and the Community Relations workgroup are responsible for providing information to the public. The Campus Communications Department is responsible for the SCE communications, marketing,



governmental and public relations activities, and special events. Staff in the Community Relations workgroup collaborate with all programs to provide consistent internal and external communication. The workgroup provides feedback regarding school-wide communication, marketing, outreach and events. Admissions and Registration staff who attend the quarterly registration meetings, publicize general admissions and registration information to the public.

Indicator 7.7: The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Online services. The following services are available online to students:

- MyGateway is the District-wide student portal providing access to DegreeWorks and a student’s academic history for educational planning purposes.
- DegreeWorks is the online tool for students and counselors to develop an NSEP.
- Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups).
- Pilot (a Banner product) is the online tool that will be used to assist student services staff with tracking and monitoring student performance, attendance, and other indicators to provide alerts as to when an intervention is necessary. Interventions may include, for example, an email reminder to a student to register for classes or an alert to a counselor to follow-up with a student who has missed classes or whose scores/grades are low.
- Online orientation and new SCE website provide information on SSSP, including Title 5 requirements, to all new and continuing students, faculty, and staff. The online orientation, accessible through a secure web-based portal, is designed to provide students with a welcoming introduction to SCE which highlights our emphasis on student success.

Indicator 7.8: The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, i.e. within and outside the classroom, for all students.

Online programming. SCE currently does not offer online programs.

Indicator 7.9: School leadership and staff link curricular and co-curricular activities for online students to the academic standards and school-wide learning outcomes.

Online programming. SCE currently does not offer online programs.

Indicator 7.10: The school has an effective process for regularly evaluating the level of online student involvement in curricular/co-curricular activities and student use of support services.

Online programming. SCE currently does not offer online programs.

SCE's Strengths and Key Issues for Criterion 7

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. The school provides sufficient student services that support high achievement and the accomplishment of school-wide SLO (e.g. Basic Skills Learning Centers, Disability Support Services, counseling, Admissions & Records, scholarships, babysitting at off-site locations, bus pass program).
2. The learning environment on campus is positive so that most students are engaged in meaningful learning experiences (counselors trained in DSS, results of SCE Hire to Fit SCE Survey, alternate media/assistive technology, workability, class visits by the counselors).
3. SCE's staffing supports individual student success (SCE policies and procedures guide the entire school, and campus autonomy provides needed flexibility to meet student needs in each geographic area).
4. The school counseling program provides sufficient academic guidance along with college preparation assistance so that students can pursue their college/career goals (ESL counseling, DSS counseling, CTE counseling, Off-Site counseling, DSS transition counseling to FC and CC, District and SCE counseling meetings).
5. The school supports students from enrollment to successful completion and transition (ACCT Program, Admissions & Records, feedback from students, online registration tutorials, registration workshops, DSS Transition Night).
6. There are pathways in place for students to provide feedback (ESL technology survey, CTE exit survey, student leaders, student involvement in activities (such as Provost's Cabinet, Budget Committee, Strategic Planning, WASC self-study, Strategic Conversation event with the NOCCCD Board of Trustees).
7. Institutional information and records are easily and quickly accessible to students (A&R Admissions and Registration record request form, student services tab on MyGateway for access to records, online transcript ordering, website accessibility to forms).
8. The school carefully monitors all advertising and school documents to ensure accuracy.
9. School records are maintained safely, securely, and permanently with proper back-up in case of fire or natural disaster.

10. SCE has a comprehensive Campus Communications Department providing the communications, marketing, advertising, and outreach specifically for the noncredit school in the District.
11. The school invested one-time resources into upgrading the website, re-branding, and potentially changing SCE's name.

Key Issues:

1. No financial aid, no health services (most classes are free).
2. Need additional space and facilities leading to a stronger campus learning environment.
3. Inconsistent communication with adjunct faculty.
4. Need to increase facility accessibility (i.e. wheelchair ramps).
5. Need Associated Student Body, develop more of a college campus feel.
6. Continue re-building student support services that were cut during the recession.
7. Need to increase student feedback for adjunct and full-time faculty.
8. Have all documents reviewed by the Public Information Officer to ensure accuracy of information.

Criterion 8: Resource Management

Indicator 8.1: The school has sufficient resources to offer its current educational courses and programs.

Three-year budget maintenance. SCE has stayed within the school's allocated budget for the past three years ([Proposed Budget and Financial Report 2015/16](#), [Proposed Budget and Financial Report 2014/15](#), [Proposed Budget and Financial Report 2013/14](#)). The school budgets an annual reserve for contingencies and use of the reserves were not required for the past three years. Funds were carried over to the subsequent fiscal year.

SCE operates under the North Orange County Community College District's policies and procedures including an annual budget process ([Budget Preparation BP 6200](#)). The District determines the annual FTES production target for SCE in consultation with the Provost. There are several considerations when the District allocates the annual budget to SCE. All salaries and benefits are determined and then, based on the FTES target, funds for the following budget items are allocated: Extended Day (e.g. adjunct salaries and benefits), operations, CA Lottery (instructional supplies), and instructional equipment. Lottery funds are restricted for the purchase of instructional supplies used by students, and teachers as a learning resource to help students develop cognitive process (e.g. acquire facts, skills, or opinions). Instructional equipment funds are available to pay for new technology and instructional devices including the replacement of aging equipment. These additional funding sources directly support educational improvements. Budget items are adjusted based on the availability of additional funds and the preliminary FTES calculation. The District strives to achieve the highest degree of efficiency possible in allocating resources. Each District entity must manage operations efficiently and maintain reasonable costs for producing FTES. Program Directors monitor the class schedule prior to the start of each term, and while classes are in session, to ensure that only efficient class sections are offered. Efficient class sections are defined as those maintaining student attendance at 27 students per hour ([Proposed Budget and Financial Report 2015/16](#), [Proposed Budget and Financial Report 2014/15](#), [Proposed Budget and Financial Report 2013/14](#)).

Revenues to support educational improvements. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. SCE's Manager of Administrative Services (also known as the Budget Officer) implemented a Revenue vs. Cost of Instruction report in 2015/16. This report emphasizes that apportionment revenue produced by SCE Programs not only support program expenses, but also ensures that SCE contributes significantly to District-wide needs.

The budget for SCE is derived from several federal, state, and local sources including the general fund, grants, categorical funds, community services tuition revenue, and other restricted block grants. These revenues sufficiently support educational improvements as evidenced by the continuity of programs and expansion of student services at SCE. Fee-based program revenue is the main source of discretionary funds for SCE. The amount generated by the fee-based programs fluctuates annually based on the number of community education courses offered, the amount charged per course, and the enrollments. Fee-based community service offerings are self-supported. Instructional salaries, necessary supplies, and overhead expenses are taken into account when establishing enrollment fees for such classes ([SCE 2015/16 Budget](#)).

Annual fiscal planning and school mission and goals. The institution's mission and goals are the foundation for financial planning and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner ([Institutional Effectiveness BP](#); [AP 3225](#), [Budget Management BP](#); [AP 6250](#), [Fiscal Management BP 6300](#); [AP 6300](#)).

Two primary shared governance committees tasked with making decisions on SCE fiscal planning and resource allocation are Provost's Cabinet and Budget Committee. Both of these committees refer to the institutional mission and vision when making these decisions.

The Provost's Cabinet is the planning body for SCE. The Provost's Cabinet adopted several core principles to guide the institution in times of budget reduction and in times of growth. Principles are based on SCE's mission and centered on preserving comprehensive services to meet the diverse needs of our community to the fullest extent possible. The Provost's Cabinet approves the annual budget for SCE and periodically reviews general-fund expenses ensuring an even distribution of expenses by comparing the level of the expended funds to the same time in the prior year ([Sample Provost Cabinet Agenda 11/17/15](#), [Sample Provost Cabinet Minutes 11/17/15](#)). Provost's Cabinet issues the final approval for the addition or elimination of the management and classified positions. Provost's Cabinet is comprised of:

- SCE Provost
- Three SCE Deans of Instruction and Student Services
- Two faculty members appointed by the Academic Senate
- One District Management Association representative
- One United Faculty representative
- One Adjunct Faculty United representative
- Two classified staff representatives
- Two student representatives

The Budget Committee reviews, makes recommended updates, and approves the "Budget Committee Purpose and Operational Guidelines" at the beginning of each fiscal year ([SCE Budget Committee Purpose and Operational Guidelines 2015/16](#)). Responsibilities include the

coordination and approval of the classified and management position priority list, requests for one-time funding, supplies and instructional equipment. The one-time funding request process requires alignment with SCE's mission and the program review outcomes. Budget Committee is comprised of:

- One Manager of Administrative Services
- One Dean of Instruction and Student Services
- Two managers selected by the SCE Management Team
- Two classified staff representatives
- Two faculty representatives appointed by the Academic Senate
- Two student representatives

Indicator 8.2: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Financial operating procedures, checks and balances. SCE follows guidelines and processes for and budget development as outlined in the Budget Committee Purpose and Operational Guidelines ([SCE Budget Committee Purpose and Operational Guidelines 2015/16](#)). The annual budget is developed by the Manager of Administrative Services in consultation with Provost's Staff, Provost's Cabinet, and Budget Committee. All constituencies have opportunities to participate in the development of institutional plans and budgets through shared governance committees such as Budget Committee and Provost's Cabinet. Purchase requisitions are approved by the Program Director and Manager of Administrative Services to ensure procedures are followed and funding sources are appropriate ([Designation of Authorized Signatures BP 6150](#); [AP 6150](#); [Budget Management BP](#); [AP 6250](#); [Fiscal Management BP 6300](#); [AP 6300](#)). The insufficient fund alert "NSF" is issued if the funding source intended for a purchase cannot support it. Determination of alternate funding for a budget transfer is made by the Manager of Administrative Services during the requisition review and approval process. The Manager of Administrative Services reviews proposed budgets of every categorical or grant program with the program administrator prior to the approval of the annual NOCCCD Budget. This ensures that all program expenses are accounted for and that sufficient contingency amount is set for unforeseen circumstances. Program Directors continuously reviews their program budgets with the goal of ensuring that all expenses are eligible for the given grant and that the activities for every grant program stay within the allotted budget.

Annual audits and the integrity of school's financial management. An annual financial audit is mandated by NOCCCD Board policy ([Financial Audits BP 6400](#); [AP 6400](#)). These financial audits are made by certified public accountants licensed by the California Board of Accountancy. Auditors gave the District an unmodified opinion, which indicates that the financial statements reflect integrity in reporting financial transactions every year for the last six years (2010/11–2015/16). There has been no material weakness noted and no audit adjustments required ([NOCCCD 2015 Final Audit Report 6/30/15](#)).

Timely corrections to audit exceptions and management advice. Management comments are attached to any areas of concerns following the District's annual financial audit. Comments are forwarded to the relevant departments for response and action. District staff follows up to ensure that corrections are made on a timely basis. This information is included in the subsequent year's audit and shared with the District audit committee. Audit exceptions and management

recommendations are received and SCE resolves items quickly. A recommendation following a 2013/14 external audit resulted in SCE modifying the monthly bank reconciliation process resulting in stronger internal controls and operating efficiencies.

Review of financial policies and adjustments to meet needs. The District reviews financial practices regularly and makes changes when deemed necessary. Discussion on financial policies and practices are held at the bi-monthly NOCCCD Budget Officers meeting. The District internal auditor reviews policies and practices and makes recommendation for changes. SCE follows the District’s policies and procedures ([Purchasing/Warehouse BP 6330](#); [Hospitality BP 6350](#); [Travel BP 6360](#)). All financial policies and procedures are reviewed regularly and recommendations are made by the District Consultation Council and forwarded to the Board.

Updating stakeholders. Various District and SCE shared governance groups such as the District Consultation Council, the Council on Budgets and Facilities, and Provost’s Cabinet include representatives from all internal constituent groups. These stakeholders are responsible for sharing information with District governance groups, reporting information to their constituents, and helping to make decisions that impact the school and the District. Stakeholder input is gathered and information shared through activities such as budget workshops, Chancellor’s monthly letter, presentations to the Board of Trustees, and meetings such as Budget Officers, Chancellor’s Staff, and Academic Senate. Financial information is disseminated throughout the institution in a timely manner at meetings, via email, and through the staff newsletter, “Get Connected.” ([Institutional Effectiveness BP](#); [AP 3225](#); [Budget Management BP](#); [AP 6250](#); [Fiscal Management BP 6300](#); [AP 6300](#)).

Sufficient cash flow and reserves. The District maintains sufficient cash flow to meet all financial obligations including those incurred by SCE. The May 10, 2016 Quarterly Investment Report to the Board shows a deposit of \$223,639,646 to an account with the Orange County Department of Education Treasury. These resources are available to meet District cash requirements. SCE ensures sufficient cash flow to maintain school programs by having reserves and contingency plans to meet financial emergencies and unforeseen occurrences ([Budget Management BP](#); [AP 6250](#); [Fiscal Management BP 6300](#); [AP 6300](#)). Reserves are carried over and can be applied to one-time expenses, or as additional reserves. An example of applying carry-over to one-time expenses occurred during the 2015/16 academic years as follows: \$107,340 (instructional department improvements), \$25,000 (improvements to student services), \$85,345 (Staff Development), \$100,000 (new interventions supporting the school’s Strategic Direction Initiatives), \$200,000 (redesign of the school’s website), and \$281,163 (reserves) ([SCE 2015/16 Budget](#)).

Reserves for One-Time Expenses

Reserves for One-Time Expenses	Total
Instructional Department	\$107,340
Student Services	\$25,000
Staff Development	\$85,345
Strategic Direction Initiatives	\$100,000
School Website Re-design	\$200,000
Contingency	\$281,163

Reserves in place to respond to emergencies and budget shortfalls. SCE receives a current operating allocation annually from the District based on FTES target. SCE consistently reserves a portion of the current operating budget to respond to budget shortfalls. In FY 2015/16, SCE

reserved budget for potential shortfalls such as extended day, payroll for adjunct faculty and operating expenses. Any remaining budget from the prior fiscal year is carried over into the current year and placed into a carryover fund. The carryover fund budget is also available for emergencies and/or budget shortfalls. This is reflected in the annual Proposed Budget and Financial Report: Analysis of Ending Fund Balances ([Proposed Budget and Financial Report 2015/16](#)).

Sufficient insurance. SCE is covered under the NOCCCD's insurance policy. The District Risk Management Division monitors all District-wide activities requiring indemnification and initiates insurance coverage as deemed necessary. The District is self-insured against property loss and liability claims through a Joint Powers of Authority, Alliance of Schools for Cooperative Insurance Programs (ASCIP). The District is insured up to \$30,000,000 per occurrence for liability, and \$600,000,000 per occurrence for property, subject to sub-limits on sub-category coverages and deductibles. Workers' Compensation coverage is up to \$500,000 per claim and commercial excess insurance covers up to the statutory limit. New York Marin and General Insurance Company has been the District's insurance carrier since 2009/10.

Oversight of grants, external funding, contracts, investments and assets. Grant applications are typically initiated at the program level. Most grants come from government sources (e.g. state, federal, and local) and are used to enhance school operations and institutional activities. SCE's involvement with grants is consistent with NOCCCD Board Policy ([Grants BP 3280](#); [AP 3280](#)). Grant expenses are verified by SCE Administrative Services and District Fiscal Affairs. SCE has a total of 20 grants ([SCE Annual Report to the Community 2014/15](#)). Grant funds are periodically audited for compliance. For example, ESL Adult Education and Family Literacy Act (AEFLA), CTE Vocational and Technical Education Act (VTEA), and CTE-EF funds have been audited for compliance. The most recent CTE-EF audit in October 2016 showed there were no findings ([Budget Management BP](#); [AP 6250](#); [Fiscal Management BP 6300](#); [AP 6300](#), [Final Audit Report SCE October 2016](#)).

SCE receives external funding for approximately 17 scholarships offered to students. Scholarships range from \$1-\$500. The Manager of Administrative Services writes a check from the scholarship bank account. These checks are written directly to the college (such as Fullerton College, Cypress College, or SCE) for items such as tuition, books, and parking. The check could also be written to the student on a reimbursement basis. An additional signer is required for scholarship checks as an additional control. SCE does not provide financial aid and is not involved with auxiliary organizations. Investments are handled by the District.

Indicator 8.3: Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Fiscal reports to governing body and administration. NOCCCD, Cypress College, Fullerton College, and SCE conduct program reviews to prioritize spending, and hold consultative meetings to review and approve budgets, discuss the state of financial resources, and allocate new funds in accordance with the Budget Allocation Handbook. SCE staff attend the monthly District-wide Council of Budgets and Facilities (CBF) and District Consultation Council (DCC) meetings to discuss financial requirements and the overall state of the financial resources. Financial information is made available in the 311Q reported quarterly, and the proposed budget is posted to the District website. The District's Vice-Chancellor and Director of Finance and Facilities share fiscal information in an annual Budget Allocation Forum open to all community college representatives.

The Administrative Services Department makes information available and accessible. Information is primarily disseminated through the monthly SCE Budget Committee meetings which are open to all staff. SCE posts minutes to the [MyGateway](#) portal. Provost's Cabinet approves the annual budget and reviews the quarterly budget status. The Manager of Administrative Services conducts meetings, as needed, with program directors to discuss program budgets, answer questions, and identify needs.

SCE's budget is approved by the Budget Committee and presented at the Provost's Cabinet, Academic Senate, and Management Team meetings. State budget updates and fiscal discussions occur in all of these groups throughout the year. SCE's Annual Report to the Community provides a synopsis of annual revenue and expenses. The report highlights state, federal, and local grant income. Program Directors have access to budget screens in the Banner system (District Enterprise Student Information System), and generate budget reports through Argos ([Banner Budget 2015/16a](#), [Banner Budget 2015/16b](#), [ARGOS report 2015/16](#)).

Long-range financial priorities are considered when SCE makes short-range financial plans. A long-term vision helps to assure financial stability. SCE plans for and allocates appropriate resources for the payment of liabilities and future obligations (e.g. Post-Employment Benefits (OPEB), compensated absences). The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards ([Budget Management BP; AP 6250](#); [Fiscal Management BP 6300](#); [AP 6300](#)).

Connecting short-term and long-term financial planning with the school-wide Action Plan. Fiscal processes, specifically planning and identifying new resources, were indicated as one of the three major SCE Action Plan items during the last self-study process. Several implementation steps were completed to address these items. SCE made a commitment to increase scholarship opportunities and develop a standardized scholarship application process. A SCE Scholarship Committee was established and the formal scholarship application process was developed. Scholarship applications are available online and in-person at the registration counters. The number of available scholarship awards has increased to 17. SCE successfully addressed the following implementation step: develop written procedures for all financial processes; develop a long-term purchasing plan for replacement of equipment. SCE developed and implemented the classified and management position prioritization process, one-time funding request process and an equipment replacement plan. SCE incorporated facilities plans into its strategic planning efforts, as identified in the SCE Action Plan. SCE programs identified future educational needs dictated either by forecasted demands, changes in the demographics of the student population, or emerging initiatives, as part of the mid-term NOCCCD Master Plan review. A list of facilities projects, such as dedicated assessment centers, hands-on vocational labs, and simulated independent living spaces, were aligned to the educational planning.

Judicious use of funds for facilities and support materials. Funding requests for capital expenses are reviewed by the Budget Committee and approved with consideration of its benefit to students. The Funding Request Form specifically asks how the proposal will improve the student learning outcomes contained in the most recent program review to ensure the expense is in alignment with the SCE Mission Statement. Funding requests for staff resources follow a procedure to evaluate how the request helps the program area grow and improve its quality for students. Requests are then prioritized and approval recommendations are made by the Budget Committee.

Institutional funds are allocated for specific resource needs annually or on a scheduled rotation. SCE follows the District's Information Systems policy, Computer Related Equipment Replacement Plan at NOCCCD, for replacement of student and staff computers and technology.

The NOCCCD Technology Coordinating Council coordinates the following minimum technology equipment replacement schedule:

Computer Related Equipment Replacement

Equipment	Minimum Replacement Cycle
Lab Desktop Computers	3 Years
Faculty/Staff Desktop/ Laptop Computers	5 Years with an interim evaluation
Servers/Blades/Upgrades	4 Years
Mouse/Keyboard	As Needed
Video Card with Dual Monitor Capability	8 Years with an interim evaluation
Video Card without Dual Monitor Capability	Replace with Dual Monitor Capability
CRT and other Monitors	Replace with Flat Panel Monitors w/Dual Monitor Capability
Network Capable Printers	7 Years
Non-network Capable Printers	Replace with Network Capable Printers
Student Tablet	2.5 Years or at end of Operation System Useful Life
Faculty/Staff Tablet	2.5 Years or at end of Operation System Useful Life

Two-hundred fifty student computers were replaced in 2015 and 90 staff computers were replaced during 2016. Lotto funds are used to update classroom software and are made available at the start of the fiscal year.

Long-term liabilities, debt, health benefits, insurance costs, building maintenance. The District (through its schools) is committed to meet all short-term and long-term financial obligations. NOCCCD is committed to meet future financial solvency through the base augmentation funding for PERS and STRS rate increase over the next several years. The District addressed Post-Employment Benefits (OPEB) through an irrevocable trust and set up a Retirement Board to oversee the investment in the trust. Another action to illustrate the desire to meet long-term liability is the negotiation of instructional salaries and structuring a multi-year labor agreement. These negotiations addressed the necessary vacation accruals for employees and load banking for instructors. Planned expenditures for building and maintenance of facilities conform with the NOCCCD Comprehensive Master Plan, the Scheduled Maintenance Plan and the Five-year Construction Plan for Measures X and J bonds that maximizes instructional facilities.

Indicator 8.4: The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

Review of facilities and focus on student learning. The mid-term review process for the NOCCCD Master Plan resulted in a scope of emerging educational initiatives for all SCE programs and corresponding facilities projects ([Property Management BP 6500](#)). SCE academic and student service programs considered the following when prioritizing the needs for facilities planning:

- General enrollment trends within the last five years
- Key services ensuring student success and advancement
- Internal drivers, such as staffing, space/facility, support programs, productivity, etc.
- External drivers, such as public policy, populations, demographic changes, etc.

- Faculty vision for their academic and student service programs
- Changes in technology, teaching, and learning and the ways they affect facilities
- Specialized support services
- Ways programs and disciplines are addressed in current facilities planning documentation
- Ways in which current facilities are limiting responses to changing learning modes

NOCCCD Master Plan, Mid-Term Review, Anaheim Campus

Educational Need	Proposed Facility Project
SSSP assessment mandates, DSS testing accommodation needs	An upgraded ESL assessment center with an area for DSS assessment proctoring (7th floor)
Compliance with reporting requirements for the Workforce Innovation and Opportunity Act (WIOA) and Adult Education Block Grant (AEBG)	An additional assessment center for SSSP testing and orientation (7th floor)
Need for high-capacity classroom	One lecture style classroom (1st floor)
Additional counseling services for guided pathways	Conversion of the SSSP testing room into three offices for counselors (2nd floor)
Competency-based open-entry instruction for basic skills	Conversion of two smaller Learning Center rooms (140 and 138) into one high-capacity lab
Student engagement through student leadership program	Increase the number of students involved in the student leadership program
Responsive DSS accommodations system	Relocation of Business/Computer Skills Lab to 606
Student gathering place	Renovation of the Student Center for student activities

NOCCCD Master Plan, Mid-Term Review, Cypress Center

Educational Need	Proposed Facility Project
Data reporting requirements for adult education initiatives: AEBG, WIOA, SSSP	Relocation/remodel of dedicated assessment center (TE-2)
Instructional space conducive to various learning modalities	Relocation/remodel of the existing Learning Center for larger capacity and a variety of instructional settings (TE-2)
Increased demand for independent living skills courses	Remodel of the WISE kitchen to allow for more hands-on demonstration stations

NOCCCD Master Plan, Mid-Term Review, Wilshire Center

Educational Need	Proposed Facility Project
Flexible and adaptable space for student assessment for compliance with data reporting requirements	Build-out of an assessment center through an extension of the 300 building
Parenting/Kids' College: Safe environment for classes enrolling minor students	Reinforce play yard fence and install a panic bar inside the fence (North side of the 200 building)

SCE is reviewing a combination of funding sources to meet the identified facilities plans. Projects at the Anaheim Campus that will use local bond Measure J funds include building the additional assessment center and the Electrical Trainee Lab. The Wilshire Center remodeling of the administrative office area to accommodate the newly established Institutional Research and Planning Department will use the one-time Mandated Claim funds. The same funding source will be used for the remodel of the outside area of the Cypress Center and the Cypress Independent Living Skills kitchen classroom.

Nicole Miller & Associates, Inc., a security vulnerability assessment consultant, was contracted in 2015/16 to examine the District's facilities and identify the areas that could potentially present a significant level of security vulnerability. The Security Vulnerability Assessment report identified several common areas of concern for all three NOCCCD locations including the Anaheim Campus, Cypress College, and Fullerton College:

- Ability to lock office and classroom doors from inside as a way to protect students and employees from intrusion
- Accessibility and versatility of emergency communications systems
- Tinting of windows, adding blinds or ballistic film throughout the campus

SCE is in the process of addressing the identified vulnerability assessment priorities. Locking devices have already been installed on all classrooms doors at the Wilshire Center, door locks have been ordered for the classrooms of the Cypress Center, and opaque blinds have been ordered for all second-floor offices of the Anaheim Campus. The District is in the process of evaluating different options for tinting classroom options: mini-blinds, mirrored film, and ballistic film are being tested. SCE is committed to installing the option deemed the most effective and durable.

Facilities and the learning environment. SCE continues to evaluate the effective use of space and equipment available at all three Centers. Programs continually evaluate the instructional needs of the community to determine best use of facilities and to identify resources and technologies that will increase student learning opportunities. Current examples from the Anaheim Campus include the update of the ESL Learning Center, the development of a specialized DSS lab to better meet the needs of neuro-diverse students, and the re-configuration of the 7th and 10th floors.

Ideas to enhance the learning environment come from many sources. The SCE Strategic Plan, WASC Action Plan, SCE Program Review, and NOCCCD Educational and Facilities Master Plan (described in the previous section) are examples of activities that generate ideas leading to better learning environments for students. The three SCE Deans request input from faculty, staff, and administrators to determine program needs, plans for growth, and overall efficiency of facilities. A facilities needs list is drafted and the items are prioritized. The list is reviewed by committees such as Budget, Technology, and Provost's Cabinet. The prioritized items are also reviewed by the Academic Senate and DREAM Team. SCE's ability to offer courses at numerous locations greatly benefits students. Courses are offered at the three continuing education centers located in Anaheim, Cypress, Fullerton, and at more than 100 community-based locations. The SCE Centers and off-site locations are strategically located to provide access to SCE programs and services throughout the community. The AEBG Basic Skills Workgroup partnered with AEBG members to set up off-site high school labs at locations that are part of the Anaheim Union High School District and the Placentia-Yorba Linda Unified School District. Other AEBG workgroups have made similar arrangements with member school districts (e.g. ESL, SASS). The Anaheim Campus is convenient by freeway and is located in the District's most densely populated city.

The environmental scan performed for mid-term NOCCCD Master Plan review indicated many Anaheim residents have the need to develop their English language skills and a large number have not earned a high school diploma. SCE off-campus locations meet the needs of many students. They make it easier for students who have limited mobility or transportation such as students who reside in nursing facilities and students who have limited income. SCE uses an

off-site location at St. Jude Medical Center to provide a real setting for students in the physical therapy aide course.

SCE has challenges with physical space limitations and would benefit from having more classrooms available on the three main Centers. Plans are in place to increase instructional space at the Anaheim Campus, however, the need for more classroom space exceeds the current plans.

Safe and nurturing learning environment. The institution strives to provide safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to provide access, safety, security, and a healthy learning and working environment ([Campus Safety BP 3500](#); [AP 3500](#), [Campus Security and Access BP 3501](#); [AP 3501](#); [Emergency Response Plan BP 3505](#); [Workplace Violence BP 3510](#); [AP 3510](#), [Security for District Property BP 6520](#); [AP 6520](#)). Each Center has emergency evacuation procedures which are presented to students by their instructor at the beginning of each trimester. In addition, emergency procedures are posted in every classroom and evacuation routes are posted at each elevator for the corresponding floor. Emergency drills are scheduled regularly at all three SCE Centers to promote preparedness in the event of an emergency. The Anaheim Campus has security officers on duty Monday thru Friday from 6:30 a.m. to 11 p.m. Cypress College Campus Safety monitors and assists students and staff with safety issues at the SCE Cypress Center while Fullerton College Campus Safety does the same at the SCE Wilshire Center. The District is a member of WeTIP. WeTIP is an anonymous crime reporting program that may be used to report all types of crimes. Campus Safety/Security provides escort services as an alternative to walking alone. Each classroom door was equipped in 2016 with LOCK BLOK, a device with a rubber slide adhered to the door. When the door is kept locked with LOCK BLOK in open mode the rubber stopper can be slid away from the edge of the door to secure the door quickly from the inside in an emergency situation that calls for shelter-in-place.



SCE focuses on creating a positive and inviting learning environment for our students. The Centers piloted a Welcome Event that is hosted by SCE for our students and community to learn more about our District as well as community resources available to them. Many events are held to welcome and nurture students; examples include: student workshops, Commencement Ceremony, Student Success Event, Citizenship Fairs, Transition Night, Harvesting

Opportunities Community Event and Resource Fair, holiday events, and performances by SCE Wilshire Players, OAP Acting Troupe, Senior Chorus, and Tone Chime Choir.

SCE participates in a comprehensive District-wide system that supports a safe learning environment. The District's Risk Management Office is responsible for administration of the property and liability programs, which manages insurance programs and claims, such as student incident reports and for implementing District-wide safety programs (e.g. fire, earthquake, active shooter) ([NOCCCD Risk Management](#)). Students and staff participate in safety drills throughout the year. Faculty and staff who serve at off-site locations receive safety information through orientation, newsletters, emails, and program meetings. The Deans at all three SCE Centers send a memo detailing safety procedures at the beginning of the fall term. They update their Centers throughout the year regarding any changes and upcoming emergency preparedness activities. Each SCE Center schedules at least two emergency preparedness drills per year: one to practice evacuation procedures in case of a natural disaster such as an earthquake and another to practice shelter-in-place procedures such as for an active-shooter scenario. The drills are scheduled in the morning and in the evening. Emergency communication systems are tested during every drill.

SCE's Strengths and Key Issues for Criterion 8

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. All SCE faculty and staff can provide feedback regarding facility needs, equipment, and physical resources
2. More than 30,000 students are served annually at three SCE Centers and more than 160 off-site locations
3. Processes for developing permanent staff and faculty positions are transparent, inclusive, and aligned with the institution's mission and student learning outcomes
4. Fiscal data is regularly shared with all SCE constituents
5. Facilities are utilized in an efficient manner

Key Issues:

1. SCE needs additional space
2. SCE needs a funding source that it can rely on for purchasing equipment
3. SCE needs to establish a formal evaluation process for regular review of facility and equipment utilization and planning; this should be tied to program review
4. Develop District-wide standards for facility safety and security. Identify sufficient financial resources (District-wide) to ensure consistency at all NOCCCD campuses

Criterion 9: Community Connection

Indicator 9.1: Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

The North Orange County Community College District's School of Continuing Education (SCE) actively seeks to enhance learning opportunities for students by developing and cultivating close partnerships and relationships with community members, businesses and organizations.

Connections with businesses and organizations. SCE connects with local businesses and organizations to network, collaborate, and provide students with community resources, internships, externships, and jobs. SCE participates in a regional economic development consortium composed of the four Orange County community college districts. This collaborative model ensures that students throughout Orange County have access to educational programs that lead to employment in industries with high regional demand. SCE participates in many community-based organizations such as the Orange County workforce development leadership

councils including the Orange County Workforce Development Coordination Council, Workforce Innovation and Opportunity Act Transition Leadership Council, and Orange County Labor Market Data Task Force. Participation in these councils ensures that SCE's Career Technical Education programs are meeting current industry standards.

SCE's Training, Development and Innovation (TDI) Business Resource Center administers a grant called the Center for Applied Competitive Technologies (CACT). TDI focuses on the economic development of the North Orange County area. TDI has a Deputy Sector Navigator (DSN) for Advanced Manufacturing. A Deputy Sector Navigator is a position through the California Community College Chancellor's Office, Division of Workforce and Economic Development. The Deputy Sector Navigator is a regional contact who helps colleges and employers establish trainings and career pathways. SCE hosted the Orange County Economic and Workforce Development Network in August 2015 at the Anaheim Campus.



Successful outcomes included obtaining the latest OC labor market information and establishing strong regional partnerships. Promoting SCE's CTE programs, identifying needed educational programming, and developing collaborations that lead to student employment was a priority. SCE's CACT and Fullerton College partnered with Disney to develop a sound mechanics training program ([SCE 2014/15 Annual Report Final](#)). The customized mechanic and machinist training provides employees with training in electronics, motor controls, and programmable logic controllers.

NOCCCD is a member of the North Orange County Regional Consortium for Adult Education (NOCRC). SCE, Cypress College, and Fullerton College participate in the consortium. NOCRC Members consist of: NOCCCD, North Orange County Regional Occupation Program (NOCROP), Orange County Department of Education (OCDOE), and five K-12 districts including Anaheim, Fullerton, Los Alamitos, Garden Grove and Placentia Yorba Linda. The Adult Education Block Grant established 71 consortia throughout California. Each consortium is responsible for identifying the service gaps in their region and implementing strategies to meet the needs of adult learners.

SCE hosts classes at 151 community locations (see back of class schedule for listings, [SCE Schedule](#)). The school collaborates with K-12 schools, community centers, senior facilities, churches, park and recreation centers, and other organizations. Most SCE programs offer classes at these off-site locations based on need expressed by community partners. ESL offers classes for students who are not able to make it to SCE's main campuses. DSS has partnered with the Braille Institute to offer classes at their facility. The Kids' College & Teen Program provides academic, enrichment, and activity courses that are outside of the public school offerings.

SCE developed internships and externships with local businesses. Examples of work experience that medical assistant and pharmacy technician students have obtained includes CVS, Walgreens, Target, hospitals, and medical offices. DSS students have obtained volunteer jobs at Fullerton College, Cypress College, hair salons, and restaurants. Students in the DSS Workability and College to Career Programs have obtained positions with employers such as movie theaters, retail stores, sports venues, restaurants, preschools, and automotive shops.

SCE invites organizations to participate in school activities. "[Harvesting Opportunities](#)" is a fall welcome event for students and the general public. This open house highlights all SCE programs and many resources in the community such as Employment Development Department, supportive services for veteran families, OC One-stop, Anaheim Police Department, and many

others. DSS invites students, families and more than 50 service agencies to the annual Transition Night ([DSS Transition Night Flyer 2016](#)). Programs offered through Disability Support Services are highlighted. Supported employment programs, independent living agencies, Regional Centers, and Department of Rehabilitation have information tables. Transition Night is intended to help new students become familiar with SCE and current students plan for their transition to services that support future goals. ESL partners with Orange County Communities Organized for Responsible Development (OCCORD) to host a biannual Citizenship Fair ([SCE Citizenship Fair](#)) at the Anaheim Campus. Close to 400 individuals participate in each event. The goal of this event is to assist community members with completion of the U.S. citizenship application. Support is provided to help with the naturalization process. Services include legal advice, citizenship courses, education materials, and photos for the application. Other organizations participate in the event and include: Public Law Center, OC Labor Federation, Council on American-Islamic Relations, and Local 11 of Unite Here.

Community partners periodically utilize the SCE facilities for conferences, workshops, and meetings. The campuses are convenient to many communities in the North Orange County and South Los Angeles County area. Examples of organizations that have used SCE facilities include National Geographic, Help Me Grow, OCCORD, ACCE, and 3CSN.

SCE will continue to expand community partnerships. The school would like to offer more classes at off-site locations on the edge of the NOCCCD service area such as Yorba Linda, Garden Grove, and Los Alamitos. SCE plans to expand participation with community-based groups such as local chambers of commerce, the Orange County Legislative Alliance, Anaheim Human Services Network, and Fullerton Collaborative.

In November 2016, SCE partnered with Orange County Communities Organized for Responsible Development (OCCORD) and the Public Law Center to host a workshop for students, Commitment to Educational Access and Student Success. SCE Provost Valentina Purtell and NOCCCD Chancellor Dr. Cheryl Marshall talked to the multiple groups about the prose to accessible educational options for all. OCCORD then shared the legal aspects related to immigration and appeals, Deferred Action for Childhood Arrivals (DACA), and citizenship documentation preparation. The workshop will be repeated in February 2017 in collaboration with Cypress College and Fullerton College.

Community leaders on campus. SCE receives regular visits from educational leaders. The California Community College Chancellor's Office visited SCE for a tour in Fall 2015. Staff from the Chancellor's Office wanted to learn more about noncredit education from an institution completely dedicated to noncredit instruction and services. SCE was featured in the Chancellor's Office Report on the Adult Education Block Grant ([Investments That Count](#)). The California Department of Education visited SCE's English as a Second Language (ESL) Program in Winter 2016. Visitors acknowledged the breadth of SCE's instructional programs and services and the level of community connectedness. SCE's innovation, culture of inquiry, and work on the I-BEST pilot program was noted. SCE advised Irvine Valley College with expanding its noncredit ESL offerings. Lake Tahoe Community College sought SCE's expertise in establishing a noncredit program. Coastline Community College came to SCE for assistance with starting new DSS programs and services. A group of educators from Japan visited SCE to learn about noncredit, and how to better serve students with Autism Spectrum Disorder.

Many community leaders and organizations attend conferences and workshops hosted by SCE. The Association of Community and Continuing Education (ACCE) held conferences at the SCE Anaheim Campus in 2013, 2014, and 2015 ([ACCE Conference Fall 2016](#)). ACCE is the leading organization for noncredit education in California. Assemblywoman Young Kim attended the inaugural 2015 NOCRC Partners Breakfast ([Partners' Breakfast Information](#)

([NOCRC](#)), and a representative from her office attended the 2015 NOCRC Partners Breakfast. Assemblywoman Sharon Quirk-Silva and Senator Lou Correa attended the DSS Transition Night ([DSS Transition Night Flyer 2016](#)). Fullerton Mayor Jennifer Fitzgerald spoke at SCE's DSS Flag Day in 2016 ([Flag Day 2016](#)). Business leaders serve on SCE's career technical education bi-annual advisory committee meetings for the Administrative Assistant, Early Childhood Education, Medical Assistant, and Pharmacy Technician Certificate Programs. Industry experts present their professional experiences to students at workshops focused on college and career pathways.

Colleagues from many organizations spoke to SCE faculty and students. Dr. Keith Folse provided a workshop to ESL faculty in 2015 and 2016. Dr. Folse is a TESOL professor and author. Keynote speakers at the annual commencement ceremonies have included Bobby McDonald, Orange County Black Chamber of Commerce Executive Director, and Joe Baldo, Founder and Executive Director of Higher Ground Youth and Family Services.



Indicator 9.2: The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

SCE's partnerships lead to student service and internship opportunities in the community. These opportunities are in line with the school's mission and connect to student programs and learning experiences.

Internships and community service opportunities. The School of Continuing Education offers internships, externships and community service opportunities for students. CTE and DSS programs offer internships and externships. ESL and LEAP provide community service opportunities. Medical assistant and pharmacy technician students are required to complete an externship for certification. ECE students participate in preschool site visits and observations. DSS students job shadow staff on all three District campuses (e.g. SCE Admissions and Records, Fullerton College Café, and Cypress College gym). The DSS Workplace Skills Training classes intern at the SCE Helping Hands Clothing Closet, which provides professional attire to SCE graduates from the Administrative Assistant Certificate Program. Some community partners have provided volunteer work experience for students with disabilities. ESL students volunteer as translators during parent-teacher conferences at elementary schools.

SCE selects students to serve as volunteer leaders each year. Individuals complete applications and participate in an interview with the Provost, Administrative Services Manager, and Academic Senate President. Student leaders serve on shared governance committees and workgroups and represent the student body at District-wide activities. Students acquire

leadership skills, gain insight into school-wide processes, and network with school personnel. Student leaders provide feedback to the school on administrative, fiscal and academic matters.

Community reputation. SCE's reputation is reflected in the success and enthusiasm of students (Jennifer link branding workshop focus groups). Many students refer family, friends and neighbors to SCE programs. Close relationships with community partners such as school districts, OCDE, ROP, local businesses, and EDD has resulted in the creation of many pathways that lead directly to SCE programs. Business partners request employment referrals from SCE programs.

SCE continues to provide technical assistance to other community college faculty and administrators. Some colleges visit SCE, as referenced in Indicator 9.1, while others request that SCE visit their campuses. Community college districts such as Chabot-Las Positas and Los Angeles sought consultation with SCE regarding the development of their Adult Education Block Grant consortia. NOCRC was featured on the cover of a statewide publication focusing on promising practices developed through the State's consortia ([Investments That Count](#)). The article showcased the SCE-Gilbert West High School Lab (now the SCE-Gilbert South High School Lab) where 25 students earned their diplomas. These students would have been considered drop-outs from their neighborhood schools. Twenty-four of the 25 students stated their intention to transition to college and the 25th student became employed.

SCE employees participate in statewide leadership activities, serve in professional organizations, and present at conferences. Faculty and administrators serve on Community Colleges Chancellor's Office committees such as Noncredit Adhoc Workgroup, Title V Workgroups, Accountability, Curriculum, Student Success and Support, and Student Equity. Faculty represent SCE on the Academic Senate of the California Community Colleges. CTE administrators and faculty participate in the Regional Development Consortium. SCE's Provost has served as the ACCE vice president, president, past president, and the current legislative liaison. The DSS Director serves as California Association for Postsecondary Education and Disability (CAPED) president and co-chaired the 2015 CAPED Conference. DSS faculty serve as the co-chair of the ID/ASD CAPED Interest Group. Director of Campus Communications is the Southern California representative for District 6 of the National Council for Marketing and Public Relations (NCMPR).

SCE faculty and administrators have presented at many conferences. SCE leaders earned awards recognizing their efforts to increase student success. Past Matriculation Manager Anna Garza and past Provost Christine Terry received ACCE Lifetime Achievement Awards. SCE Manager Rita Pierce, Program Director Denise Simpson, and faculty Marsha Elliott were honored by California Assemblywoman Quirk-Silva with Women of Distinction Awards. SCE Program Directors and Managers and staff have received awards from the Department of Rehabilitation, Regional Center, League for Innovations, CASAS, and NCMPR. SCE students on the DSS Sea Otters basketball team receives annual recognition for their participation in the Special Olympics regional and state games. The team was invited to participate in the torch run of the Special Olympics World Summer Games 2015 in Los Angeles. The team was featured on KTLA-5 News and 100.3 FM radio.



Service projects and the community. Faculty, staff, and students give back to the community via school-wide and program-specific community service projects ([Community Health Charities 2016](#), [United Way 2016](#)). The District and American Red Cross help save lives with a bi-annual blood drive. Donations are collected school-wide for the Orange County Food Bank, Ronald McDonald House, and women, family, and homeless shelters. SCE volunteers participate in the [Ronald McDonald House \(2016 Holiday Party with Donations List\)](#), and the “Feasts from the Heart” Meal Preparation Program. Donations from staff are collected year round for the “Helping Hands” Clothing Closet. The SCE “Helping Hands” Clothing Closet was



started by full-time faculty, Tina McClurkin, as a way to give back to the students. Donations are made by staff from across NOCCCD. Students select one interview outfit and one casual work outfit upon their completion from the Administrative Assistant Program. They write thank you notes to various donors. The “Closet” moved to their new location in 2015 ([Helping Hands Clothing Closet Open House–2015](#)).

SCE hosts K-12 students on campus for career exploration and college planning activities such as DSS [Life After High School](#) tours, CTE Vital Link Career Pathways event, and Patrick Henry fifth and sixth grade workshops. SCE volunteers at Patrick Henry’s annual Read Across America Dr. Seuss Day. The school donated 900 promotional SCE bookmarks for the reading event. The School of Continuing Education partners with the North Orange County League of Women Voters to host voter registration drives. ESL hosts a bi-annual Citizenship Fair ([SCE Citizenship Fair](#)) as noted indicator 9.1.

Students participate in volunteer activities. Medical assistant students volunteer at community health fairs. DSS students host an annual Flag Day Ceremony for the public. Older adult sewing and knitting classes donate their work to charity organizations. ESL students donate to Operation Christmas Child.

Indicator 9.3: The school informs its community regarding its mission, its programs and learning opportunities, recognizing the benefits that community support can bring.

SCE recognizes the benefits of community support. The institution informs its community regarding the school’s mission, programs, and services.

Understanding and connecting to the community. SCE’s Institutional Research Office collects demographic data and performs analysis to understand and connect to the community. Findings are published in the Annual Report to the Community, Institutional Effectiveness Report, and Strategic Action Plan ([SCE 2014/15 Annual Report Final](#), [SCE Institutional Effectiveness Report](#), [SCE Action Plan - approved \(Strategic Plan\)](#)). These documents are available to the public. Hard copies are mailed to chamber of commerce presidents, government officials, and community partners. Demographic data and analysis is presented to SCE employees at the annual fall Opening Day event ([SCE Opening Day](#)). SCE’s Campus Communications Office acts on this research by target marketing and collaborating with organizations that assist disproportionately impacted individuals. The SCE class schedule is distributed quarterly to the community ([SCE Schedule](#)). The schedule contains information on the institution’s mission, programs, and services.

Alumni success. SCE students transition to college, career, and independence upon graduating from the school. Goal achievement is honored at SCE’s annual Scholarship Awards, Student Success ([Student Success Event 2016](#)), and Commencement Ceremony events ([SCE](#)

[Graduation Script 2016](#)). Alumni revisit SCE as guest speakers, peer mentors, event volunteers, and program advisory board members.

SCE's Basic Skills Program offers a free, two-week course aimed at transitioning students to Cypress College or Fullerton College. The CTE Program collaborated with community partners to conduct an employment outcome survey on 2015 career certificate graduates. SCE was the first noncredit institution to participate in the statewide survey. Survey respondents cited a 14.2% increase in hourly wage post CTE program completion. DSS students take public transportation independently and earn driver's licenses. A DSS alumnus spoke at the City of La Habra World Special Olympics Kick-off Rally. A DSS alumnus shared his story in an A&E Network docuseries in 2016. Older Adult Program alumni feature and sell artwork and publish stories and memoirs.

SCE's Adult College and Careers Transition (ACCT) Program creates pathways to opportunities. ACCT coordinates career exploration and college tours. CTE students are guided to the next step in their education. ECE students are introduced to Fullerton College's Child Development Program during a mini-conference with faculty. FSA students are familiarized with Cypress College's Mortuary Science Program during a facilities tour. ACCT partners with professional organizations such as the American Society for Quality (ASQ). Many ASQ members are alumni of SCE's Quality Assurance for Medical Devices Certificate Program. ASQ provides SCE students with resume writing and job search skills workshops. The partnership led to an ASQ Career Development Conference at SCE.

Community connectedness. SCE invites the community on campus for school events such as "Harvesting Opportunities" fall welcome event, ESL resource fairs, and DSS "Life After High School." Counselors host CTE information sessions each term. The Campus Communications Office coordinates outreach teams to attend resource fairs in the community. Examples of events include: Faces of Fullerton, Imaginology, Vital Link STEM Showcase, OC HeadStart Family Festival, City of Anaheim Community Information and Resource Fair, Garden Grove School District's Summer in the City, Buena Park High School's College and Career Fair, OC Re-entry Resource Fair, and La Vista and La Sierra College Night. Outreach teams participate in High School Senior Day, Family Night, and Kindercominata at Cypress College and Fullerton College.

DSS hosted the Orange County Community Conversation: Promoting Workplace Diversity in 2014. The conversation united educators, employers, and community leaders in increasing employment for individuals with disabilities. SCE held a special event, Commitment to Educational Access and Student Success. The event brought students, staff and the community together for a workshop to learn about the legal aspects of educational access. Orange County Communities Organized for Responsible Development (OCCORD) and the Public Law Center presented at the event which covered: deferred action for childhood arrivals (DACA), immigration and appeals, citizenship documentation preparation, and mental health and educational counselors ([Educational Access Event 2016](#)). SCE partnered with Patrick Henry Elementary, as referenced in indicator 9.2, for 10+ years. Workshops served as the first higher education learning experience for the elementary students. The fifth and sixth graders took information on SCE's programs home to their families.

Performances by the LEAP Tone Chime Choir, Senior Chorus, and Acting Troupe express SCE's attributes to the community. Kids' College and Teen Program students connect to the community with cello and violin recitals. Students in LEAP's fine arts programs host art and fashion exhibits for the public.

The school is connected to its community through 110 off-site locations. SCE is strengthening its connection with a name exploration and re-branding project ([SCE Brand Focus Group Partners](#), [SCE Sample Stakeholder Interview Guide](#), [SCE Website Redesign Feedback Report](#), [SCE Brand Messaging](#), [Website Update](#), [SCE Brand Workshop Descriptor List](#), [SCE Website Redesign RFP](#), [SCE Brand Focus Group Students](#)).

Indicator 9.4: The school ensures that the parents and school community understand online student achievement of the academic standards/school-wide learner outcomes through the curricular/co-curricular program.

SCE's Strengths and Key Issues for Criterion 9

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. SCE has excellent facilities and should host more events (e.g. OCCORD, National Geographic, Help Me Grow)
2. SCE has positive community relationships and partnerships that enhance student learning.
3. SCE truly embodies “community” through hosting classes at approximately 151 community-based locations (churches, schools, community & senior centers).
4. Student Ambassadors participate in events, outreach, and shared governance.

Key Issues:

1. Need better data collection (e.g. longitudinal post-SCE student outcomes, organizations that hired SCE students, transitions to community college).
2. Need to develop an alumni network.
3. Need to increase student participation in school-wide activities.
4. Continue to upgrade the SCE website.
5. Continue to work on re-naming and re-branding projects (e.g. more comprehensive branding presence on the campuses and in the community, new logo, signage, school offerings, student success).
6. Need for an annual student and stakeholder survey.
7. Need for a strategic, school-wide outreach plan.

Criterion 10: Action Plan for Ongoing Improvement

Indicator 10.1: The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

Action Plan, goals, timelines, and measures. The Action Plan outlines specific goals, timelines, responsible parties, instruments and accomplishment measures. The Plan includes three broad areas for SCE to address: institutional effectiveness, educational pathways, and student services. Recommended implementation steps have been identified in all three areas. The Provost's Cabinet assigns responsibility for each step to a SCE Director and an EXCEL spreadsheet has been set up to keep track of timelines, accomplishments, and instruments used ([SCE Action Plan, Timelines, Accomplishments](#)).

Implementation and monitoring of the Action Plan is continuous. Persons who are assigned responsibilities work throughout the year, update the EXCEL spreadsheet and report to the Provost's Cabinet regularly. Program Directors consult with their Dean and/or Provost as needed and collaborate with internal and external constituents to complete the work.

Annual review, changing conditions, and student needs. SCE's Action Plan is reviewed annually during a Provost's Cabinet meeting. The EXCEL spreadsheet is shared with the entire Cabinet. Faculty and staff review the work completed for the past year. Objectives are highlighted and noted as accomplished. Barriers to on-going items are discussed, ideas to solve problems are shared, and new recommendations are made. Additional implementation steps are integrated into the Action Plan following the Cabinet meeting.

The School's strategic planning retreat is scheduled annually and the WASC Action Plan is part of the School's Strategic Plan ([SCE Provides Guided Pathways Newsletter-Strategic Planning Event 4-8-16](#)). Program Directors, staff and faculty meet during a half-day or full-day planning retreat. The events are constructed with a variety of team building activities and exercises that help SCE identify strategies to focus on for the upcoming year. Any strategies that fit into the WASC Action Plan are brought through the Provost's Cabinet and added to the Plan.

The School of Continuing Education's Provost's Cabinet and other shared governance committees, such as Academic Senate and Budget Committee, are responsible for verifying that the School responds to changing conditions and the needs of students. Shared governance committees meet monthly ([SCE Committee and Workgroup Meeting Calendar](#)) and there are formal processes that are followed to move information through the governance committees strategically. Most of the committees include constituents from across SCE such as faculty, classified staff, Program Directors and Managers, and students. The Academic Senate is an exception. SCE's Senate is a "Senate of the Whole" which means all full-time faculty are members of the Senate. Eight adjunct faculty are elected to the Senate. Senate meetings are open to all, however, faculty are the only persons with voting authority.

Action Plan and student learning needs. Students are the primary emphasis of SCE's Action Plan. Each of the three broad action items target students. Institutional effectiveness focuses on student learning outcomes and data collection. Steps for educational pathways expand the connections between SCE, District and community partners. The School plans to better help students transition from local high schools to the District's three schools and to help students continue their progress toward a variety of school and vocational goals. Many students will finish one SCE program and start another. Other people will matriculate to Cypress College and Fullerton College. Transition to employment upon completion of educational goals is a strong component of educational pathways. One Action Plan area is student services. This area completely focuses on improving and expanding supports that will help students be successful.

Indicator 10.2: As a result of the accreditation process, the school has identified key issues (short- and long-term) that will impact student learning and increase the achievement levels of students.

Identify key issues. Each focus group discussed the School's strengths and identified key issues for that area. Focus groups met to respond to the prompts in the WASC manual for each criterion. Group members reflected upon and identified areas to be addressed and listed those ideas under key issues. The groups prioritized the key issues. The work of all focus groups was documented in a Google form that was built into [SCE's WASC Accreditation website](#). A sub-group of the Provost's Cabinet compiled each group's strengths and key issues ([Strengths Key Issues for Provost's Cabinet Discussion 9/16/16](#)).

Prioritization of key issues. A qualitative approach was used to consolidate key issues into several broad areas. Similar issues were clustered together and labeled broadly to see how they would naturally fit together ([Natural Fit Possible Action Plan Areas, draft 9/16/16](#)). The key issues were also clustered under broad categories that had been developed through the strategic planning process this past year to see if there was a good fit between the key issues and the areas that the school already identified is critical to consider ([Forced Fit Possible Action Plan Areas, draft 9/16/16](#)). The sub-committee decided that this second approach was viable, and the compiled EXCEL spreadsheet was shared during a Provost's Cabinet meeting scheduled for review and development of the Action Plan. SCE's Provost reviewed the most recent strategic planning outcomes ([Provost's Cabinet WASC Work Party](#)) and the Senate President reviewed the clusters ([Forced Fit Possible Action Plan Areas, draft 9/16/16](#)). The sub-committee identified the following clusters: workforce prep, accelerated learning, independent living, student services, educational pathways, and online education. Potential clusters were then condensed to three areas because it appeared that these three broad areas could encompass most of the key issues that the school would like to address. The three areas included: accelerated learning, student services, and educational pathways.

The special Provost's Cabinet meeting was held and the preliminary work of the focus groups and the Cabinet sub-committee was shared. Members of the Cabinet were divided into three groups. Each group was tasked with reviewing one of the three broad areas and the action items associated with that specific area. Recommendations were made to modify implementation steps or strategies and to add steps that the groups deemed beneficial. Groups could also delete items that did not seem to warrant consideration in the Action Plan. The Provost's Cabinet made a recommendation to drop accelerate learning as a broad area, and substitute institutional effectiveness ([Action Plan Discussion 9/20/16](#)).

Stakeholder input. Provost's Cabinet is a shared governance committee whose members include faculty, classified staff, Program Directors and Managers, and students. All internal constituents have representation in the Provost's Cabinet with the opportunity to review and contribute to the Action Plan. The Action Plan, including the Self-Study Report, was reviewed by the District's Chancellor's Office and Board of Trustees. The Report was shared with external constituents several ways. The final Action Plan and Self-Study Report were forwarded to the WASC Visiting Chair and Team and is posted on the SCE website.

Indicator 10.3: The school has procedures in place to implement the Action Plan with the support of stakeholders.

Implementation and support of stakeholders. Action Plan implementation steps have been assigned to key individuals and groups throughout SCE. The Provost's Cabinet makes recommendations to the Provost who then meets with Provost's Staff to finalize assignments. Completion of tasks are assigned to individuals or groups for implementation, however, one person is assigned responsibility for monitoring the task. Task assignment is typically made based upon the SCE program that would be most responsible for implementation. The Student Support and Success Program director might be assigned monitoring responsibility for the implementation of new services in that area. The assigned individual is responsible for updating the EXCEL spreadsheet used to monitor progress on action items and to report to the Provost and Cabinet. The Provost has responsibility to ensure that the Action Plan is implemented and that the outcomes are achieved.

Governing body and resources for key issues. Funding for activities and events comes from multiple resources. The Provost's Cabinet is the primary decision-making body for SCE and the Budget Committee is responsible for making recommendations to the Cabinet. The school has a manager of Administrative Services who provides leadership and guidance regarding available resources, and the laws and rules about the use those resources. SCE and the District make decisions through a variety of planning processes such as the SCE Strategic Plan, District Strategic Plan, District Facilities Master Plan, and NOCRC Regional Comprehensive Plan. SCE and the District utilize these planning processes to identify student, school and district needs. The philosophy is to identify and prioritize the need first so that the school can better direct the resources to meet the needs of students. Resources are limited and SCE has found that identifying and prioritizing needs first, regardless of available resources, means that the school is always able to act quickly when resources become available.

Stakeholders voice. Stakeholders are provided with many opportunities to have a voice in the regular review and revision of the Action Plan (see 10.1 through 10.3 above).

Indicator 10.4: The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

Monitoring and oversight. The Action Plan specifies how improvement efforts will be monitored (see 10.1 through 10.3 above).

Reporting to stakeholders. Progress is reported to all stakeholders (see 10.1 through 10.3 above).

Indicator 10.5: The school-wide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

User-friendly Action Plan. SCE's Action Plan is intended to be a practical, hands-on tool for internal constituents to use and all stakeholders to understand. The plan outlines processes related to the development and implementation of the plan, and highlights how the plan is to be monitored. Three broad Action Plan outcomes include individual implementation steps that have been clearly identified and have been used in the monitoring instrument (see 10.1 through 10.3 above for more details).

Governing Board and resource allocation. The Board strongly considers the Action Plan for the School of Continuing Education when making decisions regarding resource allocation. This is true of SCE's sister colleges, Cypress College and Fullerton College. The District utilizes a variety of planning processes to best make decisions regarding the use of limited resources as explained in 10.3 above.

Action Plan and decision-making. The Action plan is utilized by SCE's Provost's Cabinet and Budget Committee for discussions related to resource allocation (see 10.3 above).

SCE's Strengths and Key Issues for Criterion 10

Most of the focus groups completed drafts of their criterion and then reconvened to brainstorm strengths and key issues. In addition to the review of the self-study findings, the groups held discussions about what they believed to be strengths and key issues based on the ideas from multiple sources such as the criterion drafts, informal student feedback (i.e. conversations with students in class and on campus), participation in shared governance committees, and other SCE activities (e.g. strategic planning events, NOCRC Project Asparagus I-BEST Symposium).

Strengths:

1. SCE Action Plan is integrated with the SCE Strategic Plan, NOCCCD Strategic Directions and Plan, and the plans for several initiatives, such as AEBG, SSSP, Student Equity and Basic Skills Initiative
2. All internal stakeholders had an opportunity to provide input into the SCE Action Plan
3. Completion and progress monitoring mechanisms are clearly identified
4. SCE Action Plan and progress toward its completion are widely communicated to the SCE stakeholders

Key Issues:

1. Involve external stakeholders in contributing to the SCE Action Plan
2. Improve the integrated planning model by further incorporating the plans for initiatives into one SCE Strategic Plan
3. Review and condense implementation steps from various plans to avoid duplication

Chapter IV. Revising the School Action Plans

A sub-committee of the Provost's Cabinet summarized each focus group's identified strengths and key issues ([Strengths Key Issues for Provost's Cabinet Discussion 9/16/16](#)).

Preliminary Clusters of Key Issues

Preliminary clusters. The same Provost's Cabinet sub-committee developed a preliminary clustering of key issues derived from the self-study report that could lead to the development of an Action Plan. The sub-committee reviewed the strengths and key issues from all criterion areas, and the following six preliminary clusters were identified:

Workforce Preparation

1. Consider having a stakeholder event for all SCE programs that is similar to the annual DSS stakeholder meeting.
2. Develop CTE and workforce preparation curriculum to respond to the current demands of local industry.
3. Need better data collection (e.g. longitudinal post-SCE student outcomes, organizations that hired SCE students, transitions to community college).
4. Need to develop an alumni network.

Accelerated Learning

1. Implementation of TracDat to support the SLO assessment cycle, evaluate SLO data, and use the data to improve student learning.
2. The need to fully implement the SLO assessment cycle.
3. The need to use student learning data for planning and decision-making.
4. Continue progress toward completion of the SLO assessment cycle.
5. Implementation of TracDat.
6. Closing the loop on the assessment of SLO, and modification to curriculum and instruction based on the SLO assessments.
7. SCE needs to develop more sophisticated tools to collect data. Faculty are documenting progress and using the outcomes to inform change in the classroom, but better data collection tools are needed.

Independent Living

1. From Strategic Planning.

Student Services

1. Materials available in multiple languages.
2. SCE needs to better share all that we do well. We are a best kept secret.
3. SCE needs to identify potential student populations for its specific instructional programs and conduct targeted outreach.
4. Need to identify a single assessment tool for all SCE.
5. Administration of the paper and pencil version of the TABE.
6. Not all new CTE students have received assessments.
7. Administration of the CASAS to all off-site ESL locations.
8. Lack of test preparation materials to address students with limited technology skills, minimal testing experience, and test anxiety.
9. Lack of dedicated assessment space at all 3 main campuses.
10. The weaknesses for Student Support include no financial aid (most of the classes are free), no health services, need for additional space and facilities leading to a stronger campus learning environment).
11. Continue re-building student support services that were cut during the recession.
12. Need to increase student feedback for adjunct and full-time faculty.
13. Have all documents reviewed by the Public Information Officer to ensure accuracy of information.
14. Need a reliable funding source for purchasing equipment.
15. Improve the formal evaluation process for facility and equipment utilization.
16. Need to increase student participation in school-wide activities.
17. Continue to upgrade the SCE website.

18. Continue to work on re-naming and re-branding projects. Create a more comprehensive branding presence on the campuses and in the community, new logo, signage, school offerings, and student success.
19. Need annual student and stakeholder survey.
20. Need for a strategic, school-wide outreach plan.

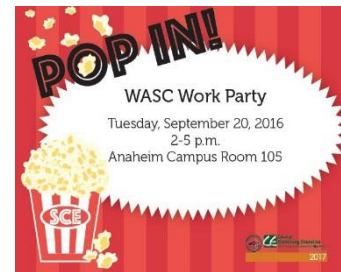
Educational Pathways

1. Ensuring alignment with course, program and institutional SLO.
2. Closure on the latest review of the Mission statement.
3. SLO, Mission and Vision statements need to be more effectively included in marketing materials, displayed on campus, and incorporated into SCE discussions.
4. Continue the comprehensive Program Review process.
5. Implementation of TracDat to manage SLO data.
6. Ensure that all off-site staff and faculty have easy access to technology.
7. Need a comprehensive orientation for all employees.
8. Need program manuals for staff.
9. Need to develop training for effective communication.
10. Need more professional development activities for classified staff.
11. Incorporate college readiness skills into basic skills curriculum.
12. SCE needs to involve Cypress College and Fullerton College in creating guided pathways in basic skills and career technical education.
13. Technology for off-site locations (e.g. computers, secure internet access).

Online Education

1. SCE needs to explore options for online education.
2. SCE needs additional space.

Provost's Cabinet Review. The preliminary clusters ([Forced Fit Possible Action Plan Areas, draft 9/16/16](#)) and all strengths and key issues ([Strengths Key Issues for Provost's Cabinet Discussion 9/16/16](#)) were presented and discussed during the 9/20/16 Provost's Cabinet meeting, [Provost's Cabinet WASC Work Party](#). The Provost's Cabinet was divided into three workgroups during the meeting. The groups reviewed all the materials, and made recommendations for SCE's new WASC Action Plan. The Cabinet recommended that the WASC Action Plan focus on three broad action items: Institutional Effectiveness, Educational Pathways, and Student Services. Recommended implementation steps based on the original work of the focus groups, and additional recommendations from the Provost's Cabinet were then clustered under each of the three broad action items ([Action Plan Discussion 9/20/16](#)).



Incorporation of other plans. With the goal of integrating the WASC Action Plan into the SCE Strategic Plan, a sub-committee of the Provost's Cabinet reviewed the previous year's strategic planning processes (e.g. SCE Strategic Plan, NOCCCD Mid-Term Update to the Educational Master Plan, NOCRC Regional Comprehensive Plan, Student Equity Plan, Student Success and Support Plan, Basic Skills Initiative), and aligned the implementation strategies identified in those plans with the WASC Action Plan thus creating one comprehensive SCE Strategic Plan. The SCE Strategic Plan delineates between the implementation steps identified through the WASC self-study and those identified through other institutional planning processes. A draft of the full plan was presented to the WASC leadership team (Provost's Cabinet) for final approval.

WASC Action Plan

There are three broad Action Plan areas: Institutional Effectiveness, Educational Pathways, and Student Services. Each table below identifies recommended implementation steps for each broad area, and a “plan of alignment” (right column). Items identified as “WASC” were generated through SCE’s current accreditation self-study. The following list identifies the different plans:

Action Plan (key)

Steps: Recommended Implementation Steps

DIR: NOCCCD Strategic Direction

- District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses
- District Strategic Direction 2: The District will annually make progress toward eliminating the documented achievement gap among race/ethnicity groups.
- District Direction 3: The District will annually improve the success rate for students moving into:
 - The highest level possible credit basic skill courses in mathematics, English, English as a Second Language from noncredit basic skills instruction in the same discipline and
 - College level courses in mathematics, English, English as a Second Language from credit basic skills courses in the same disciplines and
 - The next higher course in the sequence of credit or noncredit basic skills courses in mathematics, English, and English as a Second Language.
- District Strategic Direction 4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.
- District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, and businesses.

SLO: Student Learning Outcome

- **1:** Institutional Student Learning Outcome 1 (Empowerment to be life-long learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry and goal-setting skills.)
- **2:** Institutional Student Learning Outcome 2 (The ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking and problem solving skills as well as an understanding of the value of diversity.)

Align: Plan Alignment (key)

- **AEBG:** NOCRC Regional Comprehensive Plan (Adult Education Block Grant)
- **BSI:** Basic Skills Initiative
- **DIR:** NOCCCD Strategic Direction
- **Equity:** Student Equity Plan
- **Master:** NOCCCD Mid-Term Update to the Educational Master Plan
- **Method:** Methods to assess, monitor, and report progress
- **PER:** Person(s) responsible for follow-up
- **RES:** Resources needed
- **SSSP:** Student Success and Support Plan
- **Time:** Timeline for completion
- **WASC:** Self-Study Action Plan (and SCE Strategic Plan)

Key Issues and Rationale

Institutional Effectiveness. The WASC Leadership Team decided that Institutional Effectiveness is one WASC Action Plan area of focus. Statewide accountability continues to be a major focus for community colleges and postsecondary education. SCE is one of the State’s largest community college, noncredit providers, and one of only two stand-alone, noncredit institutions in California. The school will continue to provide leadership for noncredit accountability in areas such as: SLO development, SLO assessment, development and report of noncredit student success indicators, and modification to curriculum instruction based on data related to student outcomes.

Goal: Develop processes and mechanisms to integrate all SCE planning initiatives, evaluate their effectiveness, and design continuous improvement cycle.								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Develop ways to effectively communicate mission and vision to SCE stakeholders.	1	5	WASC	Comm. Dir.	Fall 2017	Time, Money	Re-branding, Committee report out, New website, Marketing materials, Surveys of stakeholders
2.	Ensure alignment of course, program, and school-wide SLO’s.	1	4	WASC	Senate, Cabinet	Spring 2017	Time	Provost’s Cabinet Review, TracDat, SLO database
3.	Incorporate SLO assessment data to inform institutional planning and decision-making, including curriculum and instruction.	1	4	WASC	Senate, Cabinet	Spring 2018	Time, Money, TracDat	TracDat reports, Senate discussions, Provost’s Cabinet & subcommittees
4.	Develop a school-wide planning and evaluation cycle by integrating SCE Action Plan, SCE Strategic Plan, and NOCCCD Strategic Plan.	1	4	WASC	Cabinet	Spring 2017	Time	Written plan, Formalized process & procedures

<p align="center">Goal: Develop processes and mechanisms to integrate all SCE planning initiatives, evaluate their effectiveness, and design continuous improvement cycle.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
5.	Design and implement campus climate survey.	1	4	WASC	Research Director	Fall 2017	Time	Formal survey & report
6.	Identify milestones for enrollment and completion, stop-out obstacles, and post-SCE outcomes.	1	1,3	WASC	Provost's Staff	Spring 2018	Time, Degree Works	Written report
7.	Develop/Enhance more tools to collect and access data, including: <ul style="list-style-type: none"> • TracDat to support the SLO assessment cycle, evaluate SLO data, and use the data to improve student learning • SPMS (enrollment management tool) • ARGOS Reports • CASAS data, BANNER data, TABE data, iGrade, iTendance (and new program) • Tools to evaluate the effectiveness of local initiatives 	1	4	WASC	Program Directors, Senate	Spring 2018	Time, Technology	Reports to Provost's Staff & Provost's Cabinet
8.	Revise Program Review to ensure its alignment with the current needs of SCE.	1	4	WASC	Provost's Staff	Fall 2017	Time	Written process, implementation plan
9.	Offer professional development activities to promote Institutional Effectiveness.	1	4	WASC	ProD Committee, AEBG	Spring 2018	Time	ProD calendar, Promotional flyers, Seminar surveys
10.	Design institutional research agenda to enhance SCE's capacity to use data to improve student outcomes.	1		Master	Research Director	Spring 2018	Time, Technology	Presentations & written reports to Senate & Provost's Cabinet
11.	Expand Administrative Services to meet additional requirements of AEBG (function as fiscal agent for the consortium).	1	4	Master	Manager of Admin. Services	Spring 2017	Time	Written procedures for NOCRC, Fiscal records
12.	Create a fully functioning Institutional Research and Planning Office space.	1	4	Master	Research Director	Spring 2017	Time, Money	Report new hires, Updated org chart
13.	Establish an SLO assessment data review cycle to ensure that learning outcomes are measurable, observable, and achievable.	2	1	Master	Faculty, Program Directors, Curriculum Committee	Fall 2018	Time, Prof. Expert	Approved curriculum

Educational Pathways. The WASC Leadership Team decided that Educational Pathways is the second WASC Action Plan area of focus. One major action institutions can take to increase the likelihood of student success is to develop strong educational pathways. SCE may be in the best position of any institution in California to develop model pathways. SCE is a stand-alone noncredit school within NOCCCD and it is a central member of the NOCRC. SCE instructional programs have long-standing relationships with the District’s credit colleges (Cypress College and Fullerton College), and the local K-12 districts. Many pathways exist directing students from K-12 schools to both the credit and noncredit institutions within NOCCCD, and SCE is helping to strengthen the existing pathways and create new pathways through NOCRC and District-wide planning.

Goal: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Incorporate college and workforce readiness skills into curriculum.	2	1	WASC	Basic Skills & CTE Directors, Senate	Spring 2018	Time, Prof. Expert	Approved curriculum
2.	In collaboration with Cypress College and Fullerton College, map out competencies and form articulation agreements in CTE and basic skills with the goal of creating guided pathways.	2	1,3	WASC	Basic Skills & CTE Directors, Senate, AEBG	Fall 2018	Time, Prof. Expert	Written articulation agreements & diagrams
3.	Revise existing and develop new CTE and workforce preparation curriculum to respond to the current demands of local industry.	2	1	WASC	Basic Skills & CTE Directors, Senate, AEBG	Spring 2018	Time, Prof. Expert	Approved curriculum
4.	Create a visual model illustrating academic and career pathways within SCE and beyond. Develop effective ways to communicate the pathways to students.	2	1	WASC	Program Directors, Senate, Comm. Dir.	Fall 2017	Time	Pathways diagram(s)
5.	Offer professional development activities to all staff with the goal of raising awareness of existing educational pathways and transitional activities.	2	1	WASC	ProD Committee	Fall 2018	Time	ProD calendar, Promotional flyers, Seminar surveys
6.	Expand the use of instructional methodologies that lead to accelerated learning: <ul style="list-style-type: none"> • I-BEST • Dual enrollment • Other models 	2	1,3	WASC	Program Directors, Senate, Curriculum Committee, AEBG	Fall 2018	Time	Class schedule & catalog, Updated curriculum

<p>Goal: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
7.	Identify additional instructional space for new and emerging programs: <ul style="list-style-type: none"> • Better integrate facilities planning with educational needs • Maximize space utilization • Consider flexible scheduling to better meet student needs • Explore options for online education 	1	4	WASC	Provost's Staff	Spring 2019	Time, Bond money, AEBG	Institutional planning documents, Class schedule & catalog
8.	Develop online courses as an alternative delivery method for selected programs (e.g. HSDP ESL, and CTE).	2	1,3	Master	Senate, Basic Skills, CTE & ESL Directors	Fall 2019	Time, Alternate Media Specialist	New curriculum, Class schedule & catalog
9.	Continue to evaluate the need for additional off-site High School Diploma Labs.	2	1, 5	AEBG	AEBG, Basic Skills	Spring 2018	Time, Money, Facilities, AEBG, DSS, SSSP	AEBG Basic Skills Workgroup discussions and research
10.	Expand High School Lab (on-site) Direct Instruction.	2	1	AEBG	Senate, Basic Skills Directors, AEBG	Spring 2017	Time, Facilities	Class schedule & catalog
11.	Develop Basic Skills Online Training for tutors.	2	3	AEBG	AEBG Basic Skills Directors	Fall 2017	Time, Money	Implementation of online module
12.	Increase the numbers of students completing CDCP noncredit certificates and transitioning to college credit offerings.	2	1.3	BSI	Senate, CTE, DSS, Basic Skills, & ESL Directors	Spring 2018	Time	Certificate completions, Report number of transitions to credit, Articulation agreements, New curriculum
13.	Provide comprehensive and targeted support services to increase the number of students transitioning to college credit.	1	1	BSI	SSSP, & DSS Program Directors	Spring 2018	Time, Money	Report number of transitions to credit, Report on student services provided
14.	Design trade-specific noncredit-to-credit pathways.	2	1	Master	CTE Dir., Senate	Spring 2018	Time, Prof. Expert	Articulation agreements, Written diagrams
15.	Transition CTE pedagogy from lecture-based to skill-based and contextualized Learning.	2	1	Master	CTE Dir., Senate, Curriculum Committee	Spring 2019	Time, Prof. Expert, Tech	New curriculum, New technology

<p>Goal: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
16.	<p>Updates to CTE programs:</p> <ul style="list-style-type: none"> • Restructure the Medical Assistant, Computers, and Administrative Assistant programs • Electrical Trainee program will receive state-approved certification • Mobile Media transition from a credit to noncredit certificate program • Alignment of Quality Assurance for Medical Devices to the biotechnology and bio-manufacturing credit programs 	2	1	Master	CTE Dir., Senate, Curriculum Committee	Fall 2019	Time, Prof. Expert	New curriculum, Articulation agreements
17.	<p>Expand the I-BEST program:</p> <ul style="list-style-type: none"> • Include more CTE courses • I-BEST counseling course in partnership with Fullerton College • Spanish Literacy and Beginning Literacy at the Anaheim Campus 	2	1	Master, AEBG	AEBG Combined Workgroup Basic Skills, ESL, DSS Program Directors	Spring 2018	Time, Money, Prof. Expert	Class schedule & catalog
18.	<p>Explore new CTE programs:</p> <ul style="list-style-type: none"> • Bookkeeping • Personal Care Aide • Patient Care Technician • Certified Nursing Assistant • Hospitality • Culinary Arts • Other Health Care Professions 	1	1	Master	AEBG Combined Workgroup Senate, Curriculum Committee	Spring 2018	Time, Prof. Expert	New curriculum
19.	<p>New DSS Offerings:</p> <ul style="list-style-type: none"> • Work experience • Safe use of social media • Self-advocacy • Cooking (AC) 	1	1	Master	AEBG DSS Workgroup DSS Dir.	Fall 2017	Time	Class schedule & catalog
20.	<p>Introduce Universal Design principles to curriculum and facilities design.</p>	1	1	Master	Senate, Provost's Cabinet, Curriculum Committee	Fall 2017	Time, Money, Tech	New curriculum, Classroom technology

<p>Goal: Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
21.	<p>Updating ESL Curriculum:</p> <ul style="list-style-type: none"> • More language skills-based courses • Converting the integrated courses into new specialty courses • Offer keyboarding and basic computer classes targeting higher levels and Academic Success • ESL Lower-Level Academic Success Program 	1	1	Master, AEBG	ESL Dir., Senate, Curriculum Committee	Spring 2018	Time, Prof. Expert	New curriculum
22.	Strengthen the home-based entrepreneurship program for handy and creative arts businesses operated by older adults (LEAP).	1	1	Master	LEAP Dir., Curriculum Committee	Fall 2017	Time, Prof. Expert	Updated curriculum
23.	Redesign the Joyful Parenting curriculum to be more developmentally appropriate and in line with school readiness initiatives (LEAP).	1	1	Master	LEAP Dir., AEBG, SASS Workgroup Curriculum Committee	Spring 2017	Time, Prof. Expert	Updated curriculum
24.	<p>Design curriculum for older adults re-entering the workforce (LEAP):</p> <ul style="list-style-type: none"> • Healthy aging • Balance and mobility • Fitness • Computer basics • Discover the Internet • Job skills • Workforce re-entry • Home-based business program 	1	1	Master, AEBG	LEAP Dir., AEBG, SASS Workgroup Curriculum Committee	Fall 2017	Time, Prof. Expert	Updated curriculum, Class schedule & catalog
25.	<p>Develop curriculum emphasizing a hands-on approach to science and engineering (LEAP; STEM Program for Kids). Engineering of:</p> <ul style="list-style-type: none"> • Roller coasters • Robotics • Aerospace engineering • Lego robotics • Stop-action animation • Computer sciences 	2	1	Master	LEAP Dir, Curriculum Committee	Fall 2018	Time, Prof. Expert	Updated curriculum, Class schedule & catalog

Student Services. The WASC Leadership Team decided that Student Services is the third WASC Action Plan area of focus. SCE recognizes that student services is another critical area for a school to invest that will lead to greater student success. The school has been focusing on major strategies developed through new funding streams such as SSSP, Student Equity, and AEBG. The WASC self-study highlights many of these areas, and provided new insights to further build student services.

Goal: Align student services from various funding streams to improve student performance as measured by common indicators.								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
1.	Implement strategies to enhance the effectiveness on intake services for speakers of multiple languages in SCE service area.	1	2	WASC	SSSP & ESL Program Directors	Fall 2017	Time, Tech	Updated intake procedures, New technology
2.	Create a comprehensive brand presence (2017), website (2018), and targeted outreach plan in SCE service area.	1	5, 2	WASC	Comm. Director	Fall 2017	Time, Money	Re-branding, Committee report out, New website, Marketing materials
3.	Continue to identify potential student populations within SCE, the District, and the community for specific instructional programs and conduct internal and external targeted outreach to those populations.	1	2	WASC	Research Director	Fall 2017	Time	Written reports
4.	In anticipation of the state-required common assessment initiative, implement common assessment for CDCP SCE students with pre-test for student practice.	2	1,3	WASC	SSSP Dir., Senate	Fall 2017	Time, Facilities	Assessment protocols, Assessment facilities
5.	Explore the opportunities to expand financial resources for SCE students through Student Services.	1	1,5	WASC	ProD, Provost's Cabinet	Spring 2018	Time, Money	New scholarships
6.	Identify essential student service gaps and develop a plan to address them.	1	1,2	WASC	Senate, Provost's Cabinet, SSSP Dir.	Fall 2017	Time, Money	Written plans
7.	Increase student participation in school-wide activities.	1		WASC	Provost's Cabinet, Manager of Admin. Services	Spring 2017	Time	Increased Student Leaders, Increased participation in activities (reflected in meeting minutes, photographs)

Goal: Align student services from various funding streams to improve student performance as measured by common indicators.								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
8.	Develop and distribute a matrix of available resources for various support services, such as babysitting, mental health assistance, etc.	1	1	WASC	SSSP Dir., Senate	Spring 2017	Time, DSS Counselor	Written & online reports
9.	Identify space at the three SCE Centers for new and emerging student services, for example, student center, assessment center, etc.	1	4	WASC	Budget Committee, Provost's Cabinet	Spring 2018	Time, Bond money, Tech	New or re-purposed facilities
10.	Construct DSS career and job development center at the Anaheim Campus. Identify a space and create a DSS Career and Job Development Center.	2	1	Master	AEBG, DSS Workgroup & Dir.	Spring 2018	Time, Bond money, Facilities, Tech	New or re-purposed facilities
11.	Introduce placement assessment for listening, speaking and writing (ESL).	1	3	Master	ESL & SSSP Dir.	Fall 2017	Time, Tech	New assessment
12.	Propose faculty driven educational advocacy program for parents, caregivers, and other adults who impact the educational attainment of minor children (LEAP).	1	1	Master	AEBG, SASS Workgroup Senate, LEAP Dir.	Spring 2018	Time, Facilities	Program plan
13.	Assign Counselors to local high schools to provide efficient transition counseling (SSSP, DSS).	2	5	Master, AEBG	AEBG & Basic Skills Workgroup SSSP & DSS Dir.	Spring 2017	Faculty, AEBG, DSS, SSSP	Counseling faculty with off-site hours

<p align="center">Goal: Align student services from various funding streams to improve student performance as measured by common indicators.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
14.	Develop specialized counseling and services: <ul style="list-style-type: none"> • Crisis management for students with mental health challenges • Executive functioning skills for students with Autism Spectrum Disorder (ASD) • Instructional support for students with vision loss taking ESL courses including instruction in intensive technology • Professional development activities that help faculty and staff better serve students with diverse learning needs • Provide specialized instructional lab at Anaheim to better support the needs of students with ASD and students with other neuro-diverse learning needs 	1	1	Master, AEBG	AEBG, DSS Workgroup & Dir.	Spring 2018	Facilities, Bond money, AEBG	New counseling faculty, staff, New labs, ProD activities
15.	Develop Admissions and Records planning parameters to implement priority registration for SCE students enrolling in CDCP courses.	2	1	Master	DREAM Team	Fall 2017	Time	Written procedures for priority registration
16.	Increase student engagement through expansion of the SCE student leadership program.	1	2	Master	Budget Committee, Provost's Cabinet	Spring 2017	Time	Increased Student Leaders

<p align="center">Goal: Align student services from various funding streams to improve student performance as measured by common indicators.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
17.	<p>Increase services leading to greater student access and success (SSSP):</p> <ul style="list-style-type: none"> • Orientation <ul style="list-style-type: none"> ○ In-person and online self-paced • Assessment and placement <ul style="list-style-type: none"> ○ HSDP, ESL, CTE ○ Computer-based ○ Paper-based ○ Multiple measures ○ Scheduled times ○ Designated locations ○ Require diagnostic assessments in math and English for students enrolling in CTE programs • Counseling <ul style="list-style-type: none"> ○ Onsite, off-site ○ Progressive • Follow-up services <ul style="list-style-type: none"> ○ Better serve students with limited English and technology skills • Noncredit Student Education Plan (NSEP) 	2	1	Master, SSSP	SSSP Dir., Senate	Fall 2017	Time, Money, Facilities	Reports documenting increased SSSP services provided
18.	<p>Implement support services to assist student retention and transition:</p> <ul style="list-style-type: none"> • “Early alert” system to support retention efforts (SSSP) • Mid-point checks for all students and programs (SSSP) • Increase and improve articulation agreements with Cypress College and Fullerton College (SSSP) • Offer Transition to College courses at the Anaheim and Wilshire locations (SSSP) • Off-site ESL Classes Counseling • ESL Noncredit-to-Credit Mentorship Program 	1		Master, AEBG	SSSP Dir.	Spring 2018	Time, Tech	Report of early alerts and interventions, Articulation agreements, Class schedule & catalog

<p align="center">Goal: Align student services from various funding streams to improve student performance as measured by common indicators.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
19.	<p>Increase male student enrollment in CTE, Basic Skills, and ESL programs (access):</p> <ul style="list-style-type: none"> • Counseling faculty promote CTE options to the students enrolled at the off-site HSDP labs (SSSP) • The DSS program will outreach to AEBG partners with the goal of enrolling more students with disabilities in CTE programs 	2	2	Master, SSSP, Equity	CTE, DSS, & SSSP Directors	Fall 2017	Time, AEBG & Student Equity money	Written report
20.	<p>Increase success of CTE course and program completion by African American (male) and Pacific Islander (female/male) students (course completion):</p> <ul style="list-style-type: none"> • SSSP faculty will refer students at risk of failing CTE to the Basic Skills Learning Center for support <ul style="list-style-type: none"> ○ Instruction in math, reading and writing • Instruction that is contextualized and individualized 	2	2	Master, SSSP, Equity	CTE & SSSP Directors Student Equity Reps	Fall 2017	Time, Student Equity money	Written report
21.	<p>Increase noncredit-to-credit transfer rate of Latino/Hispanic, White Non-Hispanic, African American, and American Indian High School Diploma Program students and ESL Academic Success students (transfer): HSDP and ESL students transferring to credit will be identified and referred to the Transitioning to College course</p>	2	2	Master, SSSP, Equity	CTE & SSSP Directors Student Equity Reps	Fall 2017	Time, Student Equity money	Written report

<p align="center">Goal: Align student services from various funding streams to improve student performance as measured by common indicators.</p>								
	STEPS	SLO	DIR	ALIGN	PER	TIME	RES	METHOD
22.	<p>Upgrade/add space for ESL & SSSP assessment centers:</p> <ul style="list-style-type: none"> • Expand counseling services to meet the SSSP mandates and to support guided pathways • To better support DSS testing accommodations for students in CTE programs • To improve the intake flow for ESL students • To ensure compliance with data reporting requirements for adult education initiatives: AEBG, WIOA, SSSP <p><i>Note: All 3 campuses provide assessment service. This item is to increase facilities so SCE can meet student needs. Facility improvement needs vary from campus to campus.</i></p>	1	4	Master	Budget Committee, Manager of Admin. Services, ESL & SSSP Directors	Fall 2017	Time, Money	New or re-purposed facilities
23.	<p>Develop plan for facility improvements to better serve students:</p> <ul style="list-style-type: none"> • Provide study space for students through renovation of existing facilities • Build high-capacity classrooms • Reinforce play yard fence and install a panic bar inside the fence (Wilshire for Parenting and Kids' College classes) • Remodel of the WISE kitchen to allow for more practice stations 	1		Master	Budget Committee, Manager of Admin. Services, DSS & LEAP Directors	Fall 2017	Bond money	New or re-purposed facilities

Glossary

Term	Definition
ACCT	Adult College and Career Transition
AEBG	Adult Education Block Grant (<i>previously known as AB86</i>)
AC	Anaheim Campus
Apportionment	Funding based on actual hours of student attendance
ARGOS	Report generating application for the NOCCCD database Banner
ARISE	Academics, Relationships, Independence, Self-advocacy, and Emotional Health
ASD	Autism Spectrum Disorder
ASHP	American Society of Health-System Pharmacists
BOT	Board of Trustees
BSI	Basic Skills Initiative
CACT	Center for Applied Competitive Technologies
CAHSEE	California High School Exit Exam
CASAS	Comprehensive Adult Skills Assessment Systems
Categorical Program	Programs funded by special grants (e.g. VTEA, DSS, SSSP)
CC	Cypress Center
CCCCO	California Community College Chancellor's Office
COMP	Computer
CSEA	CA. School Employees Association, classified employee union
CTE	Career Technical Education
CurricUNET	Proprietary automated individualized curriculum database
Data Mart	Data warehouse
DataQuest	Reports about California's schools and school districts
DCC	District Consultation Council
DCCC	District Curriculum Coordination Committee
DMA	District Management Association
DREAM Team	Data Research Evaluation Accountability Measures Team
DSS	Disability Support Services (<i>previously known as DSPS</i>)
ESL	English as a Second Language
FTE	Full-time equivalent
FTES	Full-Time Equivalent Student
HS	High School
IVES	Independent Vocational & Educational Supports
JARC	Job Access Return Commute
LEAP	Lifeskills, Education Advancement Program
MyGateway	District's portal for students and employees to access files and information
NCMPR	National Council for Marketing & Public Relations
NOCCCD	North Orange County Community College District
NOCRC	North Orange County Regional Consortium for Adult Education
OAP	Older Adults Program
OCDE	Orange County Department of Education

Glossary

Term	Definition
Off-site	Locations offering SCE classes separate from the three main SCE Centers
Participatory (Shared) Governance	Areas where faculty input is required
ProD	Staff development committee
Provost	Chief Executive Officer of SCE
Provost’s Staff	SCE Leadership Team
Provost’s Cabinet	Advisory group to the Provost and WASC Leadership Team
RCP	AEBG Regional Comprehensive Plan
SARS	Counseling and matriculation appointment software
SARS Alert	Student calling system
SCE	School of Continuing Education
SLO	Student Learning Outcome (<i>postsecondary ESLRs</i>)
Smart Board	Interactive whiteboard that uses touch detection for user input
SSSP	Student Success and Support Program (<i>previously known as Matriculation</i>)
TABE	Tests of Adult Basic Education
TDI	Training Development Innovation
TracDAT	SLO assessment database
Tuition	Community service classes where student fees cover the cost of the class
United Faculty	Full-time faculty union
VTEA	Vocational Technical Education Act funding
WeTIP	Anonymous crime reporting program
WIL	Wilshire Center
WIOA	Workforce Innovation Opportunity Act
WISE	Work Independence Self-Advocacy Education





SCE Anaheim Campus (AC)
 1830 W. Rainey's Drive
 Anaheim, CA 92801
 714.908.4642



SCE Cypress Center (CC)
 5200 Valley View Street
 Cypress, CA 90630
 714.494.7038



SCE Wilshire Center (WC)
 315 E. Wilshire Avenue
 Fullerton, CA 92832
 714.992.9900

Board of Trustees

Ryan Bent
 Stephen T. Blount
 Jeffrey P. Brown
 Barbara Dunsheath, Ed.D.
 Leonard Lahtinen
 Ed Lopez
 Molly McClanahan
 M. Tony Ontiveros
 Jacqueline Rodarte
 Tanya Washington, Cypress College Student Trustee
 Scott Begneski, Fullerton College Student Trustee
 Cheryl A. Marshall, Ed.D., Chancellor
 Valentina Purtell, Provost, School of Continuing Education

SCE WASC Accreditation Team

Dr. Adam Gottdank
 Julie Schoepf

SCE Leadership Team

Valentina Purtell
 Interim Provost

 Dennis Davino
 Interim Dean of Instruction and
 Student Services (CC)

 Terry Cox
 Interim Manager of
 Administrative Services

Dr. Vanetha Hubbard
 Dean of Instruction and
 Student Services (WC)

 Jennifer Perez
 Director of Campus Communication

 Julie Schoepf
 Executive Assistant, Provost's Office

Martha Gutierrez
 Dean of Instruction and
 Student Services (AC)

 Morgan Beck
 Manager of Instructional
 Technology Services