

The institution: School of Continuing Education

A. COMMITTEE NAME – Standard IIA. 2.c.

1. *Valentina Purtell*

DESCRIPTIVE SUMMARY

➤ *What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?*

The institutional dialog has occurred between the School of Continuing Education and the Cypress College as part of the Adult College and Career Transition Program (ACCT) focusing on bridging the continuing education students to the Cypress and Fullerton Colleges. The program targets High School, ESL, and CTE students and provides individual and group counseling, assists with determining career and education goals and completing college application. Regular meetings are scheduled on the campus of the Cypress College and include the SCE and CC Matriculation Coordinators, CC Dean of Counseling, SCE Dean of Instruction and Student Services, and faculty from both institutions. The group discusses major barriers facing SCE students wishing to transition and effective ways to overcome these barriers. The group has identified two focus priorities: academic preparation for college placement tests in math and English and informing students why continuing their education was important. The SCE basics skills faculty met with the Cypress College Matriculation Coordinator to review the scope and level of academic skills needed to place in English 57 and Math 10. Based on the review, instructional modules preparing SCE students for these two courses have been developed. SCE is in the process of piloting a basic skill assessment (eCASAS) which will identify the students' deficient skills in math and reading and prepare them for the Cypress College placement tests.

The Cypress College began scheduling student orientations specifically for the SCE students. This is a very effective practice allowing the continuing education students the opportunity to interact with credit counselors and get acclimated to the new campus.

SELF-EVALUATION

SCE uses common student ID number as a tagging identifier of the students transitioning to the Cypress College. SCE will track the student term-to-term persistence as well as graduation rates.

PLANNING AGENDA

SCE and Cypress College need to plan regular student orientation sessions once a semester as well as outreach events targeting continuing education students.

- a. *What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program?*

DESCRIPTIVE SUMMARY

The Cypress College uses placement tests in math, English, and ESL to determine the baseline knowledge in basic skills of the students wishing to enroll in the college courses and programs. The students who do not succeed in placing into the lowest-level credit basic skills courses, Math 10 and English 57 or intermediate ESL course ESL 083C, are advised to consider noncredit basic skill programs which are tuition free and are not limited to a specific number of units.

The School of Continuing Education offers self-paced lab style instruction in English, math, and other areas. These are open entry courses scheduled in the morning and afternoon four times a week. Faculty and tutors provide instruction in small groups and one-on-one. Students' individual instructional plan is formed based on the assessment results, educational goals, and individual learning style.

SCE also offers an extensive noncredit ESL Program which offers courses ranging from 8 to 1 levels below transfer. These courses are open entry/open exit as well and the students' placement is determined by an assessment. Students placing into higher noncredit ESL levels can enroll into the ESL for Academic Success Program focusing on the college level reading, writing, listening, and speaking skills.

SELF-EVALUATION

Cypress College Matriculation Department as well as SCE Learning Centers track the number of the students referred to SCE for remedial education.

PLANNING AGENDA

SCE and Cypress College will work on formalizing the tracking mechanism of the student referrals and the rate of successful college placement.