

Central points on Standard 2G

1. The majority of continuing ed and special programs courses and workshops are offered through the Workforce Development and Continuing Education division.
 - a. Most credit from this division does not apply toward degrees or certificates.
 - b. WDCE manages its own evaluation and assessment of courses, validated by the recent LERN accreditation (?)
 - c. As Kathy Lucchesi pointed out – WDCE works autonomously of the traditional academic process, but is directly supervised by the Vice President of Academic Affairs. The supervisor of WDCE is an instructional dean, the same rank and responsibilities as the supervisors of the other college divisions.
2. WDCE generally does not fall under Curriculum and Academic Standards review. This allows the division to quickly and efficiently respond to community and business needs.
 - a. Generally, WDCE courses and workshops are self-supporting (without state funding).
 - b. The institution assumes final responsibility for fiscal management and quality control of the division.
3. Community Services offers several enrichment classes.
 - a. Enrollment in workshops has increased in recent years, while the number of classes has decreased.
4. Institute of Business and Industry recently integrated into Community Services to form WDCE division.
 - a. This division fulfills a central role in the TMCC mission to provide economic development assistance and enrichment to the community.
 - b. Customized training for industry.
 - c. Contractual relationships with outside entities are described at the WDCE Web page.
5. Involvement of full-time faculty from appropriate disciplines in Continuing Ed programs – Faculty are welcome to participate in WDCE programs, but are not required.
 - a. WDCE administrators often consult with faculty to develop custom training and identify qualified instructors.

- b. WDCE does not employ any full-time tenure track faculty.
 - c. Part-time faculty in community service courses are assessed through a regular student and administrative evaluation process.
 - d. *Need to identify evaluation process for instructors in custom training workshops and courses.*
6. Administration of WDCE is defined in the college's organization chart.
7. **Distance Education** fosters greater access through electronically delivered education, including Web-based, cable television, and interactive video.
- a. First course delivered in 1988 on public broadcasting.
 - b. Distance Education is central in the college's mission and goals, increasing accessibility to students.
 - c. As Kathy Lucchesi points out, the faculty workload policy applies to distance education courses, as well as traditional courses.
8. Equitable fee Structure – Continuing education and workforce development courses are exempt from UCCSN regulations.
- a. Community service courses that award academic credit do fall under UCCSN code regarding fee structure and refund policies.
9. Non-credit courses – *we need to beef up the description of how fees are determined and include documentation.*
10. Credit – Community service courses and programs which grant academic credit are subject to review by the Curriculum and Academic Standards committees and adhere to traditional Carnegie units for credit.
- a. Non-credit will grant continuing education credits (CEUs) beginning January 2005. One CEU equates to the national standard of 10 hours of student participation.
11. Credit for prior learning – LEAP program will be described in detail, data collection is in progress.
12. CLEP and Challenge Exam policies are clearly defined.
13. LERN report lists WDCE strengths and weaknesses.
14. Documentation of policies and procedures is scattered. Alternative course offerings book is not widely distributed.

- a. Clearly defined policies regarding fees, credits, instructor qualifications, and credits need to be included in a published college document.