

## **Continuing Education Mission Statement**

**In 2005 the mission review committee included the review of Continuing Education and its role within the community (and its needs) and its outreach efforts.**

**The final revised statement reflected changes incorporated into the College's mission statement and acceptance by the Academic Senate Committee.**

**Referenced Continuing Education Mission:**

*“In response to evolving community needs, Queensborough also offers non-credit courses and certificates and other activities. These provide community residents with accessible and affordable educational, recreational and job training opportunities, and help individuals and businesses and other institutions respond to changes in technology and the economy. The College takes a leadership role in providing access to the arts and culture to enrich the quality of life for the community at large”.*

## QCC Continuing Education—

The Department of Continuing Education is committed to providing affordable learning in a stimulating environment that encourages professional and career advancement as well as opportunities to experience personal enrichment.

In response to changing and evolving community and business needs, Continuing Education seeks to offer job training programs that offer opportunities for life long learning job-skills enhancement as well as personal and professional development.

### *Programmatic Objectives:*

- To provide accessible, affordable skill training and job advancement opportunities.
- To respond to the record breaking rate of individuals seeking career opportunities (changing, new and advanced) through non-credit training certificate (accepted by industry standards, professional associations, state mandates) programs
- To enhance work opportunities in the high growth job occupations.
- To build viable partnerships with business and industry to provide high quality, customized training for effective services and productivity.
- To support access to higher education and career advancement through literacy and skills development programs as well as test preparation programs.
- To serve as an avenue to access the enrichment of the arts and culture.
- To satisfy the community's demand for professional and personal development.

### *Assessment:*

The external and internal market conditions drive the development and implementation of programs offered thru Continuing Education. The Office responds to the traditional economic model of supply and demand based on market conditions, competition, corporate and community request, and submission of program proposals based on emerging and dynamic fields.

CE receives numerous course proposals and suggestions for consideration. Proposals come from instructors (from the College and outside), vendors, and students themselves and cover a wide variety of topics. These are evaluated, discussed, implemented or rejected by *vision, need, program marketability and profitability*:

- (a) Does the proposal fit into the vision/intent of the College; will the course provide an enhancement and or enrichment to quality of life to participants?
- (b) Determination of the targeted audience and market feasibility for the course.
- (c) Analysis of the profit business model-cost effectiveness (which includes instructor fee and program cost).
- (e) Credentials/professionalism of the instructor to teach the course.
- (f) Who will be attracted to the course/willing to pay the fee?

(g) Will it add value or enrichment to a specific aspect of a participant's life?

(h) Can we accommodate with space and technology requirements of the program (if applicable)?

Research is based on review, assessment, labor market analysis, encompassing *purpose and value to students, community and business* and responsiveness to business outcomes and community service guides:

- (a) Will it provide economical benefits for participants to improve job status?
- (b) Will it assist professionals learn the latest business trends and better business solutions?
- (c) Will it bring artistic/ and or intellectual offering that meet the needs/demands of the community?
- (d) Exploration and analysis of what other CUNY Continuing Education sister schools are offering--- will they be viable programs at QCC?

Standard and successful courses (based on registration numbers) are offered as long as public interest indicates interest and demand and they continue to bring in a profit return. Profit is based on careful review of a breakeven analysis: a given course within a program cluster or in conjunction with the direction of expanding programs given the aforementioned market demands

The above mentioned criteria are applied to the following programmatic areas and reviewed accordingly:

Professional Development  
Adult Enrichment  
Leisure and Lifestyle  
Recreation and Fitness  
Kids College  
Week-end programs

In efforts to meet the College's mandate for professional development and weekend programs, CE also strives to serve as a recruitment vehicle into the credit-bearing programs offered by the academic side. CE can be an excellent resource to elicit interest in returning to a college environment

### Job Training Programs

- To present non-credit programs that can enhance or advance professional development and trade and industry opportunities for adults seeking tools for job training, advancement or skills enhancement. These offerings are geared toward adults seeking a quick turn around for career advancement, job placement and or economic advancement.
- With successful completion and meeting the requirements of the program (based on pass or fail) the participant is given a certificate that recognizes (approved by various City, State, or Federal Chapters/organizations, etc) the completion of the course, satisfied the number of contact hours required along with an approved trade/industry/association curriculum. These certificates hold no value toward college credits.
- Training programs are relative to the needs of the job market demand, especially in the high focus areas of business/medical/health care. Programs to be presented are selected upon industry and organizational approval of course module and do not contribute to any academic credit or to an accredited degree.
- Upon completion of course, participants are qualified to take the State (or other) exam/certification (if applicable).
- To qualify as a provider for Workforce Development initiatives (see chart), including the voucher program offered through the One Stop programs, supported by the Small Business Services of New York City.

Job Training-non-credit program--Two pre-requisites for assessment:

- (1) Communication with departmental Chair
- (2) Analysis of surveys/industry analysis/statistics of need and demand.

- What is the expected purpose/outcome of the offering?
- What is expected to be achieved?
- Relevance to current job and market demands?
- What knowledge, skills, opportunities will be presented?
- Who is the target population?
- Content standards and professional credibility and approval?
- Instructor role and responsibilities?
- Overall value to participant?
- Job placement?

