

SAN DIEGO
CONTINUING
EDUCATION



**SAN DIEGO CONTINUING EDUCATION
ACS WASC MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**4343 Ocean View Boulevard
San Diego, CA 92113**

April 29, 2021

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

I: Student/Community Profile Data	3
II: Significant Changes and Developments	8
III: Engagement of Stakeholders in Ongoing School Improvement	14
IV: Progress on Implementation of the Schoolwide Action Plan	18
V: Schoolwide Action Plan Refinements	34
Appendix: Acronyms	36

I: Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
 - An updated summary with implications of the data and identified student learner needs.
 - **Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.**

The program review process provides an opportunity to annually analyze student profile information and biennial review of community labor market information. Additionally, annual student and community profile reports are available, beginning with the [2016/17 – 2018/19 report](#). Chapter I is based upon the [2016/17 – 2019/20 Student and Community Profile report](#), including citations, tables, and figures.

General School Information

San Diego Continuing Education (SDCE) has been providing adult education services to the city of San Diego for over a century, with 2014 marking its 100th anniversary (see [SDCE Historical Timeline](#)). SDCE was initially part of the K-12 San Diego Unified School District. Since 1970, SDCE has been part of the San Diego Community College District (SDCCD), alongside three credit colleges: San Diego City College, San Diego Mesa College, and San Diego Miramar College. SDCE has five campus locations (Educational Cultural Complex (ECC), Mid-City Campus, West City Campus, César E. Chávez Campus, North City Campus) and two satellite facilities located on SDCCD's Mesa and Miramar college campuses. The North City Campus administers the satellite facilities. SDCE offers classes at over 110 community and neighborhood locations across the City of San Diego.

SDCE has become a significant college preparation and career technical education (CTE) program provider and is a primary educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. Today, SDCE serves over 30,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is one of the largest separately accredited noncredit continuing education institutions in California. SDCE is authorized to offer classes in all nine state-supported noncredit categories outlined in the [California Education Code Section 84757\(a\)](#). SDCE has 13 overarching programs organized by [student pathway](#) that are designed to enhance student income and employment potential, facilitate the transition to further education, and encourage life-long learning:

- | | | |
|---------------------------|-------------------------------|---------------------------------|
| ● Automotive | ● DSPS | ● Healthcare |
| ● ABE/ASE | ● Emeritus | ● Hospitality and Culinary Arts |
| ● Business and Accounting | ● ESL (including Citizenship) | ● Information Technology |
| ● Child Development | ● Fashion | ● Skilled and Technical Trades |
| ● Digital Media | | |

Note. Synonyms: Disabled Student Programs and Services (DSPS), English as a Second Language (ESL); Adult Basic Education/Adult Secondary Education (ABE/ASE)

In [spring 2020](#), these programs included 92 certificate programs in basic skills and CTE areas, community education low-fee general interest classes, and customized contract training classes designed for the business sector.

SDCE's current institutional student learning outcomes (SLOs) are 1) Social Responsibility, 2) Effective Communication, 3) Critical Thinking, and 4) Personal and Professional Development (see [Description of SDCE SLOs](#)). The [Outcomes and Assessment webpage](#), developed over the past several years, includes links and information for the SLO website, the SLO taskforce, regular newsletters, tools, and the SLO Checklist. The SLO Coordinator will soon add an SLO Dashboard tool.

Student Demographics

The following information highlights the diverse SDCE student population between fall 2016 and fall 2019. Note that this timeframe begins just prior to the spring 2017 self-study visit. Data comprise students between fall 2016 and fall 2018 when fall 2019 data are unavailable due to the continued Campus Solutions system migration. Due to its program areas' concentration, SDCE has continued to enroll an older student population than the credit colleges, which is predominately female, ethnically diverse, and includes a significant number of low-income students (see [Tables 1.1 and 1.2](#)). On average, between fall 2016 and fall 2019, the largest age groups within SDCE have been students aged 50 years or older (46%) and students between ages 30 and 49 (34%). Women constitute nearly two-thirds (66%) of the student population. Latino and White students have comprised 33% and 32% of the student population, respectively, with Asian/Pacific Islander students and African American students comprising 16% and 8% of the student population, respectively. On average between 2016 and 2018, more than one-third (36%) of the SDCE student population reported that English is not their primary language, which is not surprising considering the large size of the SDCE ESL program, and nearly half (49%) of SDCE students reported an annual income of less than \$5,000.

The educational background of SDCE students and student educational objectives have reflected both the programming at SDCE and the need for adult education offerings in San Diego. On average, between fall 2016 and fall 2018, over one quarter of SDCE students had previously never attended college (27%), and 30% had not earned a college degree. Forty-two percent of students had earned an AA/AS or higher degree. Over the same time, 27% of the student population cited basic skills improvement as their educational objective, while 22% cited educational development, and 14% cited new career preparation. About one fifth of the SDCE students (18%) had not set their goals.

Even before the COVID-19 transition to remote studies, SDCE students took more online classes and fewer evening classes, which likely was due to greater accessibility and variety of class offerings, including an increasing number of partially online (hybrid) classes. On average, between fall 2016 and fall 2018, 65% of SDCE students attended daytime courses only and 19% attended evening courses exclusively. The percentage of students who took evening courses only decreased by 12% in this timeframe, while students who took online courses exclusively more than doubled (121% increase). Students taking a combination of online and on-campus classes increased 55%.

Students in Attendance

[Table 1.3](#) describes the total enrollment, FTES (Full Time Equivalent Students), and sections for each program area. SDCE enrollment was over 102,000 in the 2019/20 academic year. This count reflects that many students enroll in multiple classes and often in more than one program. Over the last three years, students have enrolled in an average of one to two courses per semester; [see Table 1.4](#). Emeritus and ESL were the highest enrolled programs in 2019/20 (30,767 and 30,121, respectively), followed by Business and Accounting (8,998). There were 4,614 sections offered in 2019/20.

Several factors artificially raise the number of sections offered in noncredit. Self-paced labs in high school and office skills programs offer multiple course record numbers (CRN's) simultaneously. A single partially online (hybrid) class generates an on-campus component and an online section. However, while more students may be counted by enrollment or section, they may be generating fewer attendance hours. Therefore, FTES data are critical in considering program size as this number drives our institution's budget. Between 2016/17 and 2018/19, FTES declined 12%. The ESL program generated the most significant FTES, followed by the Emeritus program (41% and 17% of total FTES, respectively). The Healthcare, Automotive, and Hospitality and Culinary Arts programs displayed the most significant increase in FTES (48%, 17%, and 11% increase, respectively). In comparison, the Digital Media and ESL programs displayed the most significant decrease in FTES (26% and 24% decrease, respectively) due to the decline in new immigrant population.

Administrative and Teaching Staff

As of June 2019, 956 full and part-time administrative staff and faculty were employed at SDCE ([see Figure 1.2](#)). Over half of SDCE employees were adjunct faculty (56%), followed by nonacademic hourly (19%), contract faculty (12%), and classified professional staff (9%). Management and supervisory staff constituted the smallest portions of SDCE employees at 2% and 1%, respectively. The most significant ethnic composition of the SDCE workforce was White and Latino employees (50% and 20%, respectively), followed by Asian and African American employees (10% and 7%, respectively).

Community Information

SDCE geographical boundaries are coterminous with San Diego City; the local K-12, San Diego Unified School District; and SDCCD's three credit colleges, San Diego City, Mesa, and Miramar colleges. SDCE service areas cover over 40 San Diego communities and neighborhoods through campus and offsite locations ([see Figure 1.3](#)). Education is vital for the residents of San Diego. Between 2014 and 2018, 87.9% of the San Diego population age 25 or older attained at least high school graduation, surpassing the percentages for the state (82.9%; [see Table 1.5](#))

The San Diego regional population has been in a growth mode for the past nine years (U.S. Census Bureau, n.d.). In 2019, the population of the city of San Diego was 1,423,851, while San Diego County was 3,338,330 ([see Table 1.5](#)). Between 2010 and 2019, the population percentage growth for the city of San Diego was 9.4%, higher than the growth rates for San Diego County (7.8%) and the state (6.1%). San Diego County's population is projected to continue to grow at a rate of change of 2.4% between 2020 and 2025 (from 3,370,418 to 3,449,997 residents). This rate is slightly lower than the state's projected growth rate of 2.6% (California Department of Finance, 2020).

San Diego is historically a mix of high and low-income earners. The San Diego County median household income between 2014 and 2018 was \$74,855, higher than the state and the nation (\$71,228 and \$60,293, respectively). Still, about one tenth of San Diego's population lives in poverty (San Diego City, 13.8%; San Diego County, 11.5%; U.S. Census Bureau, n.d.). The poverty is alarming, considering the high and increasing cost of living across the region. While the median price of existing single-family detached homes sold in San Diego County in March 2012 was \$363,710, home prices have trended ever higher, to \$675,000 in March 2020 (California Association of Realtors, n.d.). Like the rest of California, San Diego attracts many immigrants. In 2018, foreign-born persons comprised 26.3% of the city's population. In comparison, percentages were 23.4% for San Diego County, 26.9% for California, and 13.5% across the nation. Consequently, a high percentage of the city of San Diego (40.7%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.7%), although not as high as California's overall percentage (44.1%; U.S. Census Bureau, n.d.).

Labor Market in San Diego County and Job Growth

According to the California Employment Development Department (EDD), the official source for California labor market information, employment is projected to increase as the population in San Diego County increases. In March 2019, the not-seasonally-adjusted unemployment rate in San Diego County was 15.2%, compared to 16.0% for California during the same period (EDD, 2020). Projections highlight that "Industry employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,675,600 by 2024, an increase of 15.4% over the 10-year projection period" between 2014 and 2024 (EDD, 2016, first paragraph).

San Diego County's job growth is partly influenced by geography, history, and weather. The combination of having a natural harbor and bay to the west, and mountains and deserts to the east, plus mild climate and tourism are all reasons that attract workers and employment that supports industry sectors such as convention center and tourism, higher education, defense, and health care. Therefore, it is no surprise that "sixty-two percent of all projected nonfarm job growth is concentrated in four industry sectors" (EDD, 2016, 2nd paragraph), which are related to San Diego features. Professional and business services are

projected to add 45,400 jobs, followed by educational services (private), healthcare, and social assistance (32,700 job gain); leisure and hospitality (27,600 job gain), and government (23,100 job gain); an increase of 10.0% over the projection period. The largest growing projected numbers of new jobs and replacement jobs in San Diego County between 2014 and 2024 are for individuals with no formal educational credential, including food preparation and serving workers (15,950); personal care aides (9,730); and jobs for individuals with a High School Diploma or equivalent, including office clerks (8,680), secretaries and administrative assistants (4,720), first-line supervisors of food preparation and serving workers (4,710), and maintenance and repair workers (4,460). Growing jobs for individuals with a Bachelor's degree include general and operations managers (9,910), registered nurses (8,500), accountants and auditors (5,400), software developers (3,900), and management analysts (3,530; EDD, 2016).

Student Learning Data

SDCE collects student learning data from various sources that provide information about student persistence, completion, achievement, and transition. Student success data is part of the standard data collection processes required for state reporting and measured by student enrollment, course completion, and program awards. Additionally, student achievement data is gathered from pre- and post-test results of students' California Adult Student Assessment System (CASAS) assessments, state licenses or industry-recognized certificates acquired by students, and transition to college measures.

Fall-to-Spring Retention

Fall-to-spring retention is a widely recognized indicator of student success in post-secondary credit education ([see Table 1.6](#)). While not formally defined at SDCE, fall-to-spring retention refers to the percentage of students who attend at least one SDCE fall term course for one or more hours and who attend at least one SDCE course for one or more hours the following spring term. Between 2016/17 and 2019/20, fall-to-spring retention remained within the range of 55% and 56%. Retention rates at SDCE are influenced by the type of adult education programming offered. For example, many short-term certificate programs are offered, some of which can be completed in one semester.

Awards Conferred and Benchmark Data

SDCE offers three types of awards for adult and postsecondary students that are reported to state and federal agencies: certificates of course completion, certificates of program completion, and high school diplomas. A certificate of course completion is awarded to students who have completed a designated module or course within a program—this certificate is earned by students who have taken short-term classes that require competencies. A certificate of program completion is awarded to students who have completed competencies for an entire program. Between 2016/17 and 2018/19, the number of course awards granted by SDCE has decreased 8% ([see Table 1.7](#)), which is less than the 12% decrease in student FTES ([see Table 1.3](#)) over the same timeframe. Programs that reflected increases in the number of course awards conferred were: Child Development (175%), Healthcare (60%), Fashion (20%), Automotive (12%), and Hospitality and Culinary Arts (7%; [see Table 1.7](#)). Over the same time, the number of program awards decreased by 1%, which is lower than the student population's overall decrease. The number of ESL course completion awards decreased between 2016/17 and 2018/19 by 28%, and the number of ESL program awards decreased by 40%, which is related to the decrease in the ESL program size. In addition to completion awards, ESL and ABE/ASE regularly administer CASAS student testing. Between 2016/17 and 2018/19, the number of students who took the CASAS pre-test increased significantly due to the transition from paper to online testing, administration of pretests during student placement and registration session, and expansion of summer semester testing. As a result, despite the drop in enrollment for ESL and ABE/ASE in that timeframe, the programs maintained the NRS level gains in comparable numbers ([see Table 1.10](#)).

High school diplomas are issued by SDCE jointly with the San Diego Unified School District. The number of high school diplomas issued decreased by 54% between 2016/17 and 2018/19 (from 123 to 57;

[see Table 1.11](#)), partly due to a decrease in enrollments. However, the decline can also be attributed to High School Diploma Program students' need to find jobs. Between 2016/17 and 2018/19, an average of 56% of enrolled ABE/ASE students earned less than \$5,000 a year (see [Headcount dashboard](#)). This reality, combined with the continued high cost of living in San Diego, an improving job market, and reducing unemployment rates, has led to a backdrop where more students are likely opting for job attainment over long-term educational goals.

SDCE hosts a testing center at SDCE's West City Campus. People can take a General Educational Development (GED) test or a High School Equivalency Test (HiSET) regardless of being an SDCE student. People taking either of these tests are not required to provide information regarding their educational institution; therefore, results are not available for reporting purposes. SDCE also encourages students to take licensing exams whenever they are available for their program of study ([see Table 1.12](#)).

Transition to College and the Workforce

Preparing students for the transition to the SDCCD credit colleges and the San Diego workforce is an important goal of many SDCE programs. Between 2016/17 and 2018/19, a total of 4,336 SDCE students transitioned to SDCCD credit colleges, with the most significant number of students transitioning to City College and Mesa College (1,770 and 1,708, respectively; [see Table 1.8](#)). Student transition to the workforce is measured through the Career Technical Education Outcomes Survey (CTEOS), a statewide survey administered annually by the California Community Colleges Chancellor's Office (CCCCO). Among those who responded between 2017 and 2019, an increasing percentage of SDCE students secured a job closely related to their program of study (60% to 64%, respectively; [see Table 1.13](#)). The percentage of students who spent three or fewer months finding a job also increased from 58% to 70%.

The Intersection of Recent Community Impacts and Student Learner Needs

Recent changes to the U.S. immigration policy have negatively impacted current and prospective SDCE students. These new policies have resulted in increased delays for both citizenship application and family petition processes. They have also instilled fear in students of jeopardizing immigration statuses, thereby increasing reluctance to use public benefits. Programs with a strong representation of students with refugee and undocumented status (e.g., ESL, ABE/ASE, Digital Media, and Business and Accounting) have faced decreased enrollment due to this environment. SDCE will need to continue support programs for students currently being targeted by immigration policy changes. Program supports include workshops and financial support for renewing Deferred Action for Childhood Arrivals (DACA), contact lists for immigration legal services providers, workshops with accredited immigration legal service organizations, and collaborations with the Student Equity department to create resources for teachers and students.

The COVID-19 pandemic impacted SDCE and its students in multiple ways. On March 19, 2020, California Governor Gavin Newsom issued an immediate executive stay-at-home order. SDCE rapidly transitioned to online classes and remote work for all non-essential employees. This transition imposed a challenge to low-income students lacking the technology required to attend classes online. SDCE quickly responded to these needs through the Technology Access Program, which supported advocacy for specialized funding, and direct-aid to students; however, the school will need to continue offering specialized support for students attending online classes. Unemployment rates for San Diego County have hit historic highs due to COVID-19, making it more difficult for SDCE students to transition to the workforce while increasing students' need to obtain short-term vocational training at SDCE. To address this issue, SDCE is developing support programs that provide job placement support, which includes teaching students Zoom etiquette for virtual interviews, identifying and supporting retraining needs, and creating a tracking system for student job placement.

SDCE student enrollment has been uncertain due to COVID-19. SDCE will need to continue implementing practices to increase enrollment efficiency and student retention, including the eventual transition back to on-campus classes. Historically SDCE has offered additional class sections in programs with the most significant market needs (e.g., Service Advisor program) and increased student access by

moving to evening classes for students that are employed (including for Emeritus programs). Alternative class sites are explored when there is limited physical space on campus (e.g., online, hybrid, and off-site offerings). Outreach activities (e.g., radio talk shows) have increased along with partnerships (e.g., connecting with employers to offer ABE/ASE education to employees). SDCE will continue to maintain high-quality instructional programs to support student success and continue effective and proven past practices. These practices include developing relationships with students to facilitate identification and acknowledgment of student barriers; referring students to institutional support when needed; hiring instructors directly from the professional field; upgrading classroom equipment; fostering networking among students; converting lengthy hour certificate programs into smaller, more substantive ones to facilitate greater access; reviewing and revising curriculum frequently; developing on-site training programs, and encouraging employer partnerships and presentations on campuses. To continue supporting student transition to credit colleges, SDCE maintains collaboration efforts with the SDCCD credit colleges to streamline the credit by the examination process. Also, programs are working on improving communication channels between counseling departments from the noncredit and credit institutions.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

SDCCD Budget

Since the 2017 WASC Accreditation Visit, the San Diego Community College District (SDCCD) has experienced budget cuts and recovery. In November 2016, Proposition 55 extended critical state funding for education until 2030. However, with the development of the California Community College Chancellor's Office's (CCCCO) new Student-Centered Funding Formula, the state funding for SDCCD was decreased by over \$100,000,000 from \$791,480,684 in [2016/17](#) (see page 23) to \$679,335,377 in [2018/19](#) (see page 30). It rose again to \$755,433,444 in [2019/20](#) (see page 31). The Public Health Emergency associated with the coronavirus disease 2019 (COVID-19) pandemic has hit California hard and has created a budget climate filled with uncertainty. SDCCD is a "Hold Harmless" district under the Student-Centered Funding Formula, and its tentative budget for 2020/21 is \$755,343,671. This tentative budget may result in significant cuts due to uncertainties with the state's 2020/21 revenue.

In recent years, SDCCD has faced three significant budget challenges: 1) an increase in CalSTRS/CalPERS contribution, which more than doubled between [2013/14 and 2019/20](#) (see page 34); 2) the costs of implementation of PeopleSoft Enterprise Resources Planning system; and 3) the need to reduce FTES allocation due to a variety of factors, including statewide budgeting. SDCCD recently implemented a District-wide hiring freeze, which has resulted in higher course productivity and fewer course offerings for students. SDCE student enrollment, therefore, has paralleled SDCCD's trend, and the full-time estimated student (FTES) target was reduced from 8,478 in [2016/17](#) (see page 16) to 6,810 in [2019/20](#) (see page 15). Due to COVID-19 and the transition to online instruction, the impact on enrollment is uncertain for 2020/21.

Despite these difficulties, SDCE's budget remained relatively stable, enhanced by the continued infusion of [restricted funding](#), which started in 2014/15. The California Adult Education Program (CAEP; previously Adult Education Block Grant) apportionment increased from \$2,823,332 in 2016/17 to \$3,590,933 in 2019/20. The second major grant, Workforce Innovation and Opportunity Act (WIOA) Title II, slightly decreased from \$2,192,109 to \$1,972,070 during the same time. In 2016/17, SDCE also received its first share of \$787,595 of the Strong Workforce Program (SWP) award, which was increased in the following years to \$1,206,833 in 2019/20. The highest grant SDCE received in 2019/20 was

\$2,301,554 for Student Success and Support Program (SSSP) and the accompanying \$870,727 for the Student Equity Program (SEP) and \$350,330 for the Basic Skills Initiative (BSI). These sources of funding allowed SDCE to implement several initiatives to enhance student access and success. SDCE recently received \$1,390,000 in Coronavirus Aid, Relief, and Economic Security (CARES) Act institutional funding and \$1,236,574 in CARES direct [aid to students](#) for support during the COVID-19 pandemic. SDCE is also able to distribute \$40,060 in direct aid to students thanks to United Way funding. To expand grant opportunities that help SDCE foster innovation, raise funds for scholarships and awards, eliminate barriers to student success, and positively impact the community at large, in 2008, SDCE established the [SDCE Foundation](#). In [2019/20](#), the SDCE Foundation administered a record number and amount of scholarships, awards, and barrier to success grants, totaling \$296,850. The Student Equity Program also administered barrier grants of \$304,288 in 2019/20. The SDCE Foundation, as of September 2020, which distributed COVID-19 funds, reached a new high in supporting student barriers, with \$1,378,034 to be administered in 2020/21. Among other initiatives, the SDCE Foundation sponsors [SDCEats!](#), a program that operates on-campus food distribution centers and provides fresh food to students and the community. The SDCE Foundation also seeks funding for the ECC Historic Preservation Project to designate the ECC campus as a civil rights landmark and educate the community about the contributions that ECC has made to racial equality and social justice in San Diego, California, and nationwide. The SDCE Foundation has been vital in obtaining several federal and state [grants](#) (see page 8). A private grant from the Lucky Duck Foundation provided \$200,000 in 2020 to expand the Rising to Success Pathways program. The grant supported 100 homeless adults enrolled at SDCE working toward living wage employment. The upcoming SB1 High Roads Construction grant will provide over \$1.3 million for construction trades apprenticeship readiness.

Major Grant-Funded Student Support Programs

California Adult Education Program (CAEP)

Between 2016/17 and 2019/20, SDCE received over \$12,700,000 in funding as part of AB 104 legislation, now California Adult Education Program (CAEP), to support adult education instructional programs including ESL, ASE, ABE, and CTE. The funds' use is guided by a strategic plan developed in collaboration with San Diego Unified School District's Adult Education program within the San Diego Adult Education Regional Consortium. Accomplishments include an increase in the level of oversight, accountability, and collaboration of the Consortium (e.g., establishing a functional governance structure; integrated planning processes between member agencies; leveraging other categorical planning, such as SWP, Perkins, and Guided Pathways). Examples of funded activities include staffing to support data reporting, data-based research, professional development initiatives to support the student journey, and onboarding new faculty and staff. CAEP has also supported the modernization of the educational environment, including addressing gaps in instructional based technology and equipment, and supporting financial systems and categorical funding oversight, including budgeting processes to support the integration and achievement of CAEP goals. CAEP has helped SDCE to increase the footprint of programming through expanded outreach and marketing efforts. Instructional program supports have included standardization of curriculum oversight and processes, implementing blended learning models for increased online and blended instructional delivery platforms, and hiring CTE instructional aides to support learners.

Workforce Innovation and Opportunity Act (WIOA, Title II) and Integrated Education and Training (IET)

SDCE has been the recipient of competitive federal WIOA Title II Adult Education and Family Literacy Act (AEFLA) funds since the inception of the Act. SDCE is the fifth largest grantee of WIOA II funds in the State of California. Between 2016/17 and 2019/20, SDCE received nearly \$7,900,000 to support ESL, ABE, and ASE programming through WIOA II funds. Funds include a new component of Integrated Education and Training (IET) for English Language Learners. Students receive English language

instruction and coursework delivered with a single set of learning objectives that identify workforce preparation activities and workforce training competencies with program activities organized to function cooperatively. Accomplishments from WIOA grant funding include support for instructional faculty to manage a student's application, orientation, and assessment processes; technology coordination of learning content; Vocational ESL course conversions; and new course designs, including designs for distance education. Funds also support instructional assistants who provide onboarding for students, supporting faculty with classroom and assessment processes. SDCE created an [IET Plan](#) and IET program to encourage and support the co-enrollment of ESL and ABE/ASE students in the school's CTE certificate programs, for which significant advances have been made (see Objective 2.2).

Strong Workforce Program (SWP)

Strong Workforce Program (SWP) funds enabled SDCE to expand career technical education (CTE) instructional programming, increase classroom space, update technology and equipment, and integrate equity initiatives within the CTE instructional programs. Between 2016/17 and 2019/20, SDCE received over \$4,000,000 in Local Share funds and over \$1,000,000 in Regional Share funds. Several instructional programs have been expanded to support "more and better" CTE at SDCE. SDCE renovated and developed career centers at the Mid-City and Chavez campuses hiring a team of outreach coordinators to facilitate enrollment. Job developers were hired to assist students in obtaining a job upon course completion. These investments are supporting a SDCE strategic initiative of creating robust guided pathways to careers and college transitions. The implementation of SWP and Perkins have been integrated within the SDCE portfolio of CTE grant initiatives and support the SDCE Strategic Plan. The project development process is now directly connected to the annual integrated planning and resource allocation process.

Strengthening CTE for the 21st Century Act (Perkins V)

Between 2016/17 and 2019/20, SDCE received nearly \$2,000,000 in funding to support investments in course and program improvement for CTE via Perkins IV. Instructional Services implemented a new Comprehensive Local Needs Assessment (CLNA) process in 2020. The assessment resulted in SDCE discussing performance across CTE programs and identifying potential institutional gaps to direct targeted investments to improve student success outcomes. This partnership between faculty, staff, administrators, and other stakeholders focused on student retention and completion. Perkins funds have supported industry-specific professional development for faculty. Perkins has also funded leasing, purchasing, upgrading, or adapting equipment in line with industry trends. The development of new proposed CTE programs of study, and improving CTE courses have been critical. Also, Perkins has funded expanding postsecondary program offerings and accessible formats for students, including distance education. In future years, funds will focus on addressing institutional gaps and action plans developed through the CLNA process, such as increasing work-based learning.

Rising to Success (R²S)

Due mainly to Student Equity and [Lucky Duck Foundation](#) funding, the [Rising to Success](#) (R²S) Program has significantly expanded services since 2017. The R²S program encompasses CalWORKs, Outreach Services, R²S Centers, R²S PATHWAYS, Technology Access Program (TAP), [SDCEats!](#), and student discipline. R²S, under SDCE's Student Equity Plan, opened [three R²S Centers](#) at the Chavez, ECC, and Mid-City campuses delivering continued student support services, counseling, and resource and referrals to students. R²S also substantially increased Outreach Services and realigned CalWORKs and work-study programming to support students' career readiness and long-term success. R²S also increased Veteran Services and CTE programming. SDCEats! opened in spring 2018 and rapidly expanded its services for students and the community through its Marketplace (choice food pantry), Farm to Family Fair, and Health and Resource Fair. Recently the Marketplace was remodeled and updated. R²S expanded its case management retention model program, R²S PATHWAYS, to onboard and support SDCE students in meeting their academic goals and completing a CTE pathway. R²S introduced TAP in spring 2020 to help

meet students' technology needs who rapidly transitioned to online and remote instruction due to the COVID-19 pandemic. TAP provides students with laptops to access and complete online courses and programs (see Objective 1.5 for more R²S changes and student impacts).

San Diego Gateway to College and Careers (SDG2CC)

The [SDG2CC program](#) was initiated in 2016 due to funding provided by the WIOA Title I Youth Program in partnership with the San Diego Workforce Partnership. The program provides intensive support that removes barriers to success for students ages 18 to 24 who are disenfranchised, neither working nor in school. Many SDG2CC students have withdrawn from high school due to life circumstances and are encouraged to enroll in an SDCE program to earn a high school diploma or high school equivalency. SDG2CC offers wrap-around services to support students in transitioning to the credit colleges and eligibility for the San Diego Promise Scholarship to further encourage the transition to an SDCCD credit college. These services empower students to persist in goals and complete classwork as the vehicle to achieving them (see Objective 1.6).

Open Educational Resources (OER) Funding

The OER initiative was in alignment with the SDCCD Board of Trustees' goal to "ensure that a strategic approach is developed to reduce escalating textbook costs for students in the San Diego Community College District". The District OER sub-committee developed the Two-Year Open Educational Resources Adoption Plan (2018 – 2020) by collaborating with SDCCD colleges and SDCE. Between 2017/18 and 2018/19, SDCE applied for and received Zero Textbook Cost (ZTC) planning and implementation grants of over \$300,000 to provide OER professional development to SDCE faculty and develop an implementation plan for at least SDCE's Business program (see Objective 1.8). OER and Zero Textbook cost planning has now been integrated into programs moving entirely online through the 2019 statewide California Virtual Campus-Online Educational Initiative (CVC-OEI). SDCE received a competitive grant for \$500,000 titled *Improving Online CTE Pathways* through the CVC-OEI to establish professionally developed resources in collaboration with faculty with fully online programs implemented in fall 2020.

Interactive Competency-Based Online Micro-Credentialing Program (ICOM Academy)

SDCE won the competitive Improving Online CTE Pathways Grant through the CVC-OEI in 2019. SDCE used the grant funds to create the [ICOM Academy](#). The fully online and professionally developed educational program provides adult learners with fast, free, flexible job training and career placement services. Classes include both asynchronous and synchronous programming and are Zero-Cost. These industry-recognized and state-approved fully online career programs were piloted in summer 2020 and implemented in fall 2020. Sixteen online programs are expected to be offered before the end of 2020/21.

San Diego Promise Scholarship Program

The [San Diego Promise](#) was started as a small SDCCD pilot program in 2016 to provide financial assistance and services to first time, full-time students for their first year in college. It was expanded in 2017/18 to include 68 SDCE High School Diploma Program graduates. In subsequent years, expansion eliminated restrictions of where and when a student's diploma was issued, which significantly increased the chance of SDCE students being included, as many SDCE students are immigrants and second-chance students.

Implementation of Campus Solutions

In 2015, SDCCD began its transition to PeopleSoft Enterprise Resources Planning (ERP), an integrated database system consisting of the Finance Management (FM) system with applications for financial accounting, the Human Capital Management (HCM) system with applications for human resources and payroll, and the [Campus Solutions](#) (CS) system with applications for student and instructional services. The implementation of the first two components started in July 2015 and January 2016, respectively. The third component, Campus Solutions, which includes applications for student registration and

recordkeeping, enrollment reporting, and academic advising, has been implemented incrementally to allow time for proper configuration and the simultaneous phasing out of the highly customized Integrated Student Information System (ISIS).

Implementation of Campus Solutions resulted in several improvements for students. Through the Student Portal, they can now self-enroll in class, see the online class schedule, and see credits and grades as soon as the instructor reports them. They can also access their automated Education Plan, print unofficial transcripts, and access the automated degree/certificate completion process. Several Job Aids explaining how to carry out these tasks screen-by-screen (accessible from the mySDCCD.edu student portal) have been created to make the student experience easier. The SDCE [registration website](#) has also been updated to access Campus Solutions automatically.

The integration of the Campus Solutions module with SDCCD databases, however, has been difficult. More than 50% of the SDCE office staff were dedicated to troubleshooting issues, testing the system, writing training manuals, training, and supporting faculty and staff in the initial months. All instructional programs reported difficulties with student registration and enrollment. Challenges with the system migration resulted in manual tracking of attendance and a staff-facilitated upload of attendance roster information and daily attendance. Students faced challenges in navigating portal setup and the enrollment process, especially for students with language proficiency, digital literacy, and disabilities. These challenges have potentially impacted student enrollment. Classified professionals and faculty worked together to support students through the process. Another challenge in 2019/20 was the necessity to rebuild the Institutional Research Database, which negatively impacted staff workload and access to data.

Administrative Changes

Office of Instructional Services

In 2016, SDCE's president split the Office of Instructional and Student Services into independent offices. The Office of Instructional Services transitioned personnel into two significant positions. An interim Vice President of Instructional Services (VPIS) position began in 2016 before a permanent VPIS was hired in 2018. An Instructional Support Analyst replaced the CTE Instructional Support Analyst position in the Office of Instructional Services. A reorganization of functions and additional data-driven strategies began in the summer of 2019. SDCE has made significant improvements in the instructional curriculum review, development, and approval process since hiring a Curriculum Analyst in December 2016 (see Objective 1.4). Instructional services managers were hired to manage career education restricted funds and projects (Strong Workforce, Perkins, and SDCE's CAEP work with the San Diego Unified School District through the San Diego Adult Education Regional Consortium). These new administrators also manage the WIOA II grant and additional workforce development projects and facilitate institutional collaboration.

Office of Student Services

The Office of Student Services administration includes the Vice President of Student Services and four administrative deans: the Dean of Counseling, the Dean of DSPS/Student Affairs, the Dean of Student Equity, and the Dean of Career and College Transitions (C&CT). The Dean of C&CT was hired in 2019 to oversee the newly developed C&CT department, which also recently hired three job developers and one job placement coordinator. Two new career centers at the Caesar Chavez and Mid-City campuses were recently opened, totaling [six career centers](#) at SDCE campuses. Students can now attend employer events and workshops and meet job developers and receive help with resume writing, job search, and interview skills (see Objective 1.6). The C&CT webpage has also received a major revamp, significantly increasing the visibility of services provided.

Office of Planning, Research, and Institutional Effectiveness (PRIE)

The Office of Institutional Effectiveness was first established in February 2016 to support institutional planning activities, institutional research activities, and training related to data use. A .5 FTE faculty Program Review/SLO Coordinator was assigned to the office to continue coordination and professional

development support for program review and SLO assessment activities. In July 2018, the office was renamed to the [Office of Planning, Research, and Institutional Effectiveness](#) (PRIE) to capture the initial directives and a wider breadth of responsibilities. These include coordination of accreditation-related activities, evidence collection, and reporting, with the Dean of PRIE serving as Accreditation Liaison Officer; facilitation of updates to the cyclical [Governance Handbook](#), SDCE Mission, Vision and Values; and facilitation of a new annual integrated planning process and resource allocation structure. PRIE has overseen the development and ongoing system support and training for the [Campus Labs](#) Planning and Outcomes platforms, and utilization of the planning system database for institutional-level planning and accreditation reporting. In August 2019, the tasks associated with institutional professional development were reorganized under PRIE. A 0.6 faculty development (FLEX) coordinator position was converted to a 1.0 contract Professional Development and faculty development (PD/FLEX) Coordinator position. This position supports FLEX activities, faculty communication, state reporting under the Office of Instructional Services, and coordination and collaboration for institutional events that include professional development activities such as convocation keynote speakers and workshops. The coordinator supports all SDCE stakeholders in implementing professional development projects, communicating professional development opportunities, and coordinating institutional cross-functional team conference attendance.

Program Changes

Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings. As the economy recedes, as it did drastically in 2008, enrollments in post-secondary programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds, as had been the case through late 2019, those same adults, and others in the region, often forego educational goals in favor of employment. With an improved economy, more [prohibitive immigration policies](#), and statewide education funding changes, enrollment and FTES have declined since 2016/17. While FTES for 2019/20 are not yet final, between 2016/17 and 2018/19, [FTES](#) fell 12%. Programs with a strong representation of immigrant students faced decreased enrollment due to this environment (decrease: Digital Media, 26%; ESL, 24%; Business and Accounting, 19%; ABE/ASE, 16%). During this time, there was a strategic decision by SDCE to grow career education programs. The Healthcare program, Automotive program, and Hospitality and Culinary Arts program experienced significant increases (increase: 48%, 17%, and 11%, respectively) between 2016/17 and 2018/19. New programs have recently been added to the Information Technology and Business and Accounting departments, helping to alleviate students' decrease in certain courses (e.g. Office Skills). The Emeritus program's FTES footprint, which attracts many student enrollments annually, also increased by 5% between 2016/17 and 2018/19.

To align with the state economy's changing requirements, labor market, industry specifications, higher education standards, opportunities, and student needs, SDCE continuously reinvents, revises, and updates instructional program offerings. A Faculty Institute was created in spring 2020 to study individual class data and determine how to better support student retention. New tools, such as Burning Glass, and access to the Center of Excellence for labor market research data, have been used to identify emerging job market needs. Support and work with industry partners have led to development and revisions to programs and curriculum revisions. Work-based learning faculty coordinators began in 2019 and have created relationships and infrastructure to increase work-based learning and student employment outcomes in collaboration with SDCE's Career Development staff. SDCE was ranked first in the San Diego/Imperial County region and ninth in the state for SWP outcomes.

Reorganization and Revision of Instructional Programs

Several departments have been reorganized to create career pathways in line with today's labor market landscape. The result is an increase in the overall number of instructional programs (nine to thirteen), and nine specific career pathways. In 2018/19, programs organized under the Business Information Technology (BIT) department were split into individual disciplines: Digital Media, Information Technology, and Business and Accounting. The Hospitality and Consumer Sciences department divided

into two disciplines: Hospitality and Culinary Arts, and Fashion. Career Technical Education divided into the Automotive program and the Skilled and Technical Trades program. The Curriculum Committee approved 64 new or revised programs and over 200 new or revised courses that fit under the 13 overarching disciplines since [2016/17](#). These include older programs revised to a short-term stackable format that supports coursework scheduling flexibility and student program completion. All newly certified programs were assessed based on market demand during the curriculum approval process and sent to the district, SDCCD Board of Trustees, and, ultimately the state for approval.

Online Education

Online education has been a focus of SDCE. Several programs have launched initial distance education courses. Others have expanded existing online and partially online options to provide additional access to adult, non-traditional students and better accommodate adult students' challenging life and work schedules. Student [distance education](#) attendance hours, measured by FTES, increased by 67% between 2016/17 and 2018/19 (273 FTES and 456 FTES, respectively). ICOM Academy will further improve student access to online education for students who want to enroll in a fully online program. Instructional Services converted 1,024 spring 2020 courses to remote instruction in March 2020, due to the school closure due to the COVID-19 crisis. Faculty developed online instruction even for hard-to-convert courses that required hands-on work. The Healthcare program worked with local agencies to allow for online instruction and later, in-classroom skills-based simulations due to inaccessible clinical sites. SDCCD enhanced and increased distance education training and workshops to aid faculty in converting to online teaching. However, the support and professional development by SDCE faculty for their peers had the most significant impact on successfully converting to remote instruction. Instructional Services increased the release time for the SDCE faculty mentor, and many new professional development opportunities were created to support faculty teaching online (see Objective 3.1).

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**
 - **How were stakeholders involved in developing the schoolwide action plan?**
 - **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**
 - **How were stakeholders involved in the preparation of the progress report?**

SDCE is committed to implementing and monitoring the school's Accreditation Action Plan (heretofore, Action Plan) through stakeholder engagement, planning, and progress reports intended to: 1) Regularly assess the health of the institution throughout the 2017-2024 accreditation cycle, 2) Provide evidence for progress on SDCE's Strategic Plan and Action Plan, 3) Utilize stakeholder input and feedback through shared governance bodies and stakeholder focused discussion groups, and 4) Contribute to the preparation of the progress report and the self-study. The Action Plan is in full support of SDCE's mission:

San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

The Action Plan is a direct reflection of the needs of SDCE's students. The Plan centers on building and expanding direct support for students to increase students' success in obtaining learning goals. The Plan also addresses support mechanisms from technology and facility infrastructure to faculty and staff training, assessment, instructional programming, student services, communication, and planning. As a result, implementation of the Action Plan occurs across the institution among varied personnel and groups conducting these activities at the ground level. Designated personnel ensure reporting advancement and

achievement of activities on behalf of their groups or constituencies.

A key component of the ACS WASC review process is stakeholder input. Stakeholders at SDCE include school leadership, faculty, classified professionals, students, and community members. Stakeholders provide input through the institutional planning process, unit-level program review and strategic planning; attending community meetings and events; participating in directed discussions during shared governance committee meetings; responding to surveys; and participating in planning focus groups. The ability to dive deeply into the Action Plan has evolved with newly developed systems and processes, resulting in greater inclusion of diverse groups of stakeholders from across the institution that now contribute, provide input and feedback, review, and update the Action Plan in alignment with the Strategic Plan.

2016/17 – 2017/18 Development of the Schoolwide Action Plan

The SDCE 2016-2021 Strategic Plan is both a planning guide and an action plan. The Strategic Plan identifies broad goals and objectives, activities to accomplish objectives, expected outcomes, key performance indicators to measure accomplishments, responsible parties, and timelines. Strategic goals and objectives were determined in 2016 by developing and extracting themes from the education master plan and executive summary templates submitted by program representatives, committees, and major funding plans. Qualitative software was used to extract and analyze the resulting themes. The 2016 Action Plan was developed in direct response to key issues associated with SDCE growth areas developed from focus groups before the self-study visit. The Action Plan has a similar structure to the Strategic Plan (e.g., growth areas, objectives, action steps). As a subset of the Strategic Plan, both plans contribute to updating one another. Thus, changes in the 2017/18 Action Plan resulting from the 2017 Visiting Committee feedback also updated the Strategic Plan.

2017/18 – 2019/20 Infrastructure, Implementation, Action Plan Monitoring

Infrastructure Building

Goal #5 in the Action Plan cites the need for increased data use and increased support for planning. Thus, the PRIE Office was tasked with building a comprehensive system for annual integrated planning that is tied to accreditation planning. SDCE looked to further increase the alignment of accreditation with planning by adjusting accreditation leadership in 2017/18. The Vice President of Instructional Services (VPIS) serves as School Principal, and the Dean of PRIE serves as the Accreditation Liaison Officer (ALO). In early 2018 the Dean of PRIE and ALO was hired as the VPIS and School Principal. Progress Report writer hours were allocated in spring 2020, which transitioned to a .3 faculty Accreditation and Planning Coordinator position for 2020/21. The Planning and Institutional Effectiveness Committee, chaired by the Academic Senate President and the Dean of PRIE, has oversight over the Research and Accreditation sub-committees. The Accreditation Sub-Committee was established in May 2018 to facilitate the ongoing development and monitoring of a coordinated accreditation process in support of improving student learning, institutional/program effectiveness, and integrated planning. Key activities supporting these goals are creating the infrastructure and timeline for the overall accreditation cycle; monitoring the Action Plan; maintaining institution-wide communication; and supporting the development of annual update reports, the three-year progress report, and the self-study. The [Accreditation Sub-Committee](#) includes stakeholders from across the institution, with planned membership increase in advance of the 2024 Accreditation Self-Study Visit. Tri-chairs (School Principal, Accreditation Coordinator, and ALO) facilitate meetings and activities.

Monitoring Implementation and Progress on the Action Plan

Efforts, novel to SDCE, were introduced beginning in 2017/18 to support monitoring of school-wide planning and the school-wide Action Plans, and at the same time, provide historical support for the development of the progress report. An example is an annual accreditation report that highlights how the institution is addressing the [five Visiting Committee Key Recommendations \(2017/18, 2018/19, 2019/20\)](#). Highlights come from faculty, supervisors, administrators, executive leadership, and activities evidenced in the updated Action Plan.

Progress reporting on both the Action Plan and the Strategic Plan in 2017/18 and 2018/19 were high level and reflected a building planning process and system (e.g., Executive Governance Council [2017/18 Presentation](#) and [Executive Summary](#); Executive Governance Council [2018/19 Presentation](#), [Executive Summary](#), and [Update Report](#)). Between 2017/18 and 2019/20, a platform, Campus Labs, was designed and implemented in phases, including Strategic Planning (fall 2018), Program Review (fall 2019), Resource Allocation (fall 2019), Student Learning Outcomes (summer-fall 2020), and Accreditation (piloting). A process to collect information and evidence from stakeholders across the institution was also in development. Discussion sessions on the 2018/19 Action Plan Reports were held within the Accreditation Sub-Committee and the Planning and Institutional Effectiveness Committee. Progress on the Action Plan was discussed and shared with the administrative leadership team and with administrator, faculty, classified professional, and student leadership at Executive Governance Council. The focus mainly centered on the implementation of the objectives, and the Action Plan remained unchanged.

The 2019/20 academic year marked a major milestone in the comprehensive build-out of integrated planning and the resulting information capture. The Strategic Plan and Action Plan were the sole focus of reporting, with in-depth, additive updates that will be maintained throughout the accreditation cycle (e.g., [2019/20 Strategic Plan](#) and [Overview Report](#); [2019/20 Action Plan](#) and [Overview Report](#)). Modifications to the Strategic Plan were based on changes previously made in the Action Plan in 2017/18. A system to track progress on both Action Plans was completed and includes sourcing integrated planning information; reaching out to faculty, classified professionals, managers, and executive leadership involved in implementing the Action Plan; and reaching out to the entire SDCE Community within the Accreditation Newsletter. Progress is now reported in detail at the objective and action step levels, focusing on reporting key performance indicator (KPIs) outcomes and documentation of evidence to tell the story of the impact of activities on students and programs. Robust discussions about activities occurred by faculty, classified professionals, and administrators during Accreditation Sub-Committee meetings and with the administrative leadership team. Action Plans were discussed and shared with the Planning and Institutional Effectiveness Committee and in Executive Governance Council.

Stakeholder Impacts

Each year, stakeholders contribute to integrated planning that supports development and monitoring of the Action Plans and the Progress Report's composition. During annual Administrative Reviews, operational and student support departments (e.g., Instructional Services, Business Services, and Student Services) collaborate within their departments (management, classified professionals, faculty, and student workers) to reflect on how the department is successfully meeting the needs of students, the institution, and the community. Program chairs and contract faculty, supported by adjunct faculty and deans, reflect on student learner needs and develop strategies to help students with a focus on equity, access, and completion in their annual Instructional Program Reviews. Program faculty and deans reflect on labor market supply/demand, student completion, and programs' viability. Labor market information analysis has recently moved to a biennial schedule, with off-years tracking updates to course outlines of record. Strategic planning now occurs across instructional programs, administrative departments, and institutional governance. A recent move to software-based submissions has resulted in increased numbers of stakeholders who continuously contribute to, and reflect on, planning and more fully-developed plans that are also better aligned with and inform the Strategic and Action Plans' progress.

At SDCE, student activities and student-centered research also inform program and institutional strategies that are guided by the [four pillars of the Guided Pathways](#) model and SDCE's [seven pillars to support students](#). Students can provide input during shared governance meetings, campus visits, campus forums, and town halls. Student surveys and focus groups offer direct student-based information about student learner needs. Accordingly, some of the most recent student feedback has shaped support strategies for reducing student enrollment and completion barriers and addressing students' technology and distance education needs during COVID-19. Several student surveys (e.g., student technology and distance education needs survey, laptop distribution follow-up survey, California Research and Planning Group

COVID-19 needs student survey) informed a large-scale student laptop and Wi-Fi distribution campaign. Student barrier surveys (e.g., 2018/19 CTE Enrollment, Retention, and Completion Survey [PowerPoint](#), [SDCE Overall Report](#), sample program report: [Healthcare](#)) informed faculty and leadership of how highly students value and need faculty support and feedback in the classroom. Student success [focus groups](#) centered on improving the student journey to SDCE. Through the SDCE enrollment process, student success focus provided a better understanding of pain points in the [student journey](#) just before students transitioned to 100% remote instruction during COVID-19 that made revamping student services enrollment processes even more critical. SDCE is now engaged in a unified effort by student and instructional services to standardize students' registration and enrollment processes (see Objective 1.1, a new action step in the revised 2020/21 Action Plan and [2020/21-2021/22 Principles for Prioritizing Planning, Programs, Services, and Resources](#)).

Community input has also been modeled through regular [CE Excellence Community Sessions](#) (CEEC); creating an inclusive, equity-minded, and fluid space for students, faculty, staff, and administrators to bring forward informal and open discussion about successes and challenges in and out of the classroom. [CEEC sessions](#) (hosted by [R²S](#) and led by counseling faculty) are designed to increase the "culture of inquiry" across campuses and are driven by attendees' inquiry. In 2018/19, sessions were centered on the Guided Pathways Framework; R²S programming and services; Student Equity and Achievement Program; and barriers and bridges to student success. Similarly, a November 2019 session was dedicated to learning [how to build an equitable syllabus](#) for faculty. Sample topics address immigrant and undocumented student barriers and institution-wide processes, services, and programs. Questions of inquiry raised at CEEC have been: What services do students request? What services or supports do we have on campuses or that are available with external community partners? Are we meeting student needs or expectations? How do we ensure students have access to resources and support? What types of direct supports help students complete their academic pathway?

Finally, during the last accreditation cycle, the WASC visiting team suggested we look to the official name of our institution to better explain the size and scope of the institution. This fall, the SDCE community engaged in discussions around adding "college" to the official name of our institution to better reflect educational offerings and programs available to adults, and to elevate community understanding of what SDCE is and does within the community college system. As noted in a [Message from the President](#) in October, "The identity of SDCE has evolved over the past fifteen years.... The programs we now offer (and are increasingly required to offer) look more and more like community college courses, majors, certificates, and pathways." In early November, SDCE stakeholders were [polled for their opinions](#), and more than three quarters (76%) of respondents supported the proposal. SDCE's Executive Governance Council unanimously approved the proposal in late November. The SDCCD Board of Trustees and ACS WASC also approved the name change, which was [communicated widely](#) at the beginning of the spring 2021 term.

2020/21 Monitoring and Refinement of the Action Plan

Significant progress on the Action Plan had occurred by the end of [2019/20](#), with 12 time-bound action steps fully completed, 9 in progress, and 14 ongoing action steps being conducted annually. These represented about 92% (35 of 38 total) of the incremental action steps in the 2019/20 Action Plan. Thus, this year, the Action Plan was refined in fall 2020, with further monitoring and tracking scheduled for spring 2021. Six input planning sessions representing students (1), faculty (2), classified professionals (2), and administration (1) occurred in September 2020 that guided refinement of the Action Plan. Ranked stakeholder feedback, gaps identified while writing the Progress Report, and recommendations were provided to the President's Executive Cabinet in a Leadership Brief for recommended additions to the Action Plan. The Leadership Brief and Action Plan were presented to the Executive Governance Council in October, soliciting the refined Action Plan's input and approval.

2019/20 – 2020/21 Development of the Progress Report

Progress Report development occurred between spring and fall of 2020. Lead writers for the Progress Report comprised a contract ESL faculty member and WIOA Coordinator, an adjunct ABE/ASE faculty member and SLO/Program Review Coordinator, the Accreditation Liaison Officer (manager), and the Research Analyst (classified professional). Progress Report writers began by reviewing the 2019/20 Action Plan, the Student and Community Profile report, and the Visiting Committee Recommendation Highlights reports. Throughout spring and summer, writers also reached out to members of the accreditation sub-committee, program faculty, academic and classified senate presidents, deans and other administrators, and executive leadership who were most involved in the Action Plan to contribute to the development of the Progress Report. Analysis of instructional program reviews and meetings with the Accreditation Sub-Committee and management group contributed to analyses of student and community trends and impacts on students. In fall, widespread Progress Report input was requested through the governance committee structure (e.g., five governance committees, academic and classified senates, Executive Governance Council, President’s Executive Cabinet), which include all stakeholder groups. Executive Governance Council approved the report in December, and a District board sub-committee and the District Governance Council are scheduled to review and approve the report in early spring.

IV: Progress on the Implementation of the Schoolwide Action Plan

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan.**
- **Provide a summary of progress and impact on student learning of the schoolwide action plan’s identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**
- **Note: If any recommended growth areas were not included in the school’s schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

Sixty-three school and student learner needs were identified during the last self-study. These needs were consolidated and prioritized into five themes (growth areas) and aligned with the SDCE 2016-2021 Strategic Plan. The five growth areas with their supporting objectives are listed below, followed by a discussion of activities that impact student learner needs and progress on the Action Plan.

Growth Area 1: Growth in Enrollment and Student Success

This area reflects the first of the five Visiting Committee Report Key Recommendations: *Expand and increase access to course offerings, support services, and workforce development opportunities to support student success.* Seven (7) out of the eight (8) Action Plan objectives have been completed in this growth area, with the remaining slated for completion before 2022.

Objective 1.1 Identify and implement effective strategies, activities, and interventions using data (from new ERP system) and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually

Since the last WASC Accreditation visit, SDCE has dramatically strengthened its research capacity and implemented strategies to improve student success based on institutional and labor market data analysis.

The Office of PRIE implemented data coaching sessions and increased workshops and training to build a culture of data-informed decision making among faculty and administrators leading instructional programming. To this end, PRIE has issued several detailed research reports and organized workshops that provide insight into student access, persistence, and completion among student populations that may be disproportionately impacted. Examples include the 2018/19 CTE Enrollment, Retention, and Completion Surveys ([PowerPoint](#), [SDCE Overall](#), program report sample: [Healthcare](#)); Annual Equity Reports (2018/19 [Retention](#), [Transition](#), [Completion](#); [2019/20 Report](#)); and the [2019/20](#) CTE Student Success Focus Groups, which were focused on the student journey to improve the student experience, access and retention. Data that identify trends in access, persistence, and disproportionate impact among student populations are provided annually in program review. Instructional programs and student services respond with strategies to address student needs. Planned student population-centered research for 2020/21 include a PRIE-led binational student study; a Public Information Office led web-based user interface study on students' use of the SDCE website for enrollment; and District-led focus groups among the LGBTQ+ student community and students who have taken the credit by exam and transitioned from SDCE to SDCCD credit colleges.

The R²S PATHWAYS and SDG2CC learning communities, SDCEats!, Outreach, Veteran Services, and the build out of the R²S Centers are significant student services initiatives that were developed to serve disproportionately impacted student populations. Tracking of student outcomes are building, yet there is significant evidence that these communities and services are positively impacting the students they serve (see Objectives 1.5 and 1.6 for more detail).

Additional counselor support and childcare services were identified in the Action Plan as strategies to support student class attendance and completion. Seven counselors were hired in fall 2016 and two more were hired in 2017. As a result, all counseling positions were filled, yielding a 47% increase to counseling staff and the following impacts to students: additional counselors providing in-class presentations/sign-ups for support services; student orientations; student graduation preparation; and scholarship coaching. In response to COVID-19, counselors have continued providing traditional support services, but in the online and virtual environment. Further, to support students who are parents or caretakers of small children, the ESL program has worked with Marshall Elementary and Refugee Net to provide childcare for parents. This effort is on hold due to the COVID-19 school closure. [CalWORKs Supportive Services](#) also assists in securing childcare and has transitioned to [online support](#) during campus closures.

Over the past several years, SDCE has developed a robust program of professional development workshops about student retention and persistence for faculty and staff that increase their capacity to serve SDCE's diverse population of students. In fall 2019, the Teaching and Learning Collaborative (TLC) delivered a [series of four workshops](#). The TLC culminated in an [Innovative Practices Conference](#), designed to support a vibrant, engaged student community by promoting teaching excellence and increased collaboration between SDCE and San Diego Unified School District Adult Education faculty. The SWP Faculty Institute 2020: *Rethinking the Student Experience for Retention and Success* was a 2020 workshop series ([spring 2020 Convening](#) and [kickoff event- monthly SDCE trainings](#)) with 25 faculty that focused on teaching faculty to engage in classroom-level student outcomes-based analysis and decision making; syllabi analysis; attendance certification, authentication and verification (CAV) analysis; and development of an action plan for measuring and instituting classroom-based change strategies. Ten instructors and counselors have also been trained in teaching the Career and College Readiness (C&CR) course for students. These instructors delivered instruction to 680 students between [2016/17 and 2019/20](#). In the Five Day Experiential Learning Institute (FELI), the C&CR student course's employee version using the Academy for College Excellence (ACE) model, 134 faculty, counselors, administrators, and classified professionals were trained by the C&CR Faculty Coordinator between [2016/17 and 2019/20](#). A FELI emphasis is to teach strategies that maintain a healthy class size through increased student self-efficacy, valuable soft skills, and student empowerment. SDCE's [Passport to Success](#) onboarding program also provides training opportunities for new adjunct and contract faculty cohorts, classified professionals, and administrators to support institutionalized leadership and excellence.

Topics covered in the last three years teach the purpose, andragogy, institutional change, access, retention, and completion. The program consists of monthly sessions led by experienced faculty and personnel who teach their newly hired peers to use active, collaborative learning and embrace a learning environment that encourages creativity. A significant part of the program is to ensure that faculty understand student learning outcomes and have the tools to develop effective assessments to improve the culture of student success. A total of 154 participants have been trained between [2016/17 and 2019/20](#).

Other events that focus on student retention and persistence strategies include the Online Pathways CANVAS Certification Program and SDCE [Flex Days](#) sessions. Several Convocation and Institution Day events have focused on the [pillars](#) to support students and student success. Committees have also been established that focus on student persistence. For example, the ESL Learner Persistence Committee meets several times each semester to discuss data and instructional strategies that increase ESL student persistence, course completion, and transition to SDCCD credit colleges. The WIOA II Committee meets once every month to analyze CASAS assessment data pertaining to learner gains and persistence.

Objective 1.2 Grow SDCE Distance Education classes through the integration of hybrid and online course development by 10% annually.

Since the last WASC Accreditation visit, SDCE has created more opportunity for students to choose modes of instruction that best fit their needs through the build-out of Distance Education (online) offerings across programs, including an increase in the number of online hybrid and fully online classes. The [distance education enrollment](#) footprint expanded from 4.5% (5,818 students) of all enrollments in 2016/17 to 26.5% (27,074) of all enrollments in 2019/20. [Distance education FTES](#) (student attendance hours) increased by more than 25% annually (273 FTES in 2016/17; 345 FTES in 2017/18; 457 FTES in 2018/19), despite the drop in [overall FTES](#) during this time from (8,351 FTES in 2016/17; 7,957 FTES in 2017/18; 7,338 FTES in 2018/19).

Several programs expanded online and partially online options between 2016/17 and 2018/19. [ESL](#) (19 FTES to 74 FTES) and [Child Development](#) (5 FTES to 16 FTES) increased offerings by 297% and 223%, respectively. ESL created several new online and hybrid courses: Hybrid Advanced Prevocational ESL, Level 6 Hybrid, Intermediate/Advanced Online Grammar/Writing, Intermediate Online English at Home, Advanced Online English, and Hybrid Transition to College. The [Emeritus](#) program significantly increased its already robust online offerings (136% increase; 59 FTES to 139 FTES). To support its growing online program, the department has developed a 10-hour training course *Emeritus Online Training Modules*, for faculty who wish to teach online. The [Business and Accounting](#) program nearly doubled its online FTES (96% increase; 50 FTES to 98 FTES), and the [Information Technology](#) program increased student FTES by 56% (22 FTES to 35 FTES). The [Automotive](#) program piloted its first online offerings in three Automotive Technician classes in 2017/18, while the [ABE/ASE](#) Program launched its first two online classes in fall 2018. By the end of 2018/19, the program offered 15 online courses.

Throughout 2019/20, instructional and student services developed the [ICOM Academy](#), which provides fully online interactive competency-based online micro-credentialing in a fast, free, flexible education format for students. ICOM Academy piloted three programs during summer 2020 and has devoted additional resources to expand its number in fall 2020. A total of [16 programs](#) are expected to be offered before the end of 2020/21. These career education programs are short-term and can be completed in 5-10 months. OER content is prioritized to make learning “zero-cost” to students. SDCE’s ICOM Academy is part of the Improving Online Career Technical Education [Pathways Grant](#) and the [CVC-OEI](#). Extensive online career placement services and online student services are planned to parallel the launch of ICOM Academy. Planning began in 2019/20 and will continue in 2020/21 with phased-in services.

SDCE has also focused on [professional development](#) opportunities and support for faculty to increase their knowledge and teaching skills in a remote and online environment. The *SLOs and Formative Assessments in the Online Environment* webinar had more than 50 SDCE faculty participants, double the average of face-to-face attendance. Due to COVID-19, instructors' professional development opportunities to increase their knowledge and skills in developing online course materials, synchronous

and asynchronous instruction, and student outcomes assessment have grown exponentially, as have faculty participation in these courses (see Objective 3.1).

Objective 1.3 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCE campuses locations by 5% in 5 years and maximize the use of campus space

While some off-campus locations cycle out of agreements, programs have actively acquired several new off-site locations since the last accreditation visit. Overall, the number of offsite facilities offering noncredit classes increased by 8% from 105 to 113 between 2015/16 and 2019/20. The Emeritus program has added ten new off-site locations, while the Automotive and the Skilled and Technical Trades programs added high school locations, bringing additional access to students in the city's northernmost areas. The Automotive and the Skilled and Technical Trades programs also expanded articulation agreements with San Diego City, Mesa, and Miramar colleges. The Healthcare Careers program has added [new off-site locations](#) annually since 2014 and increased new site locations between 2016 and 2018 to meet student demand and labor market needs. The program also expanded course offerings to two additional campuses. In [July 2018](#), the Digital Media program partnered with the Jacobs Center for Neighborhood Innovation to offer an Interactive Media Certificate Program (IMCP) course in southeastern San Diego, representing a geographical expansion of the program, and the Child Development Program added two new locations, St. Katherine's Drexel Academy in fall 2018 and St. Dunstan's, in fall 2019. Due to the COVID-19 campus closures beginning in March 2020, the acquisition of off-site class agreements has ceased to be a critical need. Planned classroom space analysis was deferred to 2021 due to the Campus Solutions system implementation and COVID-19 campus closures.

Objective 1.4 Maintain CTE curriculum to current industry standards while making accessible to a larger population of students and increasing CTE enrollment annually by the district's growth percentage (year 1 = 2%)

The San Diego Community College District ceased being in growth mode in 2018/19, resulting in planned reductions to SDCE's class schedule. The Business and Accounting and the Digital Media CTE programs faced further enrollment challenges (19% and 26% [FTES](#) decrease, respectively) due to a historical high immigrant student enrollment and the negative impact of immigration policies and climate. The bulk of the decrease in CTE programming for students is enrollment changes within office skills courses, a large contributor to Business and Accounting Program FTES. However, several CTE programs saw expansion and growth. The Healthcare, Automotive, and Hospitality and Culinary Arts programs displayed increases in [FTES](#) (48%, 17%, and 11% increase, respectively) between 2016/17 and 2018/19 as a result of new and revised programs and greater access due to a revision in scheduling (i.e., weekend and evening additions).

The infusion of career education-based funding in the last four years has allowed SDCE to modernize the CTE curriculum, align it with the requirements of SWP and other state directives, and create career pathways for students that lead to in-demand, higher-paying jobs. Grants (e.g., Perkins, SWP, and CAEP) have funded equipment and supply needs for start-up programs, curriculum development, and further alignment with industry requirements. SDCE was awarded the competitive \$500,000 Improving Online CTE Pathways grant through the CVC-OEI. The grant supported the initial development of CTE fully online programs. The Innovation and Effectiveness grant supported significant efforts to improve faculty syllabi and SLO practices throughout spring 2020. The [SDCE syllabus template](#) was updated for alignment with equitable standards (e.g., [Blooms Taxonomy Wheel](#), [Backwards Course Design](#), [Developing Learning Outcomes](#)). Faculty participated in institutional training on equitable syllabi during the 2020 spring Institution Day. A course SLO [checklist](#) was created and administered to instructors to ensure that course SLOs are relevant and consistent within disciplines.

A Curriculum Analyst was hired in [2016](#) to support SDCE's curriculum development process and the local and state curriculum approval process. The Analyst also helps the credit by exam internal

communication processes and oversees the production of the school's [Catalog](#) and [Class Schedule](#), all of which directly support all SDCE students. The Curriculum Analyst and Faculty Curriculum Chair collaborate and provide technical assistance to faculty members and program deans, including finalizing drafted course outlines and program descriptions. SDCE's course approval processes have been standardized and ensure regulatory compliance in collaboration with the SDCE Curriculum Committee. The [curriculum review process](#) has been updated and includes the incorporation of SLOs in the Tech Review Planning Form. A course outline of record repository [SDCE CourseNet](#) was developed by the Curriculum Analyst and launched in December 2019. A [curriculum survey](#) has been used to track reviews and updates to active courses and was embedded biennially in program review beginning in fall 2020.

Forty-eight new or revised career education programs have been approved since [2016/17](#) and four existing career education programs have been deactivated. Some programs were changed to short-term stackable certificates to support student completion and flexibility in scheduling coursework. Highlighted new career education programs include modernized Fashion, Automotive Service Advisor, and Business Information Worker certificate programs in 2016/17; new Cyber certificate programs in 2017/18; new Python, Health Unit Coordinator, and IMCP-replacement programs in 2018/19; and new Child Development certificate programs in 2019/20. The faculty developed SDCE's first Career Development and College Preparation (CDCP) Workforce Preparation certificate in 2019/20. Career education course development and revision have increased significantly since [2016/17](#) alongside new program development: 48 new courses, 70 course revisions, and 11 course deactivations have been approved since 2016/17. In 2019/20, 23 new career education courses were approved, 52 career education courses went through the process of revision, and 8 courses were deactivated. All new programming is assessed based on market demand during curriculum approval. CTE programs undergo an annual program review and a biennial analysis of labor market information to ensure programs meet the workforce's changing needs and the community. In fall 2019, the Office of PRIE, the SDCE and SDCCD Instructional Services offices, and the Centers of Excellence collaborated to refine labor market data (e.g., 28 reports; [sample](#)) and [analysis](#) embedded in program review. The 2019/20 labor market analyses show that 84% of programs are in regional priority sectors, and 90% of programs meet a market gap.

Individual CTE departments have made many changes in their instructional programs to keep their curriculum current with industry standards and make programs accessible to a larger population of students. The Skilled and Technical Trades Program developed a credit by exam agreement with San Diego City College, which will allow students to transition to the credit Electronic Technician certificate program. The Plumbing certificate program opened more classes at night and on weekends to provide access to students who work during the day. The Child Development program increased membership in the Child Development Advisory Board.

The Business and Information Technology (BIT) Program was divided into three separate departments: the Business and Accounting Program, the Digital Media Program, and the Information Technology Program. SDCE reorganized the Small Business and Project Management certificate programs under the Business and Accounting program. Through Perkins funding, these programs provide students with access to Entrepreneur Space, an incubator for emerging businesses and organizations that provides clients with business counseling, technical assistance, and networking opportunities at no cost to students. A new multi-disciplinary program, Sewn Fabrics Business, was created to support entrepreneurship training. In recognition of the Small Business program's successes, in October 2019, SDCE received the Heather Van Sickle Entrepreneurial College of the Year Award, a national award presented by the National Association of Community Colleges for Entrepreneurship.

The Digital Media Program is now supported by a dedicated program chair, which helps the program quickly identify and respond to challenges. The program now includes four certificate programs. Several revisions have been implemented, including new curriculum with stackable courses and the migration of IMCP to Digital Media I and II in line with the planned pilot of Digital Media I in spring 2020. The program submitted Python certificate program and Adobe Certification course outlines for state review.

The Cisco certificate program initiated changes to the Networking Academy curriculum within the Information Technology Program after consulting with industry advisers. The faculty streamlined and updated course objectives to meet current employer needs for information technology professionals, including revising the Network Technician and Cisco Certified Network Associate (CCNA) certificate programs. These programs meet the new network industry certification requirements. Hardware upgrades were made to Cisco labs to support updated equipment needed for students learning emerging technologies and Software Defined Networks.

In July 2019, the Hospitality and Culinary Arts Program were divided into the Fashion (Clothing Construction and Textiles) Program and the Hospitality and Culinary Arts Program. The division brought independent program chair leadership for each program, sparked innovative thinking, and improved collaboration among faculty. In fall 2018 and summer 2019, two new sites were established with designated sewing classrooms. The Fashion program was restructured and revised according to industry and market trends. It ensured valid credit by exam agreements with the Apparel Construction 1 course taught at San Diego Mesa College. The creation of "sewing only" classrooms at several campuses has opened pathways for students who only attend SDCE at those sites and cannot commute to the West City Campus, which has historically been the Center of Excellence for Hospitality and Culinary Arts.

Seven course outlines for new courses were completed within the Hospitality and Culinary Arts program. The department is completing outlines for three new programs: Hospitality & Event Management, Culinary Arts and Sciences I, and Culinary Arts and Sciences II. A kitchen remodel completed at ECC in fall 2018 helped the program to increase course offerings and enrollment, thus expanding its presence throughout SDCE and the community.

The Healthcare Program has launched a new Health Unit Coordinator certificate program, its first online program with Medical Terminology, a Certified Nurse Assistant (CNA) [class](#), and a Personal Care Assistant/Caregiver program. The Program secured a state grant to increase Nurse Assistant Training programs to resolve increased demand and began a partnership with San Diego Family Health Centers to assist students with health screening needed to enter the CNA program.

The Automotive Technician certificate program updated its core 507 course curriculum by adding the advanced driver-assistance systems training to increase car and road safety and the smog instructor training. The new training significantly increases students' marketable skills and job opportunities. Encouraged by these additions' success, the department plans to integrate more clean air and green energy technologies into the program. The Automotive Technician certificate program has also increased its course offerings by [partnering](#) with Subaru U, which gives students access to online dealership training and adds another layer of marketable skills.

Objective 1.5 Increase student support services and access to those services and resources by 5% within 5 years where needed

SDCE has implemented several new student services programs and expanded others guided by the school's approach to addressing student needs, which is based on seven pillars of student success:

- ✓ Employment security
- ✓ Food security
- ✓ Housing security
- ✓ Financial literacy
- ✓ Textbook and course material affordability
- ✓ Intellectual and emotional security
- ✓ Transportation security

The [SDCE Foundation](#), established in 2008 based on the pillars of student success, is now a significant contributor to supporting SDCE programs and supporting student needs. As of September 2020, with the administration of COVID-19 funding, the SDCE Foundation reached a new goal in helping to remove student barriers, with \$1,378,034 to be administered in [2020/21](#). SDCE Foundation has supported the expansion of SDCE programs such as [Rising to Success](#) (R²S) and San Diego Gateway to College and Careers (SDG2CC).

In 2016/17, Counseling Resource Centers and Outreach Services were developed in support of student success. In 2017/18, SDCE reconsidered its equity work. R²S was designed and implemented in

recognition that addressing students' needs under the seven institutional pillars, breaking down student barriers to success, and embedding and interweaving equity and inclusion into the fabric of the institution is key to systemic and sustainable change. R²S oversees Outreach Services and R²S Centers, CalWORKs, R²S PATHWAYS, [SDCEats!](#), and TAP. [SDCE Outreach](#) is designed to increase students' access to SDCE academic programming and student support services through information workshops, presentations, and strategic and targeted outreach events and activities. Outreach Services works with prospective students in our communities, school districts, transition programs, internal and external partners, and current SDCE students to foster student success. Since the last Accreditation visit, Outreach has significantly increased its services. Under the Student Equity Plan, R²S opened [three R²S Centers](#) at the Chavez, ECC, and Mid-City campuses in 2018/19. The centers provide targeted assistance (e.g., student assistance, resources, referrals) to student populations in need (e.g., homeless, former foster youth, formerly incarcerated, low-income, undocumented, DACA/Dreamer/AB540, LGBTQ+, veterans, and disproportionately impacted groups of students). R²S Veteran Services helped increase Veteran students using education benefits in certified programs by 20% in [2019/20](#). SDCE received approval to certify Veteran students for an additional auto program, Service Advisor, resulting in increased access to programs in which Veteran students may use their Veteran's Affairs Education benefits, bringing current offerings to five eligible CTE programs.

R²S expanded the [R²S PATHWAYS](#) to a learning community program alongside the Career and College Transition (C&CT) program expansion of the [SDG2CC learning community](#). SDG2CC supports the community by building pathways for disconnected youth ages 18-24 to earn a high school diploma or high school equivalency. R²S PATHWAYS, a case management retention model learning community, onboards and supports SDCE students ages 25 and older in reaching their academic goals and succeeding in their CTE pathway. [Both learning communities](#) provide opportunities for students to work in a cohort model to learn and support each other. Each program connects students to the community to ensure they are college prepared and career ready. Both SDG2CC and R²S PATHWAYS connect students to employment and internship opportunities, an Apprenticeship Readiness Program, and support to transition to college (see Objective 1.6 for more on SDG2CC and Apprenticeship Readiness Program).

To achieve significant student success in SDCE's programs with its most vulnerable student populations, R²S PATHWAYS provides [direct services and resources](#) through dedicated coordinators with considerable experience working with noncredit students. Increased advising and support systems are interwoven into the program to tackle barriers to retention and completion. R²S provides intensive and intrusive case management with direct support services and resources. Continued follow-up and wrap-around services deliver supports that help students face hurdles that are often barriers to educational participation and progress. Support is designed to meet the unique needs of noncredit students and primarily serve those who qualify as disadvantaged student populations (e.g., [Perkins 2019/20 Report](#) and [SEA Annual Report](#) funded activities). Because financial aid is not available for noncredit students, R²S PATHWAYS provides or directly refers its cohort students to employment support or services, transportation assistance, child care, housing, food, and course equipment, materials and textbooks.

In alignment with the Student Equity Plan, the program provides an annual report of plans and accomplishments. For example, R²S PATHWAYS, Outreach Services, and R²S Centers have increased equity change among seven 2018/19 student populations and metrics by between 4% and 16%. As further detailed in the [Annual Report](#):

Rising to Success PATHWAYS direct services helped obliterate some of the challenges and barriers faced by SDCE Career Technical Education (CTE) program students. Braided funding under Perkins and Student Equity and Achievement (SEA) Program allowed for the expansion of intensive case management services and light services (i.e. referrals, textbook or bus passes only). [S]tudents were provided light services through the R²S PATHWAYS lending library; proceeded through a full intake and case management program with an overall 92% completion rate for Career & College Readiness program; 41% certificate completion rate (in time CTE program completion rate) with an 83% course completion

rate (by term only) and 76% employment rate to date. Retention rates are at nearly 90%. Additional data is being assessed to measure specific program and course outcomes for R²S PATHWAYS students.

Since fall 2018, the SDCEats! program has operated a Marketplace, the Farm to Family Fair, and a Health and Resource Fair at ECC campus. [SDCEats! Marketplace](#) operates as a choice pantry, which is more like a grocery store than a food bank, where shoppers receive 10 points per week and choose what goes in their bags. In the [first month](#) of its opening to students, SDCEats! Marketplace provided nearly 130 breakfasts and 185 complete meals to over 250 students. SDCEats! has since served almost 6,000 shoppers in the Marketplace. It expanded its operations and services by nearly 40% from its opening and completed a remodel in spring 2020. The free monthly [Farm to Family Fair and Mobile Health Resource Fair](#) has delivered to our community and students over 150,000 lbs. of fresh produce. The Marketplace stocked over 120,000 lbs. of dry goods, perishable meats and dairy products during 2019/20. SDCEats! has temporarily closed during the COVID-19 pandemic. However, R²S and partners have continued to support students at food distribution sites. R²S introduced its Technology Access Project (TAP) in spring 2020 to help meet students' technology needs transitioning overnight to online and remote instruction due to the COVID-19 pandemic. TAP provides students with laptops to access and complete online and remote courses and programs (1,151 laptops and 112 Wi-Fi hotspots with six-month access acquired through October 2020), with student [distributions](#) scheduled from late spring 2020 through fall 2020 registration. In coordination with the Office of PRIE, R²S is conducting follow-up studies to gauge the impact on retention, persistence, and completion for students who received a laptop. This report is anticipated to be completed in the latter part of the fall following the remaining laptops' distribution.

Further improvements in services for students include increases in counseling support, online student support, and career and job development services, as well as CalWORKs program realignment. Counseling staffing increased 47% between 2016 and 2017, resulting in current [planning](#) for the launch of its new orientation video and online orientation. It is expected that prospective students' knowledge of the orientation process for SDCE programs and services will increase. By the start of the fall 2020 term, a [Virtual Student Services Support Center](#) was opened to support students who, prior to COVID-19, would have visited or contacted a campus student services front desk for enrollment information. CalWORKs realigned its [Work-Study program](#) to support students' career readiness and long-term success. The program now offers on-campus employment opportunities for CalWORKs students and helps them develop workplace skills related to their current training and education goals.

Objective 1.6 Increase workforce development resources and services by 10% over 5 years

Increasing workforce development resources and services has been one of SDCE's unquestioned priorities in the last three years. Priority Sector/Labor Market Information data and student population career interest data are used routinely to determine areas for integrated education growth and training offerings. SDCE has identified several workforce opportunities for priority populations and developed a structure for employer services to increase the number of career-related work experiences and work-based learning opportunities for students. Two faculty Work-Based Learning Coordinator positions were established in July 2019 to integrate within the context of guided pathways, establish baseline information for work-based learning activities, provide faculty professional development opportunities, and further integrate work-based learning with job development and employer engagement functions. Work-Based Learning Coordinators provide faculty assistance in enhancing collaborative industry projects, simulated workplace experiences, and other industry-assisted classroom experiences. They will determine the feasibility of a faculty externship program (or related professional development) for fiscal year 2020. SDCE has also developed several regional partnerships based on priority populations and key system partners. One example is SDCE's [partnership](#) with Back 2 Work's Caltrans Veterans Outreach Program, which helps formerly incarcerated, veteran, and homeless men and women overcome employment barriers through a paid apprenticeship employment program.

Formal establishment of the Career and College (C&CT) program, job developers' hire, and a C&CT dean

occurred between 2017/18 and 2019/20. [Six student career resource centers](#) were opened by 2019/20, with the first established at ECC in spring 2017. Students can now attend employer spotlight events, workshops, meet with career counselors, and receive help with resume writing, job search, and interview skills. Career and [job development services](#) with general and career counselors assist current students and recent alumni with personal, educational and career objectives. Job developers support current students and program graduates/recent alumni in job placement services. These investments are supporting a SDCE strategic initiative of creating robust guided pathways to careers and college transitions.

Sponsored by the SDCE Foundation, [SDG2CC](#) was established in 2016/17. [SDG2CC](#) is committed to alleviating youth disconnection and serving opportunity youth by creating a compassionate educational learning community. They provide individualized and intensive support, wrap-around services (case manager, stipend, bus passes, textbooks, paid internships, and health resources), guided pathways to college and career, employment driven learning opportunities and subsidized work experience (SDG2CC mission). SDG2CC enrolls disenfranchised Opportunity Youth, particularly young adults who have previously withdrawn from high school due to life circumstances. Data from [October 2019](#) indicate that 33% of students were homeless, 58% had not completed high school, and 100% were low income at the time of enrollment in SDG2CC. The program supports their attainment of the following goals:

- Earning a high school diploma or high school equivalency
- Earning a credential in one of 75 vocational pathways at SDCE and transition to college or work
- Connecting to employment readiness training and paid internship opportunities
- Participating in the Apprenticeship Readiness Program
- Attaining a San Diego Promise Scholarship

SDG2CC is one of the highest performing programs within the Youth Provider Network in the County of San Diego. In four years, the program has reported significant success in elevating the lives of 210 Opportunity Youth served through the program, with some students achieving multiple positive outcomes by [August 31, 2020](#):

- 17% earned a high school diploma, GED or HiSET certificate, and 32% earned a CTE credential
- 60% transitioned to SDCCD for-credit courses
- 72% successfully completed the Gateway program and transitioned to credit or employment.
- 47% participated in paid internships that have led to permanent employment
- 30% were placed in a job directly related to their CTE pathway, and 60% in college or employment
- 28% participated in the Apprentice Ready Program

An SDG2CC [Apprentice Readiness Program](#) pilot was funded by the City of San Diego and implemented in 2019/20 to teach students on-the-job skills needed to sustain employment in the building construction trades. Eighty percent of the students received a Certificate of Completion from North America's Building Trades Unions, a national industry certification. Since May 2019, over 90% of those who completed the program have started working in construction, and at least 25% have entered registered apprenticeship programs.

As reflected in the student equity plan, specialized support for priority populations has been possible thanks to major grants, like SWP and WIOA. Specialized private grants such as from the [Lucky Duck Foundation](#) support homeless adult students along with other grants secured by the SDCE Foundation. SWP funds have also supported the implementation of the Guided Pathways approach at SDCE. Specifically, they were used to increase the footprint of existing CTE Instructional programming and enhance services that provide outreach and assistance in improving the students' journey while at SDCE. Professional development and research funds were invested in improving upon CTE programs' capacity to analyze program outcomes through focus groups and other means establishing strategies to support student outcomes. Several new course outlines were developed, and instructional programs expanded to support "more and better CTE programming" at SDCE, the hallmark of the SWP. Specific emphasis was placed on creating stackable course sequences and enhancing the capacity of CTE programs to provide

online classes. As a result, several student success metrics are trending in a positive direction; reflecting growth in student outcomes:

- Students Who Attained a Noncredit Workforce Milestone in a Single Year
- SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status
- Median Annual Earnings for SWP Exiting Students
- Median Change in Earnings for SWP Exiting Students
- SWP Exiting Students Who Attained the Living Wage

In 2019, students reported through the CTEOS survey that they experienced a \$5.00 per hour wage increase when they obtained a job in a field closely related to their field of study, which is up from a \$3.00 per hour wage increase reported in 2017. The percentage of students who reported [obtaining a job](#) either close or very close to their field of study increased from 60% in 2017 to 64% in 2019.

Objective 1.7 Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process

Ninety percent of campus classrooms were upgraded to “smart” enabled classrooms with a district standard podium and associated equipment by fall 2016 (over the original 80% goal). This effort was accompanied by ongoing [training](#) for faculty in the use of the new technology. Several Emeritus program classrooms without smart classroom equipment were also equipped with Chromebooks in spring 2019. Since 2017/18, SWP funding has supported classroom equipment and technology enhancements to facilitate student success, including, but not limited to, the following programs and program pathways:

- Auto Body & Paint Technician
- Automotive Tech
- Air Conditioning and Heating
- Electronics
- Welding
- Information Tech Pathway
- Interactive Media
- Business Information Worker
- Project Management
- Certified Nursing Assistant
- Child Development
- Clothing and Textiles

Core matriculation services, including assessment, provide students with a foundation for student achievement and successful completion of educational goals. As such, the expansion of student assessment centers to six campuses is underway. Centers at CE Mesa and Mid-City have been completed. Centers at Chavez, North City, West City, and ECC are expected to be completed by 2021/22 (e.g., [Draft Placement Assessment Room Expansion Plan](#)). This build-out at each campus will help to institutionalize and standardize the use of online CASAS. Computer-based assessments will provide greater accuracy, automatic scoring, and an increase in the capacity to assess students.

Objective 1.8 Increase number of courses implementing open education resource (OER) materials

In fall 2016, SDCE conducted the [Open Educational Resources Survey](#) among faculty to assess current use and satisfaction with OERs and in-classroom cost of non-OER materials and establish the extent of the need. As of fall 2016, most faculty who responded (71%) were not using OERs; however, 64% of those not currently using OERs were considering beginning or expanding OER use in their classes. Respondents considering OER use most often cited a reduced cost to their students as incentive for future use, while respondents who felt they were unlikely to use OERs often cited lack of knowledge or familiarity with OERs and a belief that OERs were not appropriate for their students or their field of study. [OER adoption](#) at SDCE has increased after receiving the two-year (2017/18-2018/19) Zero Textbook Cost (ZTC) Planning and Implementation Grant. This grant facilitated the conversion of the Small Business Planning and the Small Business Growth programs to ZTC, resulting in fewer students needing to purchase textbooks and increasing student accessibility to online classroom materials and student completions. The grant has also provided professional development for faculty to develop and introduce more OER throughout SDCE. Numerous [activities](#) have supported these efforts since 2017/18, including faculty compilation of an extensive list of [OER resources](#) for their colleagues, and facilitation of department OER planning and implementation training. The [2018/19 WIOA Plan](#) has focused on

increasing faculty use of OERs and the development of ICOM Academy has prioritized OERs for classes, which means Zero Textbook Costs for students. As a result, according to SDCCD surveys in [2016 and 2019](#), OER use has grown at SDCE by 14 percentage points, from 29% to 43%, respectively. In spring 2019, 3,856 students were enrolled in OER classes, with 2,488 students enrolled in ZTC classes.

Growth Area 2: Increased Communication and Community Collaboration to Support Student Success

This area reflects the second of the five Visiting Committee Report Key Recommendations: *Increase internal and external communication and collaboration*. Three (3) out of (3) objectives are ongoing or in progress in this growth area.

Objective 2.1 Create an infrastructure and process for informing internal staff & faculty of new programs and services including the utilization of the new ERP student Dashboard as a point of reference to provide information to students

Through SDCE internal communications, faculty and employees are now better informed about new and revised instructional programs, student services, and institutional activities and events, thereby supporting information dissemination to prospective and current students. Since the last accreditation visit, the following infrastructures have been put in place:

- Instructional deans notify the counseling dean of new programs for communication to students
- Academic Senate announces [new programs](#), activities and [training](#)
- Since 2018/19, weekly *Messages from the President* are communicated, including [programming updates](#), new hires, training, current events at SDCE, research and planning updates, and [community events and partnerships](#)
- [Media](#) advisories of SDCE media coverage for program and [student successes](#) are communicated as they occur
- [SDCE newsroom website](#) is regularly updated with videos and stories about SDCE programs and students and shared through the president's messages and at events
- [SDCE Newsletters](#) were increased to bi-monthly
- [Accreditation Sub-Committee](#) and the [Office of PRIE](#) each distribute newsletters in fall and spring to inform the community about accreditation activities, research and integrated planning

Messages from SDCCD supplement SDCE information and include [fiscal updates](#) from the Chancellor and news from instructional and student services divisions. Special communication channels are added as needed to inform faculty, students, and the SDCE community. For example, SDCCD student services provided [updates](#) on planning and processes for implementing Campus Solutions and faculty and student [training](#). Implementation modifications were [communicated](#) first weekly and now monthly. CANVAS information from [District Instructional Services](#) has been provided regularly. In April and May 2020, the SDCE president, vice presidents, senate presidents, and Associated Student Body president guided a series of town halls, SDCE in Focus, via Zoom for essential updates to the SDCE community at the outset of the COVID-19 pandemic focused on off-campus learning and remote work. A series of COVID-19 messages from the chancellor also guided the SDCE community throughout spring and summer 2020. SDCE in Focus town halls have continued through 2020, with shifted focus to social justice and compassionate conversations, including student, employee, and community-focused town halls.

Objective 2.2 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years

In the last three years, SDCE has strengthened interdisciplinary collaborations and increased the promotion of programs across the disciplines. The Healthcare Careers program regularly works with ESL in scheduling and promoting Healthcare programs. The Automotive, Skilled and Technical Trades, ESL, and ABE programs are determining how to add vocational ESL and vocational ABE programming. The Skilled and Technical Trades, Digital Media, and Information Technology programs are also exploring collaboration as coding, and basic information technology familiarity is becoming more prevalent within

the trades field. Small Business programming is being integrated into CTE programs. Students are encouraged and assisted in crossing between the Small Business-Fashion and Small Business-Digital Media disciplines. Students in web marketing classes benefit from small business approaches in two courses: Social Media for Small Business and Search Engine Optimization for Small Business. Fashion students developing small businesses can enroll in the Sewn Product Business certificate program and benefit from a series of small business planning and project management program courses. Maker-centered learning is a new focus in the Fashion program. During fall 2019, the program co-authored a grant proposal with Information Technology and Business faculty to become host sites for an inaugural Maker Fellow program sponsored by Citizen Schools and AmeriCorps. SDCE has been awarded two Maker Fellows through this grant.

ESL and ABE/ASE programs have also collaborated with CTE deans and faculty to develop career pathways and increase their students' co-enrollment in CTE certificate courses. The Integrated Education and Training (IET) Program is now supported by the WIOA II Grant and outlined in the WIOA Section 243 EL Civics Plan submitted in [spring 2019](#) and [spring 2020](#). The WIOA Coordinator and the VESL Coordinator presented the plan at several meetings in [spring 2020](#), including to all program deans, counselors, and the Access, Retention and Completion Pathways Sub-Committee, which coordinates the Guided Pathway initiative at SDCE. Under the IET plan, the ESL program updated, digitized, and expanded its workforce preparation curriculum. They increased their workforce preparation offerings to accommodate working students' schedules. They broadened its Vocational ESL program to include beginning level students to create interest in career development from the moment students enter the program. At the beginning of [spring 2020](#), 65% of ABE students, 8% of ASE students, and 4% of ESL students overall were co-enrolled in CTE, which is an increase from the beginning of [spring 2018](#) for ABE and ASE students (3% and 4% of students, respectively). The WIOA IET program supports six career pathways (Business Information Worker Stage I, Childcare Provider, Clothing Construction, Personal Care Assistant/Caregiver, Professional Bakeshop, Small Business), based on labor market research, student interest, and research on co-enrollment trends.

SDCE is also working to increase integration with Contract Education and Community Education collaborations with SDCE, particularly among CTE classes. To this end, Community Education is [aligning](#) more of its offerings to career education programming. Community Education, Contract Education, and Fee-Based Education are three dynamic programs that fulfill the mission of SDCE around workforce development and winning jobs while addressing the needs of the students and community members in a myriad of ways. SDCE has made significant strides over the past four years through deliberate planning efforts to further integrate FTES generating course offerings with these three supplemental types of instructional programming.

Objective 2.3 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate

Over the last three years, SDCE has hosted over 150 [community outreach](#) events on the SDCE campuses. SDCE regularly hosts counselor luncheons, advisory committee meetings, SDCE Foundation board meetings, community-based ECC Historical Preservation Committee meetings, SDCCD meetings, and more. In 2019/20, with broad community participation, SDCE hosted the 2nd Annual [Apprenticeship and Vocational Training Career EXPO](#) for students with Assembly-member Dr. Shirley Weber, the 4th Annual [Careers in Public Service](#) student event with San Diego City Council member Monica Montgomery (see event [agenda](#)), and the [Coretta Scott King Inaugural Benefit](#) to support the historic preservation of ECC. The SDCE community also participates annually in the San Diego MLK Day and Pride parades. Some of SDCE's regular institution-wide events include fall and spring campus forums, annual faculty and classified professional appreciation events, fall Convocation and spring Institutional Day, and the Stars on the Rise student scholarship event. The number of SDCE community partnerships is substantial (e.g., [one week](#) at SDCE). A few examples of newly established community partnerships to support students include collaborations with the San Diego Rescue Mission (SDRM), the SDCE Foundation, and Feeding

San Diego. In [2016/17](#), SDCE began partnering with the SDRM, which provides ESL, parenting, CTE, and high school diploma courses to SDRM clients. In 2017/18, SDCE expanded the partnership by providing job training and placement services for homeless residents of the San Diego community. SDCE was awarded the prestigious League for Innovation in Community Colleges 2018 [Innovation of the Year Award](#) for partnering with SDRM in the R²S Pathways pilot program. A Farm to Family Fair and accompanying Resource and Health Fair was also established in 2018/19 in collaboration with SDCE Foundation, with new community partners added in [March 2019](#). The SDCEats! Marketplace was established in collaboration with SDCE Foundation, Feeding San Diego, and the SDRM through Partners for Hunger Relief. With so much partnership development, the Program Activity Manager will annually update a comprehensive list of partnerships moving forward.

Growth Area 3: Professional Development to Support Student Success

This area reflects the third of the five Visiting Committee Report Key Recommendations: *Provide equal access to targeted professional development with mechanisms that track and measure impact*. This growth area contains one objective with multiple action steps: one is completed, two are in progress, and the primary action step is ongoing.

Objective 3.1 Current employees will have the opportunity to participate in professional development activities annually to enhance their teaching, customer service, technology, and leadership skills in alignment with SDCE's and SDCCD's strategic goals, and in support of student success - beginning in spring 2017

The Professional Development Committee has long-served the institution in professional development-related matters. The committee is focused on providing professional development to all constituents of SDCE, with a renewed emphasis on professional development for classified professionals and technology training for all stakeholders. The committee also evaluated the number of flex days in 2018/19, which were determined to remain the same, and modified its membership and goals in [spring 2020](#). A part-time Flex Coordinator has served the institution in collaborating with internal professional development project leads, tracking and reporting Flex hours to the state, and implementing an annual Flex planning and evaluation survey. In spring 2019, the coordinator collaborated with the Office of PRIE to revise the Flex survey and [annual report](#) by adding new survey questions related to professional development's impact on student success. In August 2019, the Flex Coordinator position was converted to a full-time professional development and faculty development coordinator (PD/FLEX Coordinator) to oversee the extensive professional development program.

SDCE faculty coordinator office space was renovated to house up to four faculty with non-classroom professional development coordinator assignments (e.g., PD/FLEX Coordinator, Passport to Success leads, Program Review/SLO Coordinator). There are additional workstations set up for faculty to work individually or in small group training. Infrastructure and increased professional development personnel have been a long-awaited change that supports substantial increases in professional development participation across the institution. Many [Flex workshops](#) are designed to help faculty implement best practices in teaching and learning; yet, flex workshops are also open to classified professionals. Over 580 sessions and independent projects were delivered in 2019/20, totaling 8,978 reported faculty hours (28% increase compared to 2018/19). Additionally, 492 faculty reported an average of 18 flex hours per faculty member (35% increase in sessions and projects; a 21% increase in faculty hours compared to 2018/19).

[Each year](#), SDCE events and activities support [civility, diversity, equity and inclusion](#) (e.g., African-American History Month Celebration, Disability Awareness Days, Asian-American Week, Day of the Dead, Hispanic Heritage events, LBGTQ+ SafeZone Trainings, Diversity Book Clubs, and SDCCD Equal Employment Opportunity/Sexual Harassment Trainings). Fall 2019 Flex Days included a keynote on 'Equity in Action,' with more than 250 attendees. Spring 2020 Flex Days had equity walks on campus and sessions related to compassionate conversations and equity-minded syllabi design, with more than 200 participants.

The Staff Training and Retention (S.T.A.R.) conference was established as a full-day conference for SDCE staff in [2018](#) and continued in [2019](#). The conference provides training in customer service, leadership, and support for business practices, among other topics. Beginning in March 2020, and as a result of COVID-19, staff leading the programming developed the ad hoc Online Professional Development Collaborative (OPCD). The 2020 conference was converted online and revised to address new needs (e.g., Office 365 training, email and telephone etiquette, public speaking, classified professional needs during COVID-19), attracting more than 150 attendees.

[Technology and distance education](#)-related professional development has increased substantially in recent years. More than 400 technology support Flex sessions were offered between 2016/17 and 2018/19, with 75% of the training occurring in the last two years (101 in 2018/19 and 200 in 2019/20). SDCCD enhanced and increased distance education training and workshops to aid faculty in converting to online instruction. However, it was the support and professional development by SDCE faculty for SDCE faculty that had the most significant impact on successfully converting to remote instruction. A voluntary program was immediately created to provide support to faculty. There was one week in which instruction was paused to allow instructors to prepare for remote teaching. During the ten days prior and post going live, faculty had faculty colleagues for support. By April, the SDCE faculty mentor's release time was increased to an almost full-time assignment to coordinate activities and prepare for a funded program that began in summer 2020. The successful onboarding Passport for Success program's distance education segment started the first week of June 2020 with more than 15 faculty mentors. Small group workshops, topic training, and faculty showcases were the highlights of the summer 2020 professional development and support activities. Most significant was the growth in faculty certified in the Online Faculty Certification Program, with 189 faculty certifications in summer and spring (compared to 40 over the previous six years). Due to these efforts, faculty quickly converted classes to remote instruction and even developed online instruction for hard-to-convert courses that typically utilize hands-on work.

Growth Area 4: Maintaining and Securing Technology in Support of Instruction and Student Services to Support Student Success

This area reflects the fourth Visiting Committee Report Key Recommendation: *Maintain and secure technology in support of data-driven instruction, decision making, and student services*. Two out of three objectives have been completed in this growth area with the third on target for completion by 2022.

Objective 4.1 Develop specifications and identify system for course and program completion tracking to improve access to student completion and success data by 2021. Expectation is to use the new ERP system

On May 20, 2019, SDCE began implementing Campus Solutions, one of the PeopleSoft ERP system modules. The Campus Solutions system is considered a “fluid” system, giving students around-the-clock access to their personal and academic information from any internet-accessible electronic device. Campus Solutions provides students their portal via the SDCE Student Dashboard and Student Quick Links, including access to the Electronic Education Plan, Electronic Unofficial Transcripts for both SDCE and SDCE High School, and Academic and Event calendars. The student portal had been in development by the District for the past several years. SDCCD extended implementation, thus deferring plans for SDCE student tracking by a program to spring 2021.

Objective 4.2 Create and maintain an annual technology plan as part of the resource allocation process

The SDCE [Master Technology Plan](#) was developed in 2018/19. The Technology Plan is expected to be next updated alongside the SDCE Strategic Plan. The plan outlines the Technology Committee's responsibilities, goals, and mission, which is to plan and make recommendations for the acquisition and use of technology resources to support quality educational programs and services. The committee participates in the resource allocation process by reviewing and providing recommendations to administrative services and the management group on technology and equipment-related requests for

resources. Inventory of current administrative equipment and a master replacement schedule is in process, with estimated completion in June 2021.

Objective 4.3 Automate student assessment

Automation of student assessment was an immediate goal as the institution prepared the self-study report for the accreditation visit and was the Action Plan's earliest success. CASAS student progress assessment at each of the seven campuses moved from paper to online in fall 2016 for both ESL and ABE/ASE students. This improvement provides students immediate access to student test scores and analysis. As one of multiple measures, assessment will increase the predictive ability of the placement process and for appropriate course level placement. Holistic assessment assists in the development of educational plans and in supporting student progress and academic success.

Growth Area 5: Integrated Planning to Support Student Success

This area reflects the fifth Visiting Committee Report Key Recommendation: *Use integrated planning to support institutional and student success*. One out of two objectives in this growth area have been completed, with the other on target to be completed prior to 2022.

Objective 5.1 Develop and implement an integrated planning model, aligning and building relationships between initiatives, and strategic goals and objectives within 5 years

As previously stated, the Office of PRIE was created and staffed to support the production and use of institutional data, support assessment of student learning outcomes, and facilitate integrated planning across the institution. In 2016, the PRIE dean facilitated the development of the SDCE [2016-2021 Strategic Plan](#) alongside department and program action plans; however, a comprehensive annual model for integrated planning was needed for transparency and to align planning and budgeting processes. Further, program review templates needed revision and expansion to all instructional, service, and administration areas. Many revisions have since been made, including establishing a robust [PRIE website](#) that serves as a one-stop location for information sharing about institutional research, integrated planning, [accreditation](#), and SLO assessment.

Administrative review for operational and student service departments was added in 2017/18. Throughout 2018/19 and 2019/20, instructional and administrative templates were refined to include department mission statements, student learning outcomes, questions relevant to accreditation and student success, and biennial review of curriculum and CTE program labor market information assessment. The build-out of program review within the Campus Labs planning module now allows proper "update" years for faculty during non-comprehensive review years and direct access to program action plans and resource requests. As a result, program review is now used to inform both program planning and resource needs.

In 2018/19, an [annual planning cycle](#) was built, and submission of department and program strategic plans were moved from spring to fall to align with program review and submission of requests for resources and in line with annual [budget timelines](#). Student outcomes assessment occurs in spring, while the review of resource requests and fiscal budgeting occur in spring and summer in preparation for the new fiscal year. Key performance indicator (KPI) tracking was established in strategic planning rather than within program review for greater connection to requests for resources and tracking progress on the Strategic Plan and Action Plan. Processes and materials to support [annual integrated planning](#) were established, including SDCE's Principles for Prioritizing Planning, Programs, Services, and Resources. Established in [2018/19](#) and updated annually (e.g., [2019/20 - 2020/21](#); [2020/21 - 2021/22](#)), this document guides short-term institutional planning and resource allocation. Resource request processes were also developed to include most major funding sources and support widespread understanding of guidelines and procedures. A structure for [Faculty Priority Hiring Committee](#) feedback was established for contract faculty and counselor resource requests based on the SDCE Principles for Prioritizing Planning, Programs, Services, and Resources; Labor Market Information Analysis; Level of Need; and Level of Readiness to Implement. A structure was also developed for [non-personnel resource committees](#) (i.e.,

Safety and Facilities Committee, Technology Committee, Professional Development Committee) feedback. The comprehensive, integrated planning model now includes program, department, and management writers; PRIE; the Program Review Committee; the Planning and Institutional Effectiveness Committee; Resource Allocation committees; the management group; Administrative Services; and Executive Governance Council participating in efforts throughout the year. SDCE now looks to further planning alignment in the broader cycle. Accreditation, initially established for six fiscal years, was extended to a [seven-year cycle](#) through 2023/24. As a result, the planning cycle is currently under revision. Multiyear plans are being shifted to a seven-year cycle beginning with the [Governance Handbook](#) revision and review of the mission, vision, and values statements followed by the one-year extension of the Institutional Strategic Plan to 2022.

Objective 5.2 Increase the use of data in decision making through data access and the integrated planning processes beginning spring 2017, and with the 2018 ERP Implementation

The use of data in decision making has increased exponentially since spring 2017. While access to data was limited in 2019/20 during the implementation of the Campus Solutions Information System across the district (resulting in deferral of a planned space utilization analysis and limitations in enrollment management reporting), several annual reports were still used, including [program dashboards](#), annual equity reports (e.g., [2019/20 report](#)), and data reports for program review. Supplementary [surveys](#) and [focus groups](#) were added to support access to data and information about program enrollment and student retention and completion. A [market analysis and opportunity assessment](#) was conducted to help programs identify targeting strategies to improve enrollment at campuses and by demographic groups (e.g., age, ethnicity, gender, income, educational attainment).

SDCE's Innovation and Effectiveness Plan (I&EP) grant was developed and funded by the Institutional Effectiveness Partnership Initiative (IEPI). This grant emphasized the implementation of software systems for integrated planning, student learning outcomes, performance tracking, and accreditation data and evidence throughout 2018/19 and 2019/20. Burning Glass subscriptions were purchased with SWP funds in 2018. There are 20 users (including managers, faculty, and staff) to help identify labor market trends and further align program offerings to skills students need to find employment upon graduation. IEPI funding supported the build-out, implementation, and training for SDCE's integrated planning platform. This system allows for electronic data collection and alignment of integrated planning from one secure modality and assessment of progress on planning and evaluation of student learning outcomes. Campus Labs was designed and implemented in phases. Full system implementation of unit-level planning occurred in fall 2018. [Instructional Program Review](#), [Administrative Review](#), [CTE Labor Market Information Analysis](#), and [Resource Request](#) templates were added to the planning module in fall 2019. An SLO workgroup was established to review, update and prepare SDCE SLOs for uploading to Campus Labs in summer 2019 and 2020. The Assessment Outcomes module will provide a repository, tracking, and assessment system for SLOs to document student learning outcomes piloted during the summer of 2020, with full implementation expected for spring 2021. Using Campus Labs for SLOs has enabled SDCE to streamline the program review template and align it with SLO data within Campus Labs. An accreditation module is currently being assessed in line with the Progress Report.

Since 2017/18, support for access and use of information, data coaching, workshops, and training to build a culture of data-informed decision-making have been expanded. [Annual fall workshops](#) are offered to support faculty in building data literacy, data review and strategy building using program and course-level data, and integrated planning. SDCE integrated planning writers and stakeholders have been trained to use data and reports to make observations for program review, student support, and resource allocation justification. In 2018/19, PRIE held eight training sessions for Campus Labs over two days to increase faculty knowledge around developing department and program strategic plans electronically. The training attracted a total of 71 enrollments and 45 attendees. In fall 2019, 31 faculty, administrators, and classified professionals participated in data coaching sessions, and in fall 2020, training was organized and

delivered in the CANVAS platform. A 25-participant Faculty Institute, *Rethinking the Student Experience for Retention and Success*, was [kicked off](#) in spring 2020 with a [one-day convening](#), followed by [monthly SDCE training](#) to promote evidence-based decision making; syllabi analysis; certification, authentication and verification (CAV) analysis; and classroom action planning. A second year of the institute is planned (see 2020/21 Action Plan).

V: Schoolwide Action Plan Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan as needed and include a link to the school's most recent schoolwide action plan.**

Action Plan approved October 2020: [2020/21 Action Plan Overview](#) and [2020/21 Action Plan \(Detailed\)](#) (revised action steps in blue font)

The 2019/20 Action Plan and Overview reports, approved in spring 2020, clarified that SDCE is progressing well in its student support activities. The Action Plan was reviewed in tandem with SDCE's Strategic Plan while developing this Progress Report. While reviewing SDCE's [2020/21 - 2021/22 Institutional Priorities](#) (approved by the leadership team and Executive Governance Council each fall), it was noted that there were activities appropriate to add to the Action Plan. PRIE conducted focused planning input sessions in September 2020 across seven stakeholder groups (two faculty, two classified professionals, one student, and one management) that provided additional direction for revising the Action Plan.

Of the 12 newly added action steps, most activities support *Growth Area 1: Growth in Enrollment and Student Success* and focus is on improving student access and persistence (course and program completion), growth of distance education for students, growth of programs in "in-demand" growth areas, and increased student access to virtual services and supports. Additional activities support *Growth Area 3: Professional Development to Support Student Success* by measuring professional development needs and classroom impact and support for student outcomes assessment. The following are summaries of current and planned activities now embedded in the Action Plan:

- *Streamline application and enrollment processes for students* - SDCE is engaged in a unified effort by student services and instruction to streamline and standardize students' registration and enrollment process throughout and past the pandemic. Some early achievements include creating a summer registration helpdesk for SDCE's ESL students that was developed in tandem by the instructional program and supported by student services. SDCE's office managers developed a [Virtual Student Support Center](#). A [Student Services web landing page](#) was developed to answer Frequently Asked Questions with live links that automatically take the student to the needed document or information page. The enrollment process was revised for a large portion of SDCE's student population that requires extensive help, due to a limited understanding (skill-set), to create a simpler procedure for easy access to enroll in a class.
- *Utilize student user data to update SDCE webpages for students* (see Objective 1.1) – A [project charter](#) has been established and SWP regional funding has been secured to support student-centered design changes to the SDCE website for current and prospective students based on direct student usage information.
- *Provide access to accurate completion data to support student employment needs* (see Objective 1.1) – Development of processes and systems to track student completions, pathways, and employment outcomes is ongoing. With accurate systems in place, students will be better connected to employment for their chosen career pathways. The C&CT program will be able to provide more career services and resources for employment opportunities.
- *Host Faculty Institute 2021* (see Objective 1.1) – In 2020, SDCE faculty participated in an institute, *Rethinking the Student Experience for Retention and Success*, which promoted

evidence-based decision making; syllabi and CAV analysis; and classroom action planning. Faculty found the institute beneficial, and the institute's continuation is planned for 2021 with support from a faculty coordinator.

- *Continue developing interventions and activities with targeted student populations to break down barriers to completion (learning communities)* (see Objective 1.1) – Implementation of SDG2CC and R²S PATHWAYS has been completed. However, [learning community](#) support for students from enrollment to completion will be continued, particularly for disproportionately impacted student populations. SDCE's learning communities mirror best practices from across the state and connect students to opportunities that help them meet their educational and employment goals.
- *Support the use of enrollment data* (see Objective 1.1) – Support for faculty and administrator use of enrollment data is a continued need, particularly due to statewide budgeting constraints, the impact of COVID-19, and system changes due to the implementation of Campus Solutions. SDCCD and SDCE are working together to provide an enrollment dashboard and increase knowledge around enrollment management to support effective programming and scheduling.
- *Develop hybrid course offerings and professionally develop fully online courses* (see Objective 1.2) – These activities are the crux of supporting SDCE growth and providing new modes of educational offerings for students, particularly as students' need for online courses is expected to remain high even after the pandemic. The growth of distance education is included in SDCE's Strategic Plan. It was revised for the Action Plan to emphasize the continued building of hybrid course offerings and ICOM Academy's new fully online programs.
- *Review current, and create new programs in "in-demand" growth areas* (see Objective 1.4) – This action step has been transferred from the Strategic Plan and is ongoing. Activities contribute to maintaining the CTE curriculum to industry standards while improving student access to CTE programming. Implementation of new and viable programs ensures that students can be confident in obtaining skills and training suitable to the region's current job market.
- *Update trainings and materials for continued curriculum-basic workshops for faculty interested in writing curriculum* (see Objective 1.4) – Trainings and material support that increase faculty knowledge and expertise in curriculum writing; curriculum processes; approval flow; and documentation required to submit new/revise curriculum for review and approval will be continued and updated.
- *Expand the use of online forms and processes to reach students virtually (Implement ConexED)* (see Objective 1.5) – Implementation of virtual supports for students will replace the need for in-person services via ConexED. This cloud-based, Family Educational Rights and Privacy Act (FERPA)-compliant platform will provide online student support programs and services. It includes outreach; streamlined application, orientation, and counseling processes (matriculation); improved registration processes; and streamlined acceptance of student information. Funding and a timeline for implementation have been established.
- *Provide faculty professional development opportunities for implementation of best practices in outcomes assessment* (see Objective 3.1) – Much progress has been made over the past two years, yet activities are ongoing. Emphasis is placed on improving program and course SLO tracking and increasing faculty professional development to develop clear, measurable assessment for students. SDCE has had ongoing faculty training to institutionalize a student assessment process integrated into the SDCE professional development schedule (e.g., Assessment 101; Managing Assessment for Busy Faculty Members; Curriculum Mapping). SDCE applied for and was granted an Assessment Expert/Coach in spring 2018 as a part of the National Institute for Learning Outcomes Assessment's coaching program. Training and support to faculty in preparation for the new SLO and assessment tracking system have been offered. IEPI funding has been secured for assessment training to continue consultant-supported workshops and strengthening of SLO assessment work through 2021/22.

Appendix: Acronyms

ABE/ASE	Adult Basic and Secondary Education (instructional program)
BSI	Basic Skills Initiative
CAEP	California Adult Education Program (formerly Adult Education Block Grant; AEBG)
CAV	Certification, authentication and verification
CASAS	California Adult Student Assessment System
C&CT	Career and College Transitions (student services program)
CCCCO	California Community Colleges Chancellor's Office
CLNA	Comprehensive Local Needs Assessment
COVID-19	Coronavirus Disease
CRN	Course Record Number
CTE	Career technical education (also known as career education)
CTEOS	Career Technical Education Outcomes Survey
CVC-OEI	California Virtual Campus-Online Educational Initiative
DSPS	Disabled Student Programs and Services
ECC	Educational Cultural Complex (SDCE campus)
ERP	Enterprise Resource Planning (system)
ESL	English as a Second Language (instructional program)
FERPA	Family Educational Rights and Privacy Act
FTES	Full Time Equivalent Student
GED	General Educational Development (test)
HiSET	High School Equivalency Test
ICOM	Interactive Competency-Based Online Micro-credentialing
IET	Integrated Education and Training
KPI	Key Performance Indicator (assessment)
OER	Open Educational Resources
OPCD	Online Professional Development Collaborative
PD/FLEX	Professional Development and Faculty Development (coordinator)
PRIE	Planning, Research, and Institutional Effectiveness (institutional support office)
R ² S	Rising to Success (student services program)
SDCCD	San Diego Community College District
SDCE	San Diego Continuing Education
SDG2CC	San Diego Gateway to College and Career (student services program)
SDRM	San Diego Rescue Mission
SEP	Student Equity Program
SLO	Student Learning Outcomes
SSSP	Student Success and Support Program
SWP	Strong Workforce Program
WIOA	Workforce Innovation and Opportunity Act
ZTC	Zero Textbook Cost