

2022/23 - 2028/29 San Diego College of Continuing Education Institutional Strategic Plan

1. Grow enrollment to support our community and meet district targets

Measurable Goals: Increase Targeted Enrollment and Retention Rates

Student Experience: Connection and Entry

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
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| 1.1: Develop and implement an equity-minded Strategic Enrollment Management Plan with institution-wide collaboration | | | | |
| 1.1.1: Complete Strategic Enrollment Management Plan for academic programs and support services | Completion of the Strategic Enrollment Management Plan | Publication of Strategic Enrollment Management Plan with established activities | Primary: Enrollment Management Plan; Instructional Services Office [R]; Student Services Office [R] | 2022-2023; 2023-2024 |
| 1.1.2: Establish a process for ongoing assessment and evaluation of activities within the Strategic Enrollment Management Plan | Create assessment process that allows units to evaluate how programs are achieving goals outlined within the Strategic Enrollment Management Plan using data | Establish assessment and evaluation process for key elements in plan; | Primary: Enrollment Management Plan; Instructional Services Office [R]; Student Services Office [R] Secondary: ESL/Citizenship; PRIE Office | 2022-2023; 2023-2024 |
| 1.1.3: Implement Strategic Enrollment Management Plan | Strategic Enrollment Management Plan is implemented; Data collected/ utilized to track and assess actions, revise actions as needed and update plan; Standardization across Campuses/Programs, including DE processes | Documentation of outcomes from the Strategic Enrollment Management Plan and Regularly updated Plan. | Primary: Enrollment Management Plan; Instructional Services Office [R]; Student Services Office [R] Secondary: Public Information Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 1.2: Develop online and in-person student services protocols and technology to improve the enrollment process to support student access, retention and success | | | | |
| 1.2.1: Complete an assessment of the SDCCE student experience to determine areas of improvement | Understanding of the student experience and gaps between the current experience and desired experience; Review of departmental manuals and documentation of all activities to support student experience initiatives; Technology that supports the student experience identified and implemented | Assessment completed; Areas of improvement identified; Action plan created to address gaps; Manuals and departmental documentation reviewed and updated for compliance | Primary: Enrollment Management Plan; Student Services Office [R] Secondary: Technology Plan; Administrative Services Office [R] | 2022-2023; 2023-2024 |
| 1.2.2: Streamline access and information availability for students entering SDCCE | Gap identified in students' ability to access or collect information and opportunities created to address thereby increasing access to education; Students easily locate information for entry and enrollment at SDCCE | Completed research on website navigation and documented changes made; # of events to support students through the registration process; New/streamlined enrollment and onboarding processes documented that integrate equitable access for all students (e.g., virtual student support center) | Primary: Student Services Office [R]; Student Services offices [R]; Public Information Office [R]; Secondary: ESL/Citizenship [R]; Emeritus [R]; | 2022-2023; 2023-2024; 2024-2025; 2025-2026 |

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| <p>1.2.3: Enhance services that promote student success and retention</p> | <p>Increased retention and student success; Increased touch points and high-impact practice connections; Enhanced support services that focus on student success</p> | <p>Enrollment data demonstrating increased persistence, completion, and time to completion; Increased enrollment; Increased adoption and usage of technology; Placement and enrollment services at all SDCCE campuses</p> | <p>Primary: Enrollment Management Plan; Student Services offices [R] Secondary: Public Information Office [R]; HSD/HSE & Basic Skills [R]; ESL [R]</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027</p> |
| <p>1.3: Develop and implement marketing and promotional campaigns that support enrollment and increase program awareness</p> | | | | |
| <p>1.3.1. Identify our target markets by demographics and develop differentiated marketing strategies</p> | <p>Determine target markets for SDCCE; Create marketing strategies focused on recruitment and retention towards target markets and specific demographics; Deploy SDCCE resources to support recruitment of target markets</p> | <p>Implementation of marketing plan; Increase in target market enrollment across SDCCE</p> | <p>Primary: Public Information Office [R] Secondary: Emeritus</p> | <p>2022-2023; 2023-2024</p> |
| <p>1.3.2: Develop a marketing plan and supporting content that encapsulates the mission of SDCCE and student success</p> | <p>Development of a strategic marketing and outreach plan focused on communication, student success, and SDCCE's role in creating educational opportunities for students; Determine optimal method(s) of communication to future students and SD community; Create supporting information about student success and experience for marketing plan</p> | <p>Implementation of strategic marketing plan and comprehensive student communication plan; Marketing materials produced that support communication of programs to students</p> | <p>Primary: Enrollment Management Plan; Student Services Office [R]; Public Information Office [R]; Secondary: Instructional Units [R]</p> | <p>2022-2023; 2023-2024</p> |
| <p>1.3.3: Create and implement a promotional campaign towards our local community and industries</p> | <p>Identify target community and industry partners; Develop promotional campaign; Implement promotional campaign</p> | <p>Promotional materials developed for community and industry campaign; Implementation of campaign; Increased enrollment in academic programs connected to industry; Increase Community Education revenue by 20%;</p> | <p>Primary: Public Information Office [R] Secondary: Instructional Units [R]</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027</p> |
| <p>1.4: Schedule instructional modalities that increase access and are informed by data and student demand</p> | | | | |
| <p>1.4.1: Establish student centered scheduling to match student demand and where students are</p> | <p>Implement academic scheduling that aligns with student demand and location of need; Clarity to current and prospective students seeking to enroll in SDCCE courses re: what classes are being offered, what modality they are being offered, what is needed to enroll in the class, etc. ; Teaching modalities that best serve students identified; Engaged in flexible scheduling with multiple modalities Engage internal and external community members as schedule is developed; Track and share student needs and successes</p> | <p>Demand analysis for academic programs by location and time of classes conducted regularly; Strategically developed new/revised courses</p> | <p>Primary: Instructional Services Office [R]; Enrollment Management Plan; Instructional Units Secondary: PRIE Office</p> | <p>2022-2023; 2023-2024; 2024-2025</p> |

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| 1.4.2: Invest in resources and technology to improve access to education | Utilize technology to re-connect with students lost during the pandemic as well as expand access to education to all students | Resources identified and implemented; Expand programs to serve students in special communities; Increase enrollment | Primary: Emeritus [R] Secondary: Community Education [R]; Enrollment Management Plan | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 1.5: Develop varied modalities to improve communication between students and student services to enhance accessibility | | | | |
| 1.5.1: Create, review, and regularly update digital information and student communication methods through a structured student services process involving key stakeholders | Create, review, and regularly update methods used to communicate scheduling information to students | Communications provided regularly to SDCCE students; Participatory process in the review and establishment of communication plan | Primary: Enrollment Management Plan; Student Services Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 1.6: Expand outreach to prospective student communities using culturally-sensitive recruitment strategies | | | | |
| 1.6.1: Develop and implement outreach strategies to increase targeted enrollment and engagement in SDCCE programs | Determine outreach strategies to increase enrollment; Develop outreach plan; Implement an effective outreach plan; Resources and staff allocated to support outreach efforts; Data collection on outreach efforts and use of support services and programs | Gap analysis for enrollment; Track outreach efforts (online interactions, sessions, presentations, questions, etc.); Track agencies outreached and participating in process; Increased online virtual services by 15%; Increased outreach activities by 5% annually. Increased enrollment among target groups | Primary: Enrollment Management Plan; Student Equity Office [R]; Secondary: Instructional Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 1.7: Implement programs and services that support transitions from SDUSD to SDCCE | | | | |
| 1.7.1: Identify how SDCCE can support students' transitions and implement programs/services and collaborations with local partners | Development of a plan to address aspects of students' transition from SDUSD to SDCCE; Increased collaboration within SDCCE and with local partners | Simplified process and communication of transition between SDUSD and SDCCE; Increased retention rates; Data collection on needs and use of Basic Needs; Documentation of collaborative meetings and activities internally and externally; Approval of collaborative curricula | Primary: Instructional Services Office [R]; Student Equity Office [R] Secondary: Enrollment Management Plan; Child Development; Healthcare | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

2. Enhance the student experience and clarify student pathways

Measurable Goals: Success Rates and Persistence Rates, Program Completion, Transition to CTE/College/Career

Student Experience: Progress, Completion, Transition

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
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| 2.1: Clarify and communicate academic and career pathways | | | | |
| 2.1.1: Develop academic pathways and supports that clarify academic and career pathways | Clarify and clearly document academic pathways and how students transition into, through, and out of our institution; Enhanced faculty and staff understanding of pathways to support students; New pathways identified; New articulation opportunities developed | Infrastructure and resources necessary to realize academic and career pathway plan identified; Outreach plan focused on retention strategies updated; New pathways documented; New articulation opportunities documented | Primary: Enrollment Management Plan; Instructional Services Office [R] Secondary: Instructional Units; Student Equity Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

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| 2.1.2: Clearly communicate, and market academic and career pathways across digital and print media | Pathways marketing materials developed and communicated across multiple medias; Students and SDCCE community are aware of academic and career pathways | Documentation of digital and print media examples; Traffic counts on websites | Primary: Public Information Office [R] Secondary: Instructional Services Office; Enrollment Management Plan | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 2.1.3: Implement support programs to enhance student engagement with pathway options | Implement support programs and services that engage students as they move along their academic or career pathway | Track participation in programs; Needs assessments and surveys to determine student needs; Track number of training and work sessions to support academic pathways | Primary: Counseling Dept [R]; Student Equity Office [R] Secondary: Enrollment Management Plan | 2022-2023; 2023-2024 |
| 2.2: Maintain, update and create curriculum and work-based learning programs that align with technology, industry and community needs | | | | |
| 2.2.1: Engage internal and external partners to strengthen academic programs | Utilize partnerships to enhance current and future programs at SDCCE so that students are prepared for the economy | Track employer engagement and participation in SDCCE events and courses; Document connection to employment in instructional programs; MOUs developed with key partners | Primary: Instructional Services Office [R] Secondary: Instructional Units; Enrollment Management Plan | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 2.2.2: Integrate community and work force future needs into curriculum and programming | Identification of programs for growth an/or workforce & community need (Categorical Plans, WBL SG21); Curriculum and programming created that addresses future work force needs; Programs for workforce & community needs tracked (WBL SG21); CTE programs developed, revised, and grown | Review process for curriculum for inclusion of DEIAA established; Increased number of academic courses connected with future work force needs; Training materials evaluated and created; Track new CTE programs and program revisions | Primary: Instructional Services Office [R]; Enrollment Management Plan Secondary: Instructional Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 2.3: Expand supports that increase student transition to career and college within five years (internships, Promise scholarship, credit by exam, events, communication, etc.) | | | | |
| 2.3.1: Engage industry and local partners to expedite successful transitions to college or career | Increased job opportunities for SDCCE graduates in the local community; Increased transfer opportunities to continued educational goals (Promise; Credit by Exam) | Track job placement data; Increased number of industry partner internships; Track transfer data; Increased number of students in the Promise program; Approval of curriculum; Agreements created with credit college for credit for prior learning | Primary: C&CT Office [R]; Hospitality and Culinary Arts [R]; Healthcare [R]; Automotive [R]; ESL/Citizenship [R] Secondary: President's Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 2.3.2: Create interdisciplinary curriculum and programs that enhance student success by removing silos across SDCCE | Increase collaboration and remove barriers between units to create interdisciplinary curriculum and programs; Enhanced programs and offers that make SDCCE graduates and transfers more attractive to the workforce | Track number of interdisciplinary courses and programs; Counselor/academic program collaborations | Primary: Counseling [R]; Instructional Units [R]; Enrollment Management Plan | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

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| 2.4: Provide spaces and opportunities for student engagement, leadership, and social interactions | | | | |
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| 2.4.1: Create a first-class student experience to support our students | Create programs that support a first-class student experience for all students; Welcoming environment for students; Encourage greater connection and programming to engage faculty and students | Creation of new success programs for underserved student populations; Documentation of events; Increased recruitment and retention; Track participation in activities | Primary: Student Equity Office [R]; DSPS [R]; Hospitality & Culinary [R] Secondary: President's Office; ESL/Citizenship; Enrollment Management Plan | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 2.4.2: Maintain/improve equitable and accessible facilities for student engagement and learning | Facilities improvements that support equity and access | Creation of equitable and accessible facilities; Documentation of facility improvements that support student interaction | Primary: Facilities Plan; Secondary: Administrative Services Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

3. Cultivate a culture of diversity, equity, inclusion, anti-racism and accessibility (DEIAA)

Measurable Goals: Increase Targeted Enrollment and Retention Rates, Success Rates and Persistence Rates, Program Completion, Transition to CTE/College/Career

Student Experience: Connection and Entry, Progress, Completion, Transition

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
|--|--|--|--|--|
| 3.1: Cultivate a culture of inquiry through the use of data to determine any disproportionate impact current programs have and correct the impact | | | | |
| 3.1.1: Determine how to support San Diego community and students post impacts of Covid-19 | Identify needs of the SDCCE community post-pandemic to support students as they return | Identify needs of local employers; Identify methods to support the local community; Review available data; Take action to address disproportionate gaps | Primary: Instructional Services Office [R]; Enrollment Management Plan Secondary: Distance Education Plan; Child Development; PRIE Office | 2022-2023; 2023-2024 |
| 3.1.2: Engage, continually evaluate effectiveness and act upon it | Implement action research framework to support faculty engagement with data, evaluation of data, and develop actionable and equitable strategies to support students; Maintain a recurring evaluation process on SDCCE effectiveness to continually improve support of students | Tracking of meetings; Data collection and analysis; Track faculty participation in action research framework; Publication of review schedule and findings | Primary: PRIE Office [R] Secondary: Instructional Services Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 3.2: Create student services protocols that support differentiated populations equitably | | | | |
| 3.2.1: Determine and address gaps in equity and access amongst the diverse SDCCE community | Student experiences and resources at SDCCE based in equity; Gaps in equity and access identified and addressed through student support programs (PATHWAYS; CalWORKS, SDCCEats!) | Track use of campus programs and services; Develop plan to address gaps; Conduct surveys and needs assessments as needed | Primary: Student Services Office [R]; Student Equity Office [R] Secondary: DSPS | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

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| 3.3: Develop curriculum, instruction, and student services programs/systems with a DEIAA lens | | | | |
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| 3.3.1: Integrate diversity, equity, inclusion, anti-racism, and accessibility throughout SDCCE's trainings | Greater understanding of how DEIAA impacts SDCCE and the community | Track participation in programs and events; | Primary: DEIAA Plan; Distance Education Plan; Secondary: Instructional Services Office [R]; Program and Department Units [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 3.3.2: Identify objectives and opportunities within SDCCE programs to reduce gaps in equity and implement | Creation of a framework for the integration of DEIAA throughout SDCCE; Identify where SDCCE can utilize its programs to reduce gaps in equity; SDCCE processes (course design rubrics, curriculum criteria rubric) and materials (COR, lesson plans, syllabi) refined with a DEIAA lens; Changes to curriculum and instructional programs with DEIAA lens | Determine opportunities where DEIAA can be integrated into programming; Surveys and needs assessments; Development of DEIAA academic materials and programs; Integrate DEIAA language into Documentation of refined SDCCE processes (course design rubrics, curriculum criteria rubric) and materials (COR, lesson plans, syllabi) refined with a DEIAA lens; Reduction in gaps that negatively impact the College experience | Primary: Instructional Services Office [R]; Instructional Units [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 3.3.3: Utilize direct aid to students, facilities and technology to assist in equitable access to education and student completion | Direct support grants for students in need; Use facilities and technology as a method to assist in equitable access to education | Track usage of facilities and technologic capabilities; Resources and financial support available to support facility and technology needs; Reduction in gaps that negatively impact the College experience; Documented changes to campus navigation and wayfinding | Primary: Student Equity Office [R]; Facilities Plan; Administrative Services Office [R]; Distance Education Plan; Instructional Services Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027 |

4. Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities

Measurable Goals: Increase Targeted Enrollment and Retention Rates, Success Rates and Persistence Rates, Program Completion, Transition to CTE/College/Career

Student Experience: Connection and Entry, Progress, Completion, Transition

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
|---|---|---|---|--|
| 4.1: Develop an infrastructure for internal communication including assessment, plan development, and execution | | | | |
| 4.1.1: Reassess the modes and media through which the campus communicates and provide regular, structured communication to the SDCCE community | SDCCE community receives regular, structured communications | Identify optimal communication methods; Establish regular structure of communication to the SDCCE community; Track townhalls, newsletters and other regular methods of communication to SDCCE | Primary: Communication Plan; President's Office [R]; Public Information Office [R] Secondary: Program and department Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

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| <p>4.1.2: Create user friendly interfaces and displays to enhance communication</p> | <p>Review and update how data and information is displayed to create effective communication; Intranet for employee use implemented</p> | <p>Track updated materials and publish documents</p> | <p>Primary: Communication Plan; President's Office [R]; Public Information Office [R]; Secondary: Emeritus</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |
| <p>4.1.3: Engage with units to support effective communication</p> | <p>Create more effective communication between units based on engagement</p> | <p>Track employee participation in campus-wide engagement; Preparation for full campus re-opening</p> | <p>Primary: Communication Plan; President's Office [R]; Public Information Office [R] Secondary: Program and department Units</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |
| <p>4.2: Expand infrastructure and increase use and sharing of student outcomes data for planning and resource allocation, including information to support enrollment, equity, retention, completion, and transition</p> | | | | |
| <p>4.2.1: Establish metrics for student outcomes and research that addresses institutional priorities for a clear understanding of needs, gaps, and success</p> | <p>Creation of key metrics to track gaps and verify success; Increased understanding of student journey</p> | <p>Track student data on success; Produce reports and recommendations to address gaps; Creation of dashboards and sharing of information; Surveys and needs assessment</p> | <p>Primary: PRIE Office [R];</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |
| <p>4.2.2: Create opportunities to engage with data so the SDCCE community can jointly understand impacts and create strategies to address them</p> | <p>Implement action research framework to support faculty engagement with data, evaluation of data, and develop actionable and strategies to support student learning; Multiple modes of communication of research results; Increased engagement in data trainings/meeting</p> | <p>Documented SLO assessment and action based on results; Survey results; Website traffic; Tracking of meetings; Data collection and analysis; Track faculty participation in action research framework;</p> | <p>Primary: PRIE Office [R]</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |
| <p>4.2.3: Enhance resources and staff support to effectively gather, analyze, and act upon data</p> | <p>Sufficient resources and staff are available to gather, analyze, and act upon data; Obtain systems support and refinement from the District Office to fit noncredit needs</p> | <p>Increased data collection and collection methods; Increased number of languages and methods tracked; Track training programs for employees; Systems changes implemented for noncredit</p> | <p>Primary: PRIE Office [R]; Enrollment Management Plan; Instructional Services Office & Student Services Office [R]; Secondary: Instructional Units</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |
| <p>4.3: Support planning and research through student and employee input (e.g., surveys, focus groups)</p> | | | | |
| <p>4.3.1: Create and implement research focused on student and employee and experiences during the next five years</p> | <p>Gather actionable data based on student and employee experiences that supports planning and continuous improvement across the institution</p> | <p>Gather and analyze data; Create assessment tools for intervention effectiveness; Document data analysis and findings</p> | <p>Primary: PRIE Office [R]</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027</p> |
| <p>4.4: Provide professional development opportunities that focus on customer service, DEIAA, fiscal processes, leadership, and technology</p> | | | | |
| <p>4.4.1: Provide and support professional development opportunities for all employees of SDCCE</p> | <p>Professional development opportunities that the support the growth of employees; Greater participation in leadership opportunities; Greater collaboration across SDCCE</p> | <p>Track participation in conferences and trainings; Document presentations given; Document internal professional development standards and material; Surveys on satisfaction and benefit of professional development opportunities</p> | <p>Primary: PRIE Office & Instructional Services Office via PD/FLEX Coordinator [R]; Administrative Services Office [R]; Secondary: Program and Department Units</p> | <p>2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029</p> |

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| 4.5: Provide faculty professional development that supports teaching and assessment in all modalities and the development of online instruction | | | | |
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| 4.5.1: Provide and support faculty professional development opportunities | Support SDCCE faculty through a range of professional development opportunities | Track faculty participation in industry advisory boards; Document internal faculty development standards and material; Surveys on participation in development activities; Development of promotional materials to highlight and encourage participation | Primary: Instructional Services Office via Faculty Coordinators [R] Secondary: Instructional Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

5. Enhance internal and external partnerships

Measurable Goals: Increase Targeted Enrollment and Retention Rates, Program Completion, Transition to CTE/College/Career

Student Experience: Connection and Entry, Progress, Completion, Transition

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
|---|---|---|---|--|
| 5.1: Develop collaboration between disciplines and departments that increase student success | | | | |
| 5.1.1: Create content associated with interdisciplinary learning | Interdisciplinary programs are developed to enhance the academic program of SDCCE; DEIAA components are integrated into curriculum | Curriculum Committee approval of templates and inclusion of DEIAA; Tracking of DEIAA related changes; Track interdisciplinary courses in development and taught | Primary: Instructional Services Office [R]; Instructional Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026 |
| 5.1.2: Engage in shared initiatives and collaborations that create student success | Student success is enhanced through collaborations and shared initiatives; SDCCE community is aware of instructional innovation, policies, and procedures | Track planning meetings for collaboration; Track shared initiatives; Documentation of communication related to innovation in instruction, policies, and procedures; Track training of employees in support of collaboration and shared initiatives | Primary: Instructional Services Office [R]; Program and Department Units [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027 |
| 5.2: Increase the number of employers participating in industry advisory boards to partner in programming and facilities that support living wage careers | | | | |
| 5.2.1: Partner with employers to drive academic and program offerings and increase employment outcomes | Create opportunity for employers to shape academic and program offerings | Track course changes related to employer engagement; Document meetings with employers; Track job placement | Primary: C&CT Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 5.2.2: Utilize industry advisory boards to evaluate current and future program needs | Use local industry employers to review current and future program needs; Understand workforce needs of local employers; Increase participation in industry boards | Track participation in industry boards; | Primary: Enrollment Management Plan; CTE Units [R]; President's Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

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| 5.3: Increase campus awareness by holding more on- and off-campus community events at all seven campuses | | | | |
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| 5.3.1: Market SDCCE campuses and programs through on- and off-campus events | Engage in community events and outreach activities that increase student awareness of SDCCE programs; Increase community awareness of all SDCCE campuses and programs; Increase awareness of programs within target markets of students | Track community events and outreach activities | Primary: Student Equity Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 5.3.2: Directly engage with communities across San Diego County | Effective communication that builds stronger relationships with communities across San Diego County | Develop materials and communication strategies; Track engagement efforts across local communities; Document methods of communication and engagement with communities and students | Primary: President's Office [R]; Program and Department Units [R]; Secondary: Public Information Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 5.4: Encourage entrepreneurship in creating external partnerships to support enrollment, employment opportunities, student resources, and new fiscal opportunities | | | | |
| 5.4.1: Create environments that stimulate entrepreneurial thought for SDCCE students, faculty, and staff | Create environments that align with the entrepreneurial reality students will encounter in the workforce, enabling greater employment success; Create and share cutting-edge research and programming to the region and beyond | Increase in student employment outcomes; Increase in employer activities; Document spaces and programs that create entrepreneurial thought; Track presentations and grant awards | Primary: Program and Department Units [R] Secondary: President's Office | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |

6: Develop sustainable, efficient, and transparent organizational and fiscal practices

Measurable Goals: Increase Targeted Enrollment and Retention Rates, Program Completion, Transition to CTE/College/Career

Student Experience: Connection and Entry, Progress, Completion, Transition

| Institutional Activities | Expected Outcomes | Key Performance Indicators and Targets | Responsible Parties | Fiscal Years |
|---|--|---|---|----------------------|
| 6.1: Develop and implement processes that streamline planning and resource allocation within two years | | | | |
| 6.1.1: Create/refine a reflective and streamlined process for the self-study, accreditation action plan development and monitoring within two years | Create an effective process for accreditation; Reflective Self-Study Report with actionable Action Plan for the institution focused on student learning; | Accreditation self-study process documentation and materials; Self-Study Report, including updated Accreditation Action Plan | Primary: PRIE Office [R] | 2022-2023; 2023-2024 |
| 6.1.2: Refine the SLO repository/data dashboard system for efficient and effective outcomes reporting within two years | Employees utilize centralized reports and data as evidence of or resources for improvement | Train employees on use and interpretation of information; Generate reports; Documented examples of how SLO assessment impacts refinement of programming | Primary: PRIE Office [R] | 2022-2023; 2023-2024 |
| 6.1.3: Streamline integrated planning and resource allocation forms/process and clarify alignment between integrated planning and resource allocation within two years | Increased knowledge and usage of Anthology platform by faculty, administrators, and classified professionals evidenced by submission content and user input; Effective Resource Allocation Process that is informed by unit program review and planning | Surveys; Qualitative information analysis; Track usage and satisfaction levels | Primary: PRIE Office [R]; Administrative Services Office [R] | 2022-2023; 2023-2024 |

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| 6.2: Develop and maintain a human resource process based upon short- and long-term priorities and a balanced budget | | | | |
| 6.2.1: Strategically recruit, develop and retain an outstanding, diverse, and innovative workforce across all classifications that supports the institution's mission, goals, and a balanced budget | Employ an outstanding, diverse, and innovative workforce based on institutional priorities | Create hiring plans; Market positions for talented employees; Track information on hires and overall SDCCE employee profile | Primary: Administrative Services Office [R]; President's Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027; 2027-2028; 2028-2029 |
| 6.3: Develop a technology plan within two years that supports annual resource allocation, infrastructure maintenance, instructional classroom support, and training to support use of technology | | | | |
| 6.3.1: Determine the technology needs of students, faculty, staff, and administrators and incorporate the data into technology planning and the SDCCE Technology Plan | Identify technology needs and integrate into the SDCCE Technology Plan; Assess SDCCE's current content management system (CMS) and potential replacements for the ability to meet organizational needs | Completion and distribution of the SDCCE Technology Plan; Track outcomes from Technology Plan | Primary: Technology Plan; Administrative Services Office [R] Secondary: Public Information Office | 2022-2023; 2023-2024 |
| 6.3.2: Educate the campus community on the latest information and trends in emerging technologies and available technology resources | Campus community is aware of available technology resources and capabilities | Utilization and adoption rates for new technology | Primary: Technology Plan; Administrative Services Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027 |
| 6.4: Implement a facilities master plan that focuses on upgraded technology, how space on campus is used, and that prioritizes sustainability, DEIAA, health and safety | | | | |
| 6.4.1: Evaluate the capabilities and opportunities of SDCCE spaces and implement the SDCCE Facilities Master Plan as funding is available | Identify opportunities to optimize usage of space and meet academic program requirements; Implementation of the SDCCE Facilities Master Plan | Conduct utilization analysis; Update space inventories related to teaching spaces; Track completion of projects identified within the SDCCE Facilities Master Plan | Primary: Facilities Plan; Administrative Services Office [R] Secondary: Instructional Units | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027 |
| 6.4.2: Add and upgrade existing SDCCE spaces for flexibility, for multi-purpose use, and with integrated smart-technology | Create new opportunities for flexible and multi-purpose spaces at SDCCE | Develop requirements and expectations on flexible or multi-use spaces; Track number of improvement projects | Primary: Facilities Plan; Administrative Services Office [R] | 2022-2023; 2023-2024; 2024-2025; 2025-2026; 2026-2027 |
| 6.4.3: Plan and coordinate the renovation of the Educational Cultural Complex Common Ground Theater. | Renovate the ECC Theater | Track project schedule; Track project budget | Primary: Administrative Services Office [R] Secondary: President's Office | 2022-2023; 2023-2024; 2024-2025 |