San Diego College of Continuing Education Seven-Year Accreditation Action Plan
2020/21 Update

Growth Area/Overarching Key Issue 1
Growth in Enrollment and Student Success

Rationale: SDCCE expects to have additional growth opportunities in the next three years. Areas for growth include the expansion of course offerings, including online courses, along with curriculum development, and community collaboration.

Key Issues Associated with Growth Area
   Need more funding to revise and create new courses and programs [criterion 4, priority 2]
   Need to provide more curriculum support staff for the Office of Instructional Services to enable the development of innovative programs that meet the needs of SDCCE students [criterion 4, priority 1]
   Need to standardize instruction across sites [criterion 4, priority 3]
   Need to reach an untapped population of potential students with literacy needs and find ways to serve the large population of parents who need childcare in order to attend school [criterion 9, priority 3]
   Need to develop more accelerated/managed enrollment courses [criterion 5, priority 3]
   Need to expand online offerings through the development of more hybrid courses [criterion 5, priority 6]
   Need to increase interdisciplinary collaboration to facilitate student enrollment in multiple programs [criterion 5, priority 7]
   Need to find avenues for CE students to acquire work-related experience [criterion 9, priority 4]
   Need to expand online student support services in line with expanding online program offerings [criterion 7, priority 2]
   Need to strengthen counseling services in areas of access, assessment results, clarification of educational goals, and follow-up [criterion 7, priority 3]
   Need expanded access to DSPS counseling and services [criterion 7, priority 4]
   Need to offer additional opportunities for assessment and orientation [criterion 7, priority 5]
   Need to expand counseling services for evening and ESL students [criterion 7, priority 6]

Aligned Visiting Committee Key Recommendations:
Expand and increase access to course offerings, support services, and workforce development opportunities to support student success (recommendation 1)

Goals Addressed
   SDCCE Institutional Goal(s)
o Goal 1: Grow SDCCE Programming through increased access and enhanced instructional and student services
o Goal 3: Increase student academic success and workforce development
   SDCCD District Goal(s):
o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

Impact on Student Learning Outcomes:
The expansion and growth in programming is in support of student success and learning outcomes in the areas of: social responsibility, effective communication, critical thinking, and personal and professional development.
   Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
   Effective Communication
SDCCE students demonstrate effective communication skills.
   Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
   Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

1 | P a g e   SDCCE Office of Planning, Research, and Institutional Effectiveness

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 SDCCE diversity groups by 5% (overall) annually (SP 3.2) [Complete/Ongoing/In progress]

Evidence: Headcount by demographics (including annual increase) - SDCCE Dashboards - SDCCE continues to serve the needs of underrepresented student groups. SDCCE's ethnic breakdown remained stable between 2015/16 and 2018/19 despite reductions in course offerings. The ethnic groups with the largest representation in 2018/19 were Latino and White (34% and 31% respectively). Asian/Pacific Islander students constituted 15% of the student population, while African American and Filipino students represented 7% and 3% (respectively)

Evidence: award completion by demographics (including annual increase) - SDCCE Dashboards - TBD

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Hire additional Counselors [Complete]	All counseling positions filled Increase the number of counseling staff	7 Counselors hired Fall 2016 2 Counselors hired Fall 2017 Counselor staffing increase 47%	VPSS VPI VPA Dean Counseling [R]	Fall 2016 & Fall 2017	• Counselors hired in 2016 and 2017
Hire additional research staff to lead, manage, and develop institutional data and analysis planning and support [Complete]	Wider access to data Access and Persistence-specific research conducted over next five years	Full-time PRIE Office staff increased from 3 in 2016 to 4 in Fall 2017 Part-time temporary research staff increased from 0 in 2016 to 4 in 2020; SLO/Program Review Coordinator maintained at 0.5 PRIE Website with dashboards and reports Regular and ad hoc reports and projects conducted	Dean PRIE [R]	2016/17 – 2020/21	• PRIE Office established in 2016/17 with dean, analyst, administrative technician; added research associate in fall 2017; temporary part-time staff varies; .5 SLO/Program Review Coordinator maintained; due to hiring freeze in 2019/20 and 2020/21, further growth for research and planning is on hold; with growth in research requested and data-based planning, further department growth is needed • PRIE Office scope expanded in 2018/19 to include accreditation and in 2019/20 to include professional development with a 1.0 Coordinator (split .4 PD coordination under PRIE added to existing .6 FLEX coordination under Office of Instructional Service); A .3 Accreditation/Planning coordinator was onboarded in 2020/21, which is scheduled to be increased to .6 in 2021/22 • Comprehensive PRIE website established • Data dashboards developed in 2017/18; updated and new dashboards developed annually • Program Review data by population - Disproportionate impact added in Fall 2019 • Enrollment Management Tallies provided weekly to managers between 2016/17 and 2018/19; on hold in 2019/20 due to Campus Solutions transition • 2018/19 CTE Enrollment, Retention, and Completion Surveys: PowerPoint - SDCCE Overall - Healthcare - Fashion - Culinary - Skilled Trades - Child Development - BIT • 2019/20 CTE Student Success Focus Groups focus on journey to improve student experience, access and retention • Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - Spring 2020 One-Day Convening - Kickoff event- monthly SDCCE trainings - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training

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					Annual Equity Reports: 2018/19 Retention - Transition - Completion; 2019/20 Report
Provide Professional Development activities to faculty, counselors, and staff to maximize student persistence [Ongoing]	Offer workshops and/or mentor opportunities to improve persistence in programs	Professional Development workshops on retention and persistence Passport to Success Attendees: 2016/17 – 2019/20 – 154 Contract faculty – 71 Adjunct faculty – 16 Classified professionals – 65 Administrators - 2 2016/17 – 2019/20 10 instructors/counselors trained to teach Career and College Readiness course to 680 students 2016/17 – 2019/20 Employee FELI taught to 134 faculty/ counselors, administrators, classified professionals by 2019/20: 25 faculty attended the SWP Faculty Institute in Spring and Summer 2020	VPSS VPI VPA PD/FLEX Coordinator [R]	2016/17 Ongoing	• SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2019/20 • Annual Passport to Success onboarding program now for all staff: Fall 2019, Spring 2019, Fall 2017 • Five Day Experiential Learning Institute (FELI) for employees; Employee version of Career and College Readiness course offered to students: August 2019 media • Teaching and Learning Collaborative (TLC) for faculty: 2019 flyer with schedule - Innovative Practices Conference 2019 • Flex Days events: Schedule Spring 2019 • Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - Spring 2020 One-Day Convening - Kickoff event- monthly SDCCE trainings - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training • SDCCE Fall 2018 Convocation, Spring 2018 Institution Day, Spring 2019 Institution Day, Spring 2020 Flex Day events focus on 7 Pillars to support students and student success • ESL Learner Persistence Committee meets on average 7 times per year since 2015/16 • WIOA Technology and Distance Learning Plan: 2019/20 focus on increasing use of and training for Canvas LMS
Determine method, infrastructure and funding to provide parents with childcare issues [In progress]	Increased access and persistence	Increase in FTES	Dean ESL [R] Dean Student Equity [R]	2019/20 – 2021/22	• ESL established outreach to Marshall Elementary and Refugee Net to provide an onsite ESL/family literacy class on the Marshall campus in March 2020; however, this project was suspended due to Covid. The ESL department pivoted to development of an online family literacy/ESL class, which will extend the class reach to parents across the region, while also supporting childcare and transportation barriers CalWORKs Supportive Services provides assistance with securing childcare; CalWORKs transitioned to online support during COVID campus closures - May 2020 communication
Streamline application and enrollment processes for students [Ongoing] [Added in 2020]	Student-centered processes in place leading to increased ease of enrollment In-time COVID re-structuring of processes Post-COVID student-centered	Touch of a button services: Student Services website live links; virtual student services center; Campus Solutions one-click CE Enroll and automatic term activation for students Student FAQs/Step-by-Step Directions	VPSS VPIS Student Service Supervisor [R] Senior Office Managers	Summer 2020 — 2023/24	• Student services website live links with Virtual Student Services Center implemented in Summer 2020 • Student FAQ word doc • What We Did for Summer 20 and Fall 20 (SRL's slide) • Spring 2021 Plan (SRL's slide)

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	standardization of processes	Pathways Navigation Comprehensive In-take form	Dean C&CT [R]		
Utilize student user data to update SDCCE webpages for students [In progress] [Added in 2020]	Improved usability of website for current and prospective students based on direct usage information	Project Charter and funding for User Interface Research Project SDCCE-based student webpages modified based on results	PIO [R]	2020 – Dec 2021	• 2020 Project Charter established and SWP regional funding secured • 2020/21 Pathways mapping of career pathways to programs and courses. 2020/21 Pathways surveys for website information accessibility
Provide access to accurate completion data to support student employment needs [Ongoing] [Added in 2020]	Students will be connected to employment for their chosen career pathways Job Developers will be able to support students in obtaining their career goals C&CT will be able to provide more career services and resources for employment opportunities	# of students placed in employment opportunities # of students assisted by JDs # of C&CT activities offered (employer spotlights, hiring events, workshops)	Dean C&CT [R]	2020/21 Ongoing	• Job placement form • Student Tracking Sheet in SARS • Flyers/DL announcements/Employment Spotlight events • Student Registration log for Employment Spotlight • Workbased-learning data outcomes based on Campus Solutions code (SB21)
Host Faculty Institute 2022 (Year 2) [In Progress] [Added in 2020]	Faculty engaged in clearly defined strategies to attain classroom retention Faculty gain skills analyzing classroom data and building retention strategies for their classroom	Faculty Coordinator hired (Fall 2021) # of participants in Institute (Spring 2022) # of data sheets produced # of group workshops held # of faculty action plans developed	Lead CTE Dean (project lead) Faculty Coordinator [R] PRIE	Planning 2020/21 Produce data and recruit Fall 2021 Launch spring 2022	• Fall 21 - Faculty Coordinator hired
Continue developing interventions and activities with targeted student populations to break down barriers to completion (learning communities) [Ongoing] [Added in 2020]	Students in Learning Communities supported from enrollment to completion Mirrored work based on best practices Support services built around	X% of SDG2CC students with positive outcomes (HSD, HS Equivalency, CTE completion, employment/internship placement, Promise scholarship, enrolled in credit) 80% of R²S PATHWAYS students with positive outcomes (CTE retention, completion,	Dean C&CT [R] Dean Student Equity [R]	2019/20 Ongoing 2020/21 Ongoing	• In 2016/17, Counseling Resource Centers and Outreach Services were developed in support of student success. In 2017/18, SDCCE 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. • R²S PATHWAYS Quarterly Reporting - Perkins 2019/20 Report - SEA Annual Report

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	disproportionately impacted populations	employment placement, work readiness, internship)			• SDG2CC Demographics (October 2019) – Outcomes (August 2020)
Support the use of enrollment data [Ongoing] [Added in 2020]	Increased knowledge around enrollment management to support effective programming and scheduling	Participation on District-led Enrollment Management Workshops Districtwide Enrollment Management Dashboard implemented that supports SDCCE needs Provide assistance in using enrollment management data	VPI [R] PRIE [R] Student Services and Instructional Services staff Instructional Deans	2019/20 Ongoing	• 2019/20 Ad Hoc Review/Workshop on using enrollment data (VPI/PRIE) • 2019/20 VPI/PRIE participation in Districtwide Enrollment Management workshops (District VC-led) • 2019/20 Contribute to development of Districtwide enrollment management dashboards (all) • 2019/20 re-envisioning of enrollment management tallies and information post-Campus Solutions implementation (VPI/PRIE) • 2020/21 development of an Enrollment Management Dashboard (District IR/District SS/PRIE/IS) • 2020/21: 3 Interdepartmental Meetings to discuss features required and their priority (IS/PRIE) • 2020/21: 9 Technical Workgroup Meetings to transfer knowledge and discuss feasibility for features requested (District IR/District SS/PRIE/IS) • Dashboard Development (District IR); Testing (District IR/PRIE); 2 demonstrations and hands-on sessions in May and June 2021 (District IR/Deans/VPI/VPSS)
Objective 1.2 Grow SDCCE Distance Education classes through the integration of hybrid and online course development by 10% annually (SP1.1) [Ongoing] SDCCE Distance Education student attendance hours, as measured by FTES, increased by more than 25% annually between 2016/17 and 2018/19, even as overall FTES at SDCCE declined due to planned district-wide course reductions. The majority of courses moved online between spring 2020 and spring 2021 due to the Covid-19 induced campus closures. The expectation is that distance education and hybrid courses will continue to be a major focus as the pandemic is controlled and thereafter.					
Provide professional development opportunities for instructors to Increase knowledge and skills in developing online course materials, synchronous instruction, and assess outcomes [Ongoing]	Increase in activities focused on developing online course materials New/revised online courses materials developed	Increase in CANVAS trainings: 2013/14 – 2018/19 - 40 2019/20 – 189 2020/21 – (Through April: 250) Increase in technology-related training on flex schedule: 2016/17 - 51 2017/18 - 49 2018/19 - 101 2019/20 – 200+ 2020/21: 10 6 Adjunct Faculty 2 Contract 2 Classified Professionals Passport participants also in OFTP: Total Blackboard/CANVAS Certified – 22 between 2016/17 and 2019/20 2020/2021: All 8 Faculty CANVAS Certified	Deans Faculty PD/FLEX Coordinator [R] VPI office	2016/17 Ongoing	• SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2020/21 • SDCCD Online Faculty Training Program offered • SDCCD annually offers Caninnovate one-day training beginning in 2017/18: 2019 Announcement • SDCCD Online Pathways Distance Education Annual Summit • Canvas Online and in person trainings and support • SDCCE Teachers Using Technology Committee began providing Canvas support workshops in 2017/18 with the transition from Blackboard to Canvas • Activities focused on developing online course materials • 2017/18 and 2018/19 WIOA Plan focused on increasing instructor use of digital technology, including professional development for faculty to securely post online materials, create websites, etc. • 2018/19 WIOA Plan focus on increasing instructor use of OERs in classroom • 2019/20 WIOA Technology and Distance Learning Plan focused on increasing use of and training for Canvas LMS • 2020/21 WIOA CIP Plan • Distance Education Coordinator made 1.0 full-time position in Spring 2020 with expanded online training for teaching online with a Summer 2020 mentorship program design based on Passport to Success model - Presentation on new distance

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		Activities focused on developing online course materials				education professional development presented to Professional Development Committee, May 2020
						• New in 2020: Online Pro-Active Online Course Development Course-Beg/Int/Advanced Offered w/ 7 Trainers developing and delivering three 40-hour cohorts and 30-+ faculty attendees to date in Session 1 and Session 2
Develop hybrid course offerings [Ongoing] [Revised in 2020: Split Action Step]	hybrid courses revised/added for more student programming options and modes of study	ESL, Child Development, Emeritus, Business and Accounting, IT, Automotive, ABE/ASE increased hybrid online offerings between 2016/17 and 2018/19	President VPI [R] Curriculum Analyst/PRIE [R]	2019/20 Ongoing		• FTES by Program Dashboards for 2016/17 – 2018/19 • On hold due to COVID pandemic in 2020 and early 2021

Professionally develop fully online courses
 	
[Ongoing]
 	
[Revised in 2020: Split Action Step]
	Fully online courses available to students for more programming options and modes of study	ICOM established in Fall 2020 with 16 programs offered by Fall 2021	President
			
			VPI [R]
			
			Curriculum Analyst/PRIE [R]
				2019/20 Ongoing		• Faculty developed fully online educational programming and curriculum; fully online programs and student services launched (ICOM Academy):
						  o High Priority in 2019/20 - 2020/21 Institutional Priorities
						  o Grant funding sourced to develop five fully online information technology certificates
						  ICOM website and Program Offerings: Fall 2020 – Fall 2021 Program Offerings

Objective 1.3 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCCE campuses locations by 5% in 5 years and maximize the use of campus space (SP1.2) [Ongoing/Deferred] Evidence: Between 2015/16 and 2019/20, SDCCE increased the number of offsite facilities offering noncredit classes by 8% (from 105 to 113)						
Identify programs that can be taught offsite and increase offsite locations Conduct discussions with site personnel about SDCCE, courses offered, communities served, and partnership expectations [Ongoing]	Implementation plan developed for programs that can be taught offsite Increase in number of offsite facilities	Examples of new off-site course implementation Number of off-site facilities 2015/16 -105 2016/17 -103 2017/18 -107 2018/19 -102 2019/20 -113 Note: Excludes offsite facilities that are only offered for fee-based, apprenticeship or contract classes	Instructional Deans [R] Program Chairs VPI PRIE [R]	Spring 2017 Ongoing		• Healthcare Careers added new off-site locations annually since 2014 and increased new site locations between 2016 and 2018 • In July 2018, SDCCE partnered with the Jacobs Center for Neighborhood Innovation to offer an IMCP course in Southeastern San Diego • Child development added 2 new locations (St. Katherine's Drexel Academy in Fall 2018; St. Dunstans in Fall 2019) • Emeritus added 10 new off-site locations • Skilled and Technical Trades program established an agreement in Spring 2019 with San Diego Unified High School District (SDUSD) to teach plumbing and HVAC courses at Junipero Sierra High School • Automotive program is in discussion with SDUSD for two offerings at Clairemont and Mira Mesa high schools In 2019/20. due to a reduction in enrollment, off sites are now less critical in 2019/20 – 2020/21 status remains due to Covid campus closures
Conduct an analysis of classroom space (facility utilization) [Deferred]	Increase number of classrooms available for classes	Reports developed and analysis conducted	VPI [R] VPA	2021/22		Delayed due to system implementation of Campus Solutions and follow-up add-on software implementation and Covid

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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%) (SP1.4) [Complete/Ongoing/In Progress]

SDCCD ceased being in growth mode in 2018/19, resulting in planned reductions to SDCCE's class schedule. Business and Accounting and the Digital Media programs faced further enrollment challenges due to a high immigrant student population impacted by immigration policies and climate. The bulk of the decrease in CTE programming for students are due to changes in enrollment within office skills courses, a large contributor of 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). 2019/20 data are not yet available.

Review current, and create new, programs in "in demand" growth areas
 	
[Ongoing]
 	
[Added in 2020 from SP]
	List of current in demand programs suitable for SDCCE implementation developed
	
	New, viable programs implemented
	
	Standardized course approval processes and ensure regulatory compliance
		36 new career education (CTE) programs approved:
		2016/17 - 9 2017/18 - 2
		2018/19 - 6 2019/20 - 15
		2020/21 - 4
		
		20 revised CTE programs approved:
		2016/17 - 3 2017/18 - 1
		2018/19 - 9 2019/20 - 3
		2020/21 - 4
		
		4 CTE programs deactivated
		2018/19 - 1 2019/20 – 3
		2020/21 - 0
		
		57 new CTE courses approved
		2016/17 - 10 2017/18 - 3
		2018/19 - 12 2019/20 – 23
		2020/21 - 9
		
		90 revised CTE courses approved
		2016/17 - 3 2017/18 - 1
		2018/19 - 14 2019/20 - 51
		2020/21 - 21
		
		12 CTE courses deactivated
		2018/19 – 4 2019/20 – 8
		2020/21 - 0
			Deans
			
			Program Chairs
			
			Curriculum Analyst [R]
				2016/17
				Ongoing
					• Deans worked with the curriculum analyst for approval of new and revised programs; some programs were revised to short-term stackable certificates to support student completion and flexibility in scheduling coursework; all are assessed based on market demand during curriculum approval.
					• CTE Curriculum Tracker: 56 new/revised career education programs; 147 new/revised courses between 2016/17 and 2020/21
					• Curriculum Analyst and SDCCE Curriculum Committee updating course approval processes, including:
					   o Update of the curriculum review process – Technical Review Planning Form deferred to 2021/22
					   o Incorporation of SLOs in Tech Review Planning Form (added as last question)-presented by SLO Coordinator: April 7, 2021 Curriculum Committee minutes
					   o Implementation of new course outline of record (COR) repository and SDCCE CourseNet (launched Dec. 2019) - Implementation of new curriculum (other than SDCCE CourseNet) deferred to District-districtwide repository for all four colleges (on hold in 2020/21)
					   o Development of curriculum survey that tracks active course review and updates; in Fall 2020, embedded biennially in program review, completed through Program Review Committee

Hire additional curriculum support - i.e. Curriculum Analyst and identify funding [Complete]	Support for instructors writing curriculum Support for interaction with the state office and updating programs in the state course inventory	Curriculum Analyst Hired and trained	VPI Faculty VPA	2016/17-2017/18	• Curriculum Analyst hired in 2016 • Curriculum presentation delivered to faculty to clarify curriculum development at *Passport to Success* workshop in 2017-2018 (Updated Presentation, 2019)

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Review syllabi and SLO's for courses offered by multiple instructors and across multiple sites for consistency/ standardization [Ongoing]	Syllabus inclusive of required information and SLO's included	Highlight of syllabi review process Templates and materials created for faculty use in developing and documenting SLOs utilizing best practices	Program Chairs Faculty SLO Coordinator [R]	Fall 2016 ongoing 2016/17 Ongoing	• Checklist created ensuring instructors with same course have same SLOs by program; assessment results in Spring 2020 via Survey Monkey • Directions and forms created in fall 2019 for faculty-led-activities during 2020 spring program meetings • SDCCE syllabus template updated Spring 2020 for alignment with equitable standards: Blooms Taxonomy Wheel Backwards Course Design Developing Learning Outcomes • Faculty participated in institutional training on equitable syllabi during 2020 spring Institution Day • VPI Recommendation: Deans/PCs review that syllabi include required information for courses offered by multiple instructors and across multiple sites • A liquid syllabus was developed and presented to faculty at January 2021 Flex Days – See class examples of implemented syllabi – VESL 6/7 – ESL Advanced/Int Reading • Program Highlight - Certified Nursing Assistant instructors work on syllabi together and ultimately use the same one - revised syllabus • Program Highlight - Clothing and Textiles (CLTX): In Fall 2019, faculty onboarding for 5 new and 6 returning faculty members implemented; focus of onboarding: to gain unification of course content and use the SDCCE syllabi template for all courses; monthly department meetings are conducted to aid in unification of the department, with instructional standardization being the catalyst for professional development and assessments; in January 2020, where equitable and engaging, syllabi construction was presented; CLTX department is planning further revisions in language and presentation of the syllabi for all courses • Program Highlight - Majority of Automotive, and Skilled and Technical Trades: programs are in the curriculum development process in 2019/20 to create standardization throughout the department; edits vary from change of course hours to adjustment of course content; distance education is being incorporated into the majority of these programs' curriculum. - Advisory board minutes • Program Highlight - Business and Accounting, Digital Media, and Information Technology: programs plan to schedule a review of the syllabi during Fall 2020 and coordinate this effort across programs
Update trainings and materials for continued curriculum-basic workshops for faculty interested in writing curriculum	Increased faculty knowledge and expertise in curriculum writing, curriculum processes, approval flow, and documentation	Updated workshop presentations Develop and implement focused Distance Education trainings	DE Mentor [R] Curriculum Committee Chair	2020/21-2021/22	• Flex workshops: Curriculum 101: January 29, 2021 • Speak at Passport to Success: April 2021 Curriculum Analyst and Curriculum Chair • Ad hoc one-on-one meeting Faculty: Curriculum Analyst and Curriculum Chair • SDCCE Online Faculty Mentoring: 2020/21 • Online Faculty Mentor Team

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[In progress] [Added in 2020	required to submit new/revised curriculum for review and approval	Develop and implement equity focus trainings for course outline development <u>2020/21 accomplishments:</u> 148 online faculty mentees 309 hours of one-to-one online faculty mentoring provided to online faculty mentees 28 individual faculty served in one-to-one sessions / 30 faculty served during group/Program level sessions (Child Dev. and ABE/HS) 40 faculty served during Online Course Design Classes / 50 online faculty served during customized group			• In March 2020, SDCCE DE leadership set a goal to support faculty to complete SDCCD Online Faculty Certification Program (OFCP) with 80%+ completion rate. SDCCE faculty exceeded the goal by accomplishing 86% completion rate, as reported January 7, 2021. • Canvas and More Trainings were offered in September 2020, and Canvas, Design, and More Trainings were offered between October and November 2020 • Eight TALON YouTube videos were researched, scripted, produced, recorded, uploaded, and closed captioned using SDCCE branded slides, with 1,336 views on YouTube videos TALON as of June 4, 2021
Objective 1.5 Increase student support services and access to those services and resources by 5% within 5 years where needed (SP 3.3) (note: orientations based on face-to-face) **[Complete/Ongoing/In progress]** Evidence: TBD					
Identify and plan for online student orientations [In progress]	Prospective student increased knowledge in SDCCE programs and services	Prototype orientation video developed as an interim step to the online version Final video completed 70% implementation of online orientations	Dean Counseling [R] VPSS	2017/18-2021/22	• New Student Orientation Video: <u>Spring 2018 planning</u> - <u>Fall 2019 planning</u> - <u>Video outline</u> - <u>Video</u> • Counselors are revising Counseling and Student Services webpage to include ConexEd Online services in 2020/21 • Due to the pandemic, Counselors have transitioned to providing orientations via Zoom • Many counselors developed their own webpages to provide more direct access to students they service directly, example: North City and CE Mesa Campus Counselor <u>webpage</u> – Computer Information Technology <u>webpage</u>
Increase career counseling and placement services available for CTE students [Ongoing]	Career counseling will be available to more students	5% of transitioning students (from CE to CE, CE to workforce, CE to College) will receive career counseling 2018/19 Tech Hire placed 44 students in employment and 26 students in paid internships in 2018/19	Dean Counseling [R] VPSS Dean C&CT [R]	2016/17 Ongoing	• Open and expand Career Resource Centers: first center at ECC in <u>Spring 2017</u> - Expanded to six centers by <u>2019/20</u> • SDG2CC Pre-Apprentice Program: <u>Video</u> • Career and Job Development Services Provided at SDCCE: <u>Fall 2019</u> • Planning: Co-enroll SDCCE students with SDWP to provide additional Job training and support (IT Program objective 4.2) [In progress] • Examined opportunities for <u>apprenticeships</u> and internships for current students (Skilled and Technical Trades objective 5.4): <u>email evidence</u>[1] - <u>evidence</u>[2] • 2018/19 Tech Hire placed 44 students in employment and 26 students in paid internships in <u>2018/19</u>; Students from the digital

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					media and information technology programs spent time as web developers, digital marketers, help desk technicians, and network system technicians with a variety of companies throughout the city • Who we are: SDG2CC presentation to EGC: Spring 2020 • Provide students with information about prospective employment opportunities • Implement online job readiness courses: ICOM Job training • Offer notification to students about upcoming job readiness courses: Free Career Training • Present various online job and internship opportunities: SDCCE Virtual Job and Internship Fair 2021 • HH and HSE instructional and counseling faculty collaborated to develop a self-assessment tool that counselors can use to place students • Career and job readiness workshops have been added to C&CT webpage for students to access • North City counselors are piloting IT and Digital Media orientations to include all certificate programs within that department/area to inform students of the various pathways within the department/area; the pilot began in October 2020 and is currently ongoing. Due to the uncertainty of the pandemic and challenges with student enrollment, pilot will be continued when face-to-face services are provided. Counselors continue to update the rest of the department and other counselors have expressed interest in piloting at their campus as well, although no campus has begun.
Assess student access to core student services, and increase these services where needed: A student survey measuring access to core services will be administered to determine student need [Complete]	Data will be available to determine what services best would serve student needs	Survey and focus groups to support student services	Dean Counseling VPSS Dean Student Equity [R] Dean C&CT [R] PRIE [R]	2019/20	• Annual Hope Surveys on student needs • In Spring 2019, students were assessed on their technology needs due to COVID response; student response will also be utilized to assess online student services platforms in preparation for the implementation of online student services • 2019/20 CTE Student Success Focus Groups - journey to improve student experience, access, retention – were conducted in Spring 2019 to address improvements for essential services and processes as students enroll • Student outreach (R²S), Veteran, CalWORKs, and career and college transition services expanded • Learning communities implemented (R²S PATHWAYS and SDG2CC) • R²S PATHWAYS Quarterly Reporting - Perkins 2019/20 Report - SEA Annual Report • In 2016/17, Counseling Resource Centers and Outreach Services were developed in support of student success. In 2017/18, SDCCE reconsidered its equity work. R²S was designed and implemented in recognition that addressing students' needs under the seven

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10 | P a g e   SDCCE Office of Planning, Research, and Institutional Effectiveness

					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. • SDG2CC Demographics (October 2019) – Outcomes (August 2020)
Expand the use of online forms and processes to reach students virtually (Implement ConexED) [In progress] [Added in 2020]	Virtual supports replace need for in-person services Streamlined application, orientation, and counseling processes (matriculation) Improved registration processes Online student support programs and services Online outreach services Streamlined acceptance of student information	ConexED / Cranium Café Implemented: 100% Online students have access 100% of matriculation processes accessible online 100% of R²S and CC&T services to student accessible online 25% increase in outreach services to prospective and current students	VPSS/VPI Dean Counseling Dean Student Equity [R] SS Supervisor Instructional Deans Program Chairs	2020/21-2021/22	• project charter • 2020/21: Online modules for counseling including Ed planning and academic advising, career counseling, and program orientation are developed pending launch approval • 2020/21: Students may schedule appointment or walk-in during specific online walk-in hours; when the welcome center opens, students may chat direct with staff and ask questions about programs, how to enroll, schedule orientations, etc. • 2020/21: SDCCE will phase in start dates of Summer 2021 for CalWORKs program; late summer for counseling; fall for SDCCE welcome center and outreach; late fall for CC&T services (career centers) • 2020/21: Registration is not part of CONEX; registration is being worked on with VPSS/Dean of Counseling, maybe a consultant but will support registration by moving online students through application up to when they will register • 2020/21: R2S is phasing out this next fiscal year; PATHWAYS may be added in spring 2022 to Conex for online access and services; it is not effective to have duplicate programming and services
Objective 1.6 Increase workforce development resources and services by 10% over 5 years (SP3.4) [Complete/Ongoing] Evidence: TBD					
Determine workforce opportunities for priority populations as reflected in SEP [Ongoing]	WD Plan reflects priority populations, including specific needs	Grants are pursued based on priority student groups	Special Projects Manager with input/direction from: VPSS Dean C&CT [R] Dean Equity	Fall 2016 Ongoing	• Planning: SDCCE Foundation objective 2.3: Increase private sector grant funding • Partnership with SDCCE and Back 2 Work's Caltrans VOP established in late Fall 2017 with full implementation by Spring 2018 • Workforce and support program created for homeless students through R²S • Lucky Duck Foundation Grant to Support Homeless Adult Students $200,000 in Spring 2020 - President's message - Times of San Diego • Pursue additional grant funds, WIOA II grant application 2020-2023 WIOA Title II: Adult Education Family Literacy • Piloted a Building Construction Trades Apprenticeship Readiness Program for Opportunity Youth including nontraditional populations using MC3 curriculum - Developed SDG2CC Apprentice Readiness Program • Increased supports to students in the development of the new SDG2CC student services department which provides job placement supports and career transition opportunities

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

					• Who we are: SDG2CC presentation to EGC: Spring 2020 • Continuing to build workforce preparation services for English Language Learners through Vocational ESL to CTE Pathways • Enhanced both classroom and non-classroom supports for ABE students with a local organization, Second Chance, who assist reentry/justice involved populations • Learning communities implemented (R²S PATHWAYS and SDG2CC) • R²S PATHWAYS Quarterly Reporting - Perkins 2019/20 Report - SEA Annual Report • SDG2CC Demographics (October 2019) – Outcomes (August 2020

Provide an analysis of student supports that may be needed, and not currently being provided, in order to infuse comprehensive workforce services into CE (i.e. work related experiences)
 	
[Ongoing]
	WD Plan outlines current supports and a personnel partnership plan to offer supports	Grants support the provision of supports
		
		Current funding/staffing/services are aligned
			Special Projects Manager with input/direction from:
			VPSS
			
			Dean C&CT [R]
			
			Program Activity Manager [R]
				Spring 2017 Ongoing	• KRA/AJCC Collaboration Correspondence: 9/22/17
					• AJCC Meeting Agenda: 7/25/18
					• SDCCE/SDWP Discussion Agenda: 8/18/18
					• Worked in partnership with the local WDB in ongoing meetings to support career and employment connections as well as to review data from foreign born English Language Learners (ELL) with foreign professional degrees to determine supports needed for degree conversions and career transitions in the US. SDCCE/SDWP WDB Partnership Meeting ELL: 1/28/2020
					• Metro Partner Resource Summit: 2/6/2020
					• Assigned two (2) faculty WBL coordinators to:
					  o Integrate WBL coordination within the context of guided pathways
					  o Establish baseline information for WBL activities
					  o Provide faculty professional development opportunities
					  o Integrate work-based learning coordination with job development and employer engagement function
					  o Determine feasibility of a faculty externship program (*or related professional development opportunities*) for fiscal year 2020
					  o Provide assistance to faculty in enhancing collaborative industry projects, simulated workplace experiences, and other industry assisted classroom experiences

Develop a structure and model for employer services in order to provide an increase in the number of career related work experiences and work-based learning opportunities for students [Complete]	WD Plan identifies employer services model	Job Development Plan Career and job development services provided to students	Program Activity Manager with input/direction from: ETI appropriate Administrators	2018/19	• Job Development Recommendations: 9/28/18 • SDCCE Job Development Action Plan: 2018-2019 • Who we are: SDG2CC presentation to EGC: Spring 2020; Work-Based Learning Faculty Coordinators hired in July 2020 • Career and Job Development Services Provided at SDCCE: Fall 2019

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Objective 1.7 Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process (SP3.5) [Complete/In progress]

Upgrade all campus classrooms which are not currently "smart" enabled with an instructor district standard podium and associated equipment [Complete]	Increase the number of "smart" enabled classrooms	90% of campus classrooms are "smart" enabled, which is over the original 80% goal	VPA Site Dean Office Manager IT	Fall 2016	• Planning: ESL objective 3.3 Expand the number of ESL computers or laptops and podiums in order to accomplish E-testing as required by the WIOA Grant • 90% campus classrooms smart enabled, evidence coming • WIOA Technology Plan focused on upgrades and replacements: 2016/17 • ESL Smart Classroom Training Workshops: 2016-2017 • Chromebooks for Emeritus Program for Distance Education classes at facilities purchased in Spring 2019
Identify utilization needs for student computer labs: Research options for establishing testing centers at each campus Identify labs for online testing [In progress]	SDCCE students will have access to more computer labs Students will have access to computers to be able to complete more work Students will develop computer skills that will be useful when they transition	Assessment centers established at 6 campuses	VPSS Dean Counseling [R]	2018/19 - 2021/22	• Draft Placement Assessment Room Expansion Plan to six sites: January 2020 Project is on hold due to Covid campus closures in 2020/21.

Objective 1.8 Increase number of courses implementing open education resource (OER) materials (SP 1.7) [Ongoing]

Identify courses and programs currently using OER materials Provide professional development for faculty interested in implementing OER in their courses [Ongoing]	Student completions will increase	Survey results: OER use has grown at SDCCE by 14 percentage points, from 29% use in 2016 to 43% use in 2019 3,856 enrollments in OER classes in Spring 2019 2,488 enrollments in Zero Textbook Cost (ZTC) classes Lists/documents of ongoing OER professional development activities	PRIE Office then District IR [R] VPI Professional Development Committee OER Lead [R] Academic Senate	2016/17 Ongoing	• About OER at SDCCE - 2019 PowerPoint • SDCCE Open Educational Resources Survey: Fall 2016; Survey conducted in November 2016; District providing OER surveys moving forward • 2018/19 WIOA Plan focused on increasing instructor use of OERs in classroom • Growth of OER use in 2016 compared to 2019 • Enrollments in OER: Spring 2019 • % of Sections Using OER: Spring 2019 • OER Ongoing professional development Activities: 2017-2019 • OER Resource List: 2016-2020 • OER Flex Hours: 2008-2020 • OER Free Textbooks/Resources: 2020 • Five OER certificate programs were implemented in Fall 2020 through the ICOM Academy. By Spring, 2022 there will be over 20 programs. • A book loaning program out of the Office of Instructional Services was created to enable CE's H2C programs and students to continue online • Fall 2020 Savings examples include: • Students in all HLTH, AUTO, MECT, and some ESLA sections were provided loaner or OER materials saving students $175,945

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					• CTE is developing OER/Zero Textbook online materials for courses through ICOM, adding additional sections each semester • Students in 215 sections of CTE BIT are using department-purchased/provided materials for most classes. Most of the materials are digital and free to students, saving students more than $25,055 • The ESL Textbook Committee created and is continually updating an instructor ESL OER Resources list • Every year the ESL Textbook Committee promotes the Backman Jennings Book Fund which has raised over $11,000 yearly and distributes book vouchers to students. • 2020/21 OER Week Invitation for faculty. 2020/21 SDCCD OER Resources

Growth Area/Overarching Key Issue 2
Increased Communication and Community Collaboration to Support Student Success

Rationale: SDCCE plans to grow in the area of further collaboration amongst internal and external constituents while also increasing communication to the same.

Key Issues Associated with Growth Area
   Need more opportunities for community leaders/partners to learn about our programs and participate in our program events [criterion 9, priority 5]
   Need to improve outreach to employers and Advisory Groups to determine demand for skilled workers [criterion 9, priority 1]
   Need to strengthen commitment to collaboration with local industry through industry advisory boards to increase the understanding of workforce requirements and labor market demands [criterion 1, priority 9]
   While the Mission Statement is commonly recognized throughout the campus community, it is less clear that the external community is meaningfully aware of SDCCE's mission [criterion 1, priority 1]

Aligned Visiting Committee Key Recommendations: Increase internal and external communication and collaboration (recommendation 2)

Goals Addressed
   SDCCE Institutional Goal(s)
o Goal 2: Cultivate an environment of creativity and increased collaboration both internally and externally
   SDCCD District Goal(s):
o Goal 3: Enhance collaborations with the community for increased responsiveness to needs

Impact on Student Learning Outcomes: Internal and external collaboration is critical to the development of programming and services to support SDCCE's diverse student population while integrating social responsibility and social justice. External collaboration enhances the development of partnerships for student's personal and professional growth within the community, along with their own communication skills. Pathways can be created through articulation to the credit colleges as well as pathways from San Diego Unified through the San Diego Adult Ed Consortium.

Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
    Effective Communication
SDCCE students demonstrate effective communication skills.
    Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self- advocacy skills to cope with changing situations in their lives.

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14 | P a g e   SDCCE Office of Planning, Research, and Institutional Effectiveness

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 (SP2.5) [Complete]					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Develop a process, associated infrastructure, and implement [Complete]	Staff and all faculty are better informed about programs and accurate information disseminated to prospective students Students have around-the-clock access to their personal and academic information from any internet-accessible electronic device	100% of constituents notified of new programs Using the Student Portal, Dashboard, or Student Quick Links, students can: • Self-enroll in class • See the online class schedule • See credits and grades as soon as the instructor reports them • Access their automated Education Plan • Print unofficial transcripts for both SDCCE and SDCCE High School • Access the automated degree/certificate completion process • See the Academic and Event calendars	President VPs Academic Senate Classified Senate ASB	2017/18 – 2020/21	Faculty/Staff: • Instructional deans notify Dean Counseling of new programs to be communicated to students; the Academic Senate announces new programs, activities, and trainings • Student services in included in distribution of information on program approval from the state and enrollment scheduling documents • The SDCCE President began a blog in 2018 and the SDCCE newsroom website is regularly updated with videos and stories • Weekly messages from the president began in 2018/19 and include programming updates (June 2019, May 2020), new hires, current events at SDCCE, trainings, research and planning updates, community events and partnerships (June 2019 - August 2019 - February 2020), and commencement information (May 2021) • The SDCCE President regularly sends advisories of SDCCE media coverage (January 2020, May 2021) and program and student successes as they occur • SDCCE Newsletters were increased to bi-monthly - November 2018, March 2019, January 2020, May 2021 • The Accreditation Sub-Committee (beginning in 2018) distributes a newsletter each term to inform about accreditation activities: May 2018 - November 2018 - May 2019 - January 2020 • The PRIE Office (beginning in 2017) distributes a newsletter each term that informs constituents about integrated planning, research and accreditation: January 2017 - April 2017 - December 2017 - June 2018 - December 2018 - June 2019 - April 2020 • Classified Senate implemented STAR awards showcasing the good work of classified professionals and their impact on the institution in 2018 and 2019 • In 2020, Academic and Classified senates implemented online kudos to showcase the good work of both classified professionals and faculty, and in 2021 opened the People's Choice Awards to all employees: 2021 • Messages from the District supplement SDCCE information and include fiscal updates from the Chancellor: May 2017 - May 2019 - January 2020 – May 2020 - May 2021 and news from instructional services and student services • Special communication channels are added as needed: o Campus Solutions was implemented in 2018 in phases. District student services provided updates on planning and processes; faculty and student training; Implementation

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modifications and fixes were communicated first weekly and now monthly - June 2019 - August 2019 - December 2019 - March 2020 - May 2020

- o Between April and September 2020, the SDCCE president, vice presidents, senate presidents, and ASB president provided a series of town halls, *SDCCE in Focus*, via Zoom for important updates to the SDCCE community during the COVID-19 pandemic and campus closures focused on off-campus learning and campus updates; social justice and compassionate conversations; and a student focused town hall. The Classified Senate also held a town hall in April
- o A series of COVID-19 messages from the chancellor to guide SDCCD institutions and constituents, Spring 2020, and CANVAS information from District Instructional Services

Students:

- 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; 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)
- On May 20, 2019, SDCCE began implementing Campus Solutions, which now provides students their portal via the SDCCE Student Dashboard and Student Quick Links; students can now self-enroll in class, see the online class schedule, see credits and grades as soon as the instructor reports them, access their automated Education Plan, print unofficial transcripts for both SDCCE and SDCCE High School, access the automated degree/certificate completion process, and see the Academic and Event calendars; Job Aids explain how to carry out these tasks screen-by-screen to make the student experience easier; the SDCCE registration website has been updated to access Campus Solutions automatically

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Objective 2.2 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years (AP2.2) [Complete/In progress]					
Develop interdisciplinary integration plan that Identifies programs to explore interdisciplinary collaboration and promote programs from one discipline in the classes of other disciplines [Complete]	Increased Interdisciplinary collaboration	Implemented interdisciplinary integration plan Implementation of one program per discipline completed In spring 2020 (end of term), 74% of ABE students and 10% of ASE students were co-enrolled in CTE; an increase from spring 2018 (end of term) for ABE (3%) and ASE (6%)	Instructional Deans [R] Program Chairs	2016/17-2020/21	• WIOA IET Pathways established, Developed VESL Cluster courses and IET Plan between ESL and CTE Programs, IET Plan submitted in Spring 2019 and Spring 2020 • IET PowerPoint: April 2020 • In Spring 2020, collaboration is established to grow and message IET opportunities for students based on pathways, April 2020 minutes • Ongoing data supports IET pathway establishment, Co-Enrollment Reports, Spring 2021 - Fall 2020 - Spring 2020 - July 2019 - Late Spring 2019 - Early Spring 2019 - Fall 2018 - Spring 2018 - Fall 2017 • New WIOA Comprehensive Integrated Plan established in Spring 2021 (TBD); Goals established based on student data • Basic Skills Committee minutes Interdisciplinary Collaboration: October 2017 • Healthcare careers regularly works with ESL in scheduling and promoting Healthcare programs: Spring 2020 • Department Highlight: Automotive and Skilled and Technical Trades programs are currently in discussion with the ESL and ABE/ASE programs regarding additional vocational ESL and vocational ABE programing; Skilled and Technical Trades programs are exploring cross program collaboration with the Digital Media and Information Technology programs as coding and basic information technology familiarity is becoming more prevalent within the trades field, 2019/20 • Department Highlight: The Small Business Planning programs and Project Management Courses have become active partners with SDCCE's Clothing and Textile Arts programs; Students are encouraged and assisted in crossing between the two disciplines, particularly those students within Clothing and Textile Arts programs who wish to develop small businesses; Maker-centered learning is a focus within the Clothing and Textile Arts programs and during the Fall 2019 semester, the program co-authored a grant proposal with Business and Accounting program faculty to become host sites for an inaugural Maker Fellow program sponsored by Citizen Schools and AmeriCorps; SDCCE was awarded two Maker Fellows from this program whom will be hosted by SDCCE in Fall 2020; Work will be grounded in maker-centered learning • IET coordination with ARC Pathways Subcommittee minutes: April 2020 – Document presented to ARC May 2020

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Develop integration plan that Identifies programs to explore CTE and Contract Ed/ Community Ed collaborations [In Progress]	Increased CTE & Contract Ed/ Community Ed collaboration	Integration Documents Contract Education/ETI – Increase in contracts and scale: 2019/20 Contract: Miramar Brig Amount of Contract: $227,560 Classes: HVAC, Plumbing, Business, 2 OSHA, HAZWOPER # of Students per class: 20 2020/21 Contract: Miramar Brig Amount of Contract: $248,906 Classes: HVAC, Business, Basic Upholstery, Basic Sewing # of Students per class: 10 Contract: Pendleton Brig Amount of Contract: $192,000 Classes: Welding, Business, MC3 Carpentry # of Students per class: welding is 10 the other two are 20 Community Education Program integration increase / career education collaborations (% of all Comm. Ed. classes: 2016 - 16% 2017 - 11% 2018 - 19% 2019 - 42% 2020 – Program on hold-Covid	Community Education Dean [R] Foundation/Contract Education Director [R] Instructional Deans Program Chairs	2016 Extended to 2024	• Community Education, Contract Education and Fee Based Education are three dynamic programs that fulfill the mission of SDCCE around workforce development and winning jobs, and address the needs of the students and community members in a myriad of ways; These programs offer the SDCCE faculty the opportunity to work in within the Foundation for additional income and offer a creative opportunity to support the pedagogic interests of our faculty and staff; SDCCE has made significant strides over the past four years through deliberate integrated strategic planning efforts to further integration of FTES generating course offerings with these three supplemental types of instructional programming: Detail of integration, Spring 2020 • Contract Education is utilized as a tool for faculty recruitment for specialized technical programs: hired two SDCCE contract education faculty, recruited through Foundation in 2019/20 • Contract Education is focused on scaling up the program through increased number of contracts of both large and small sizes – 2019/20 – 2020/21 Contract List • Community Education is aligning more of its' offerings to career education programming and collaborating with SDCCE programs; however, due to Covid-19, the program status was 'on hold' from Spring 2019 – Spring 2020 • Community Education dean had meetings with each career education dean and program chairs of two programs to develop courses for Summer 2020 as feeders into career education classes; Plans are currently on hold due to the COVID pandemic
Objective 2.3 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate (AP2.3) [Complete/In progress] Evidence: TBD					
Invite community groups to SDCCE events, and to use facilities to provide additional avenues to promote SDCCE programs; Examples: Resource Fair, Open house Identify associated costs and appropriate budget [In progress]	Increase in use of facilities by community groups Increase in the opportunities for community leaders/ partners to learn about our programs and participate in SDCCE events	Programs promoted through community meetings At least 159 on-campus community events and outreach over the past three years: 2017/18 - 25 2018/19 - 54 2019/20 - 80 2020/21 – Cancelled due to Covid campus closures	VPI/VPSS Deans Program Chairs Administrative Services Supervisor [R] Dean Student Equity/Outreach [R]	2017/18 - 2021/22	• List of community events and community outreach at SDCCE campuses: 2017-2020 • City of San Diego Library Use Agreement • News Room: SDCCE Encourages Community Collaboration to Support Disconnected Youth: October 2019 • Presidents Message: Community Partnership Events: May 2019 • SDCEats! - sponsors, community partners flyer • West City open house for Point Loma community: January 2020 • Department Highlight: Outreach Department Community Partners, Second Chance, Metro Career Centers, San Diego Libraries, Neighborhood House Association, PACT, La Maestra Community Clinic, Community Collaborations, CoreCivic, Youth Assistance Coalition: August 2019

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			Dean C&CT [R]		- District Collaboration, Career Fest: April 14, 2021 - Cyber Security Career Event: July 8, 2020 - Stem Career Event: November 30 – December 17, 2020 - Outreach plan to integrate Outreach as a part of Industry Advisory Committees sharing strategies and providing continuous updates: Fall 2018 to Spring 2020 - Outreach Report mid-year: August 2019 - Outreach Scope-of-Work: Spring 2020 - SDCCE regularly hosts counselor luncheons, advisory committee meetings, SDCCE Foundation board meetings, community-based ECC Historical Preservation Committee meetings, SDCCD meetings - In 2019/20, with wide community participation, SDCCE 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 2020/21: Regular institution-wide events: fall and spring campus forums, Annual Faculty Appreciation Week and classified professional appreciation events, fall Convocation, Spring Convocation, Flex Days and Institutional Day, Stars on the Rise scholarship, Townhalls, Cultural Appreciation Events - Community events were largely cancelled for in person due to Covid, between spring 2020 and fall 2021; however SDCCE sponsored a vaccine site at ECC in spring 2021.
Formalize current informal relationships with business and community groups [In Progress	Increased collaboration with community partners	Formal collaborative projects defined List of community partnerships Counts: 2016/17 - 35 2017/18 – n/a 2018/19 – 78 2019/20 – n/a 2020/21 – n/a	Deans Program Chairs PIO [R] Program Activity Manager [R] Dean C&CT [R] Dean Student Equity/Outreach [R]	Fall 2018 – 2021/22	- Community partnerships list created for and embedded in 2016 Self Study Report; Thereafter, community partnerships list reduced and published in SDCCE Fast Facts: 2016/17 - 2018/19 and individually by program: R²S partners list - Farm to Family Fair and accompanying Resource and Health Fair partnership established in 2018/19 with SDCCE Foundation - New community partners were added in March 2019: Good Health-Long Life, Susan G. Komen Circle of Promise and Kaiser Permanente: Spring 2019 - SDCEats! on-campus food pantry established at ECC Spring 2019 and continued partnerships to support students during the COVID campus closures in May 2020 - City of San Diego Library Use Agreement - Highlight: In 2016/17, SDCCE began partnering with the San Diego Rescue Mission to provide ESL, parenting, CTE, and HSD courses to mission clients; In 2017/18, SDCCE expanded the partnership by including the SWP to provide job training and placement services for homeless residents of our community, Newsroom. - Highlight: SDCCE was awarded the prestigious League for Innovation in Community Colleges 2018 Innovation of the Year

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					Award for partnering with San Diego Rescue Mission in the R²S Pathways pilot program, Newsroom
Incorporate statement of the Mission and Vision during all community and advisory meetings [Complete]	Community awareness of SDCCE's Mission and Vision	Mission added to all SDCCE committee agendas	Committee Chairs - communicated through VP's Academic and Classified senates President's Office	Spring 2017 - 2019/20	• Mission added to the Committee Agenda template and Minutes template in 2016 • Regular reminders to utilize template and review SDCCE and committee mission statements • Mission regularly reviewed at large events: Fall 2018 Convocation - Spring 2019 Institutional Day - Spring 2020 Institutional Day

Growth Area/Overarching Key Issue 3
Professional Development to Support Student Success

Rationale: Professional development is both an area of strength for SDCCE as well as a continued growth area as we use more data for decision making, and support our diverse community demographics. This work allows for the development of programming and services to support student success and growth.

Key Issues Associated with Growth Area
 Not enough Flex days to provide adequate professional development opportunities, especially for distance education and online learning [criterion 3, priority 4]
 Need to provide further professional development to advance assessment understanding and practices [criterion 6, priority 1]
 Faculty need additional professional development for synchronous online learning [criterion 3, priority 3]
 Need to collect evidence of how faculty acquire new ideas through professional development activities and implement in classroom instruction [criterion 1, priority 8]

Aligned Visiting Committee Key Recommendations:
Provide equal access to targeted professional development with mechanisms that track and measure impact (recommendation 3)

Goals Addressed
 SDCCE Institutional Goal(s)
o Goal 4: Provide SDCCE employees with resources and training to increase the quality of instruction and services
 SDCCD District Goal(s):
o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services
o Goal 2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration

Impact on Student Learning Outcomes:
Internal professional development supports the development of best practices to ensure the development of programming and services to support student success and growth in the areas of social responsibility, effective communication, critical thinking, and personal and professional development.

 Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
 Effective Communication
SDCCE students demonstrate effective communication skills.
 Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
 Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self- advocacy skills to cope with changing situations in their lives.

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 SDCCE's and SDCCD's strategic goals, and in support of student success - beginning in Spring 2017 (SP4.2) [Complete/Ongoing/In progress]

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Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence

Provide faculty, staff and administrators professional development opportunities for implementation of best practices in teaching and learning, customer service and leadership
 	
[Ongoing]
	Increase in best practices professional development activities
	
	Increase in the number of instructors trained in best practices
	
	Increased knowledge and skills in target subject
	
	Increased practice of skills learned
		Lists/documentation of many types of professional development for all stakeholders
		
		Increase in CANVAS trainings:
		2013/14 – 2018/19 - 40
		2019/20 – 189
		2020/21 - TBD
		
		Increase in technology-related training on flex schedule:
		2016/17 - 51
		2017/18 - 49
		2018/19 - 101
		2019/20 – 200+
		2020/21 - TBD
			VPSS
			
			VPI
			
			VPA
			
			Office Managers
			
			Program chairs
			
			PD/FLEX Coordinator [R]
				Spring 2017 Ongoing	• SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2020/21
					• FLEX Coordinator position (.6) revised and re-hired as full-time (1.0) PD/FLEX Coordinator to coordinate professional development for all employees in Fall 2019
					• Flex Day Schedule: Fall 2018
					• Flex Day Schedule: Fall 2019
					• Annual Diversity, Equity & Inclusion Activities since 2016, including:
					  o SDCCE Diversity and Inclusion Events: Spring 2018
					  o Safe Zone Training: Spring 2018
					  o Creating LGBTQ Safe Zones at SDCCE, ECC: Fall 2018
					  o Sexual Harassment Trainings
					  o EEO & Diversity Trainings - certifies employees to become EEO representatives, chairpersons, and screening committee members. The group reformed in fall with PD/FLEX Coordinator as lead for 2020/21.
					• Staff Training and Retention (S.T.A.R.) Conference (2018 - 2019 - 2021) converted to online offerings in Spring 2019 due to COVID-19; Classified Professional staff organized the ad hoc Online Professional Development Collaborative to discuss and plan online professional development opportunities for staff (short sessions provided at several campuses; online offerings),
					• The District Office also provides annual trainings to all SDCCD employees in areas such as: health and wellness through VEBA/OPTUM, as well as workplace-related safety and sexual Harassment trainings through Keenan Colleges Online Trainings
					• The PD/FLEX Coordinator supports Classified Professionals in a variety of activities, related to conference attendance (e.g. Customer Service Training: Certification for Higher Education Professionals attended by two SDCCE Office Managers in 2019/20 and the 2019 NCORE Conference
					• Professional Development Committee formally established a Professional Development Sub-Committee for Classified Professionals: Spring 2021
					• In 2020/21, the Professional Development Committee implemented a Priority Plan with a "strong and deliberate emphasis on providing the best online learning opportunities and environment for our students by supporting our faculty and staff in developing the critical skills needed to meet these [Covid-related] challenges, as well as supporting diversity, equity and inclusion efforts as high priorities."
					• A series of MS Teams Trainings were offered: Spring 2021

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

Modify membership and mission of the Professional Development Committee to include representation from all SDCCE staff and review current technology training opportunities [In progress]	Professional development coordinated and accessible to all faculty and staff	Shared governance manual modified and approved	Professional Development Committee PD/FLEX Coordinator [R]	2016/17-2021/22	• SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2019/20 • Full time PD/FLEX Coordinator hired Fall 2019 • Professional Development Committee Governance Handbook page approved in Spring 2020 with revised membership • Shift from membership to focus to technology training opportunities, outcomes, and measurement - Distance Education coordinator joined May 2020 meeting • Between 2019 and 2021 an Online DE faculty coordinator assignment was increased, alongside implementation of faculty mentors and a robust program for professional development supporting online teaching and Canvas development. • Professional Development Committee formally established a Professional Development Sub-Committee for Classified Professionals: Spring 2021 • In 2020/21, the Professional Development Committee implemented a Priority Plan with a "strong and deliberate emphasis on providing the best online learning opportunities and environment for our students by supporting our faculty and staff in developing the critical skills needed to meet these [Covid-related] challenges, as well as supporting diversity, equity and inclusion efforts as high priorities." • A series of MS Teams Trainings were offered: Spring 2021
Determine how to collect evidence and measure professional development utilization in the classroom, and in the workplace, and apply to programming and curriculum development [In progress]	SDCCE able to determine impact of professional development activities on student success Classified Professional-prioritized PD available to support institutional operations (e.g., customer service, technology, etc.)	Measurement for assessment implemented Develop and implement Classified Professionals annual PD survey Post-workshop classroom impact assessment template and guide developed to aid workshop facilitators	Professional Development Committee Faculty PD/FLEX Coordinator [R] PRIE assistance	2018/19 – 2021/22	• SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2019/20 • Collaboration between PD/FLEX Coordinator and PRIE Office to add new questions related to impact of professional development on student success, FLEX Survey Report: Spring 2019
Evaluate increasing the number of flex days and staff participation in professional development (Baseline = 2016/17 data) [Complete]	Increase in opportunities for distance education and online learning	Increase in faculty and classified staff attendance in professional development activities Passport to Success Attendees: 2016/17 – 2019/20 – 154 Contract faculty – 71 Adjunct faculty – 16 Classified professionals – 65 Administrators - 2	VPI Academic Senate Classified Senate PD/FLEX Coordinator	2018/19	• The Flex Advisory Sub-Committee proposed this idea in 2018/19. Expansion of FLEX was discussed. There was some concern among faculty that the reduction of class hours, due to a shorter term length, may impact the ability to deliver the totality of the course curriculum. Overall, faculty were satisfied with the amount of flex in lieu of instruction that they currently receive. • SDCCE Instructional Improvement (Flex) Handbook: 2018/19 • Increased staff participation in professional development through Staff Training and Retention (S.T.A.R.) Conference (2018 - 2019) converted to online offerings in Spring 2019 due to COVID-19 • SDCCE Professional Development Overview Report for Accreditation Updates: 2016/17-2019/20

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

					• Passport to Success expanded from contract faculty only in 2016/17 to contract faculty, classified professionals, and administrators in 2017/18 and beyond with staff from across the institution (instruction, student services, operational support departments, etc.): Fall 2019 - Spring 2019 - Fall 2017
Provide faculty professional development opportunities for implementation of best practices in student outcomes assessment [Ongoing] [New in 2020/Split]	Increased skills assessing student outcomes Increased knowledge of assessment best practices Student outcomes assessment institutionalized	Professional development events, surveys, templates	SLO Taskforce SLO Coordinator [R] Dean PRIE	2018/19 Ongoing	• SLO Update and Best Practices: Spring 2018 • Assessment Planning that focuses on a set of questions: SDCCE Inquiry-Driven Assessment Plan - Model 2 • Spring FLEX 2020 (Arneta Porter Consultant/Trainer) materials: The Equity-Centered Classroom: Syllabi Redesign - Equity-minded syllabus: Example #1 - Traditional syllabus: Example #2 - Inclusion by Design: Survey Your Syllabus and Course Design Worksheet • Faculty webinar series to support faculty in formative assessment and curriculum mapping in partnership with SLO Coordinator, SLO Taskforce and Campus Labs: April to May 2020, email1 - email2 - materials; Campus Labs Module Accelerator trainings in May 2020 • SLO Assessment Week implemented April 5th-10th, 2021 A liquid syllabus was developed and presented to faculty at January 2021 Flex Days – See class examples of implemented syllabi – VESL 6/7 – ESL Advanced/Int Reading

Growth Area/Overarching Key Issue 4
Maintaining and Securing Technology In Support of Instruction and Student Services to Support Student Success

Rationale: While one of our strengths has been in rebuilding support staff and full-time faculty, and upgrading technology resources, this is still an additional growth area. Student success is supported with accessibility to technology.

Key Issues Associated with Growth Area
   Lack of automated tracking of student assessment and course/program completion [criterion 6, priority 3]
   Upgrading Mid City's classroom with smart classrooms using AEBG funding [criterion 8, priority 2]
   SDCCE is currently in the process of replacing B & F bungalows at Miramar College to house ESL and Parent Education programs using Prop S & N funding [criterion 8, priority 1]
   Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment [criterion 8, priority 2]
   Need to improve data collection to track students' success after they leave SDCCE [criterion 9, priority 2]
   Need to upgrade the existing data tracking technology [criterion 5, priority 1]
   Need to upgrade the instructional and career technical resources and technology [criterion 5, priority 1]

Aligned Visiting Committee Key Recommendations: Maintain and secure technology in support of data-driven instruction, decision making, and student services (recommendation 4)

Goals Addressed
   SDCCE Institutional Goal(s)
o Goal 4: Provide SDCCE employees with resources and training to increase the quality of instruction and services
   SDCCD District Goal(s):
o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services - Look at 1.7

Impact on Student Learning Outcomes:

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

Student achievement, particularly in career technical education programs, can only occur with the use of current technology. It is through the use of technology in SDCCE classrooms that students are able to work cooperatively in a diverse environment while mastering the skills in order to meet their learning outcomes.
   Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
   Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
   Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self- advocacy skills to cope with changing situations in their lives.

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.(SP4.6) [In progress]

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Determine access to data for student programs completers/non-completers and workforce placement [In progress]	Student completions can be tracked and follow-up scheduled as needed	Students can be tracked in programs and persistence and program success data is accessible	VPI [R] PRIE [R] District IR	2019/20 – 2021/22	• Academic and Ed Plans have been implemented in new system for data pulls • Need to find out if/how the system is set up in order to pull information – if students are assigned to program(s) and if students can be tracked through course completion and to program completion through Campus Solutions query
Objective 4.2 Create and maintain an annual technology plan as part of the resource allocation process(SP4.3) [In progress]					
Conduct an inventory of current administrative equipment A technology plan will be created and updated yearly to develop a schedule and identify resources to keep employee and instructional technology upgraded and within warranty periods [In progress]	Schedule of technology replacements determined along with resource allocation plans	Inventory assessed yearly and technology replaced according to schedule Master Plan developed and regularly updated	VPA [R] Technology Committee [R]	2018/19 – 2021/22	• Master Technology Plan developed in 2018; Will update with each Strategic Plan cycle beginning Fall 2021 • Inventory of current administrative equipment was completed in September 2020 • Master Replacement Schedule estimated completion in June 2022; it has been delayed due to Covid
Objective 4.3 Automate student assessment (SP4.4) [Complete]					
Implement electronic CASAS testing [Complete]	Immediate access to student test scores and analysis	CASAS progress assessment modality taken online (off-site remain on paper)	VPI VPSS	Fall 2016	• CASAS student progress assessment moved from paper to online in Fall 2016 for ESL and ABE/ASE

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

Growth Area/Overarching Key Issue 5
Integrated Planning to Support Student Success

Rationale: In Spring, 2016, SDCCE began the development of an infrastructure to support integrated planning with the creation of an office of institutional Effectiveness consisting of a Dean and Research Analyst. This is a significant area of growth for SDCCE in the coming three years and will include the use of data for decision making including data based decisions related to student learning outcomes.

Key Issues Associated with Growth Area
  Need to build a more robust and systematic SLO/SAO assessment program integrated into the newly established Office of Institutional Effectiveness   [criterion 1, priority 2]
  We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution [criterion 2, priority 2]
  Lack of resources to facilitate faculty evaluations.
  Administrative procedures for hiring faculty and staff do not reflect the online job application process and the process for adjunct faculty hires is too complex [criterion 3, priority 2]
  We need more formal evaluations of our governance structure [criterion 2, priority 1]
  While the Mission Statement is commonly recognized throughout the campus community, it is less clear that the external community is meaningfully aware of SDCCE's mission [criterion 1, priority 1]
  Need to analyze the current use of space to make best use of the facilities and make priority decisions about which programs to offer based on available space [criterion 1, priority 4]
  Need to improve the process of tracking program and course SLOs [criterion 1, priority 6]
  Making efforts to be more transparent in allocation of financial resources [criterion 8, priority 2]
  Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment [criterion 7, priority 1]
  We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution [criterion 2, priority 2]
  We need a systematic review of leadership job descriptions to assure that planning of similar descriptions is comprehensive and integrates resources [criterion 2, priority 3]
  We need to establish a repository for historical records of institutional planning efforts and processes [criterion 2, priority 4]
  Lack of automated tracking of student assessment and course/program completion [criterion 6, priority 3]
  Need to upgrade the existing data tracking technology [criterion 5, priority 1]
   Need to analyze the current use of space to make best use of the facilities and make priority decisions about which programs to offer based on available space [criterion 1, priority 5]
  Lack of consistency in collecting and tracking data for reporting [criterion 6, priority 2]
  Need to tie student completions to workforce placements [criterion 1, priority 6]
  On-going use of both qualitative and quantitative data is needed to create new programs that would meet student and community needs and establish effective and efficient methods for delivery of educational services [criterion 1, priority 3]
  Need a more robust and systematic process of SLO review and revision under the direction of the Office of Institutional Effectiveness [criterion 1, priority 2]
  Need to improve the process of tracking program and course SLOs [criterion 1, priority 7]

Aligned Visiting Committee Key Recommendations: Use integrated planning to support institutional and student success (recommendation 5)

Goals Addressed
  SDCCE Institutional Goal(s)
o Goal 5: Strengthen institutional effectiveness through integrated planning and resource allocation
  SDCCD District Goal(s):
o Goal 2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration
o Goal 4: Ensure fiscal solvency through sound fiscal planning and management
o Goal 5: Lead in sustainable policies and practices

Impact on Student Learning Outcomes:
Student achievement can best be supported with the integration of all SDCCE planning and initiatives. Students benefit through streamlined processes and the provision of enhanced programming and services.
  Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
  Effective Communication
SDCCE students demonstrate effective communication skills.
  Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self- advocacy skills to cope with changing situations in their lives.

Objective 5.1 Develop and implement an integrated planning model, aligning and building relationships between initiatives, and strategic goals and objectives within 5 years (SP5.1) [Complete]

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Create an Institutional Effectiveness Office with a minimum 4 person staffing and develop office's infrastructure [Complete]	PRIE Office staffed PRIE website for information sharing PRIE Policies and Procedures Manual completed; shared with constituents	Dean, Research Analyst, Research Associate, Admin Tech hired Fully functioning PRIE website Expanded website including program review, accreditation, outcomes, planning	Dean PRIE	2016/17-2018/19	• Built Office of Institutional Effectiveness in 2016/17 and renamed to the Office of Planning, Research, and Institutional Effectiveness (PRIE) in 2018/19 to support expanded focus on utilizing data to inform integrated planning and accreditation: PRIE Website - PRIE Accreditation Website • Developed 2016-2021 Strategic Plan • OIE Policies and Procedures manual cancelled to attribute resources to expansion of PRIE website to include Program Review, Accreditation, and Outcomes pages and documents
Develop and implement a new comprehensive model for integrated planning that utilizes KPIs to assess all instructional, service, and administration areas and is aligned to SDCCE's budget planning cycles [Complete]	Comprehensive and aligned planning framework for the institution that includes program review, strategic planning, resource allocation, and student outcomes assessment PR timeline revised to position completion prior to yearly budget planning and the development of a 7-year planning cycle in alignment with accreditation All programs and departments annually reviewed through program review	Administration departments added to Program Review process and program review templates re-developed Resource Request infrastructure developed and supported by program review and strategic planning Program Review and Strategic Planning aligned with annual budget planning	Program Review Committee Dean PRIE PIE Committee Resource allocation committees Funding and budgeting planners	2016/17 - 2019/20	• Integrated Planning established on five-year cycle in 2016/17 via SDCCE 2016-2021 Institutional Strategic Plan • Re-accredited for six fiscal years, 2017/18-2022/23 • LMI analysis added to instructional program review templates in Fall 2016; pilot resource allocation templates added • Administrative review templates phased in beginning 2017/18; KPIs established in planning and program review; all templates refined in 2018/19 and 2019/20 for redundancy with planning • BSI, SEP, and SSSP plans integrated to one 2017-2019 Student Success Plan established in alignment with SDCCE Institutional Goals: 2017/18 Development Summit • Accreditation extended from six to seven year cycle, through 2023/24; As a result, the overarching multi-year planning cycle is currently under revision - Multi-year plans are being shifted to fit 7-year cycle, beginning with the Mission, Vision, Values review and Governance Handbook) • Strategic planning moved from spring to fall in 2018/19 to align with program review; Resource allocation fully built in fall terms • SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning: 2018/19 - 2019/20-2020/21 • Structure for Resource Committee Feedback based on SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: 2019/20 Faculty Priority Hiring Committee Process – 2019/20 Non Contract Faculty Committees Process • Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements of integrated planning and cyclical clarity in 2019/20, Annual Cycle Graphic - 2019/20 Timeline - 2019/20 Information Packet

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

					• Resource request [process](#) refined to include most major funding sources for Fall 2019 • [Instructional Review](#) and [Administrative Review](#) forms, [Resource Request](#) forms (combined), and [CTE LMI analysis](#) were established electronically in Campus Labs in 2019/20 to complement the [Strategic Planning](#) forms established in 2018/19 • [Fall trainings](#) redeveloped to support [integrated planning](#) • KPI tracking established at institutional level within Institutional Strategic Plan and Accreditation Action Plan evidence • 2020/21 [Timeline](#), [Annual Integrated Planning Website](#)
Revise Program Review Templates to include information and formatting aligned with resource allocation decisions and accreditation criteria [Complete]	Department mission statements, SLO's included in program review submission Program review used as a tool to inform planning and resource allocation	SLO included in PR templates Mission statements reviewed at program and institutional levels Program review content informs planning and accreditation Refined templates in Campus Labs to include questions relevant to accreditation and student success	Program Review Committee Program Review/SLO Coordinator PRIE Office	2016/17 - 2019/20	• 2019/20 SDCCE Campus Labs (online) Program Review Templates: [Instructional Review](#) and [Administrative Review](#) templates • [CTE program LMI](#) template SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources: [2018/19](#) - [2019/20-2020/21](#)

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. [Complete/In progress/Deferred]

Create infrastructure and process to support access and use of information
 	
[Complete]
	Data informed decision making	Planning and program Systems Implemented	PRIE Office [R]	2016/17- 2020/21	• Campus Labs Planning online module began development in 2016/17 and strategic planning implemented in Fall 2018; In Fall 2019, program review and resource requests forms were added; Outcomes module was fully implemented in Summer 2020
					• [Trainings](#) on all pieces of integrated planning occur each fall
					• Renamed the Office of Institutional Effectiveness to the Office of Planning, Research, and Institutional Effectiveness (PRIE) in 2018/19 to support an expanded focus on utilizing data to inform integrated planning and accreditation
					• Comprehensive [PRIE website](#) established ([PDF](#)) by 2018/19; regularly updated with information and reports on planning, SLOs, and accreditation; new student data reports, including:
					  ○ [Data dashboards](#) (annually updated)
					  ○ 2018/19 CTE Enrollment, Retention, and Completion Surveys: [PowerPoint](#) - [All SDCCE](#) - [Healthcare](#), [Fashion](#), [Culinary](#), [Skilled Trades](#), [Child Development](#), [BIT](#)
					  ○ 2019/20 CTE Student Success [Focus Groups](#) - journey to improve student experience, access, retention
					  ○ Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - [Spring 2020 One-Day](#) - [Kickoff event](#)-[monthly SDCCE trainings](#) - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training
					  ○ Annual Equity Reports, 2018/19 [Retention](#) - [Transition](#) - [Completion](#); [2019/20 Report](#)

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					• The conversion of the student information system to Campus Solutions severely limited the availability and use of student data in 2019/20; the Institutional Research Database also required redevelopment; During this time, surveys (e.g., Employee and Student Technology Needs) and focus groups (e.g., Student Access and Retention Study) were used to supplement limited access to student data, as was an external consultant-based marketing study • PRIE supported the District in testing the new Institutional Research Database throughout 2019/20 and is re-building all data reports and dashboard boards in Spring and Summer 2020 • Burning Glass subscriptions, purchased in 2018 with 20 users (including managers, faculty, and staff) to identify labor market trends and further align program offerings to skills needed to be successful in finding employment upon graduation
Data analysis of space utilization and identification of in demand and workforce demand programming to use as priority in classroom utilization [Deferred]	Increase in enrollment	Increase in enrollment	VPI [R] VPA [R]	2021/22	• Delayed due to system implementation of Campus Solutions, follow-up add-on software implementation, and Covid (contingent on action item regarding analysis of classroom room space (facility utilization) in Objective 1.2 in strategic plan / 1.3 in accreditation action plan.)
Determine data to utilize and create plan for both maintenance of institutional equipment and textbooks, including funding and replacement schedule [In progress]	Schedule of technology replacements determined along with resource allocation plans Free textbooks to all students in identified CTE programs	Inventory assessed yearly and technology replaced according to schedule Textbook lending library converted to in-program access to textbooks Fall 2019 inventory, use and student completion rate	VPA [R] Dean Student Equity [R]	2018/19 - 2020/21 2019/20	• Master Technology Plan developed in 2018; Will update with each Strategic Plan cycle beginning Fall 2021 • Inventory of current administrative equipment is nearing completion; Expected completion in September 2020 • Master Replacement Schedule estimated completion in September 2020. Inventory of textbooks is in progress with a lending library form and inventory: Allied Health Inventory form; Master replacement schedule planned 2020/21: Book lending program temporarily redeveloped and managed by instructional services through Covid
Create seven-year planning cycle and annual planning calendar including the review of shared governance, SLO's, strategic plan, accreditation action plan, program review, and resource allocation [Complete]	Scheduled and regular review of plans	Action plans monitored and objectives met or redefined	PRIE Office [R]	2016/17-2020/21	• Integrated Planning established on six-year cycle in 2016/17 via SDCCE 2016-2021 Institutional Strategic Plan • Re-accredited for six fiscal years, 2017/18-2022/23 • Accreditation extended from six to seven year cycle, through 2023/24; As a result, the overarching multi-year planning cycle is currently under revision - Multi-year plans are being shifted to fit 7-year cycle, beginning with the Mission, Vision, Values review and Governance Handbook. The Institutional Strategic Plan was approved by EGC for a one-year extension in October 2020. • Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements

Note. Action Steps highlighted in blue font are new or revised as of Fall 2020.

					of integrated planning and cyclical clarity in 2019/20, Annual Cycle Graphic - 2019/20 Timeline - 2019/20 Information Packet 2020/21 Timeline, Annual Integrated Planning Website

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29 | P a g e   SDCCE Office of Planning, Research, and Institutional Effectiveness

Original and Updated Plans

2016-2021 Institutional Strategic Plan (Finalized Spring 2016) (Updated 2019/20; Overview 2019/20)

Accreditation Action Plan (Finalized Spring 2017) - Accreditation Action Plan (Updated 2017/18) (Updated 2019/20; Overview 2019/20)

SDCCE Planning Framework Definitions

Growth Areas	Defined as all-encompassing statements about the general direction of San Diego College of Continuing Education
Objectives	The methods for attaining growth areas; Good objectives are focused on outcomes or results and are S.M.A.R.T: specific, measurable, achievable, realistic, and time-related; an objective can be achieved through one or more action steps
Action Steps	Projects or initiatives designed to reach objectives and to attain Growth Area(s), they may describe complex institution services functions involving multiple offices and/or departments; Action steps are re viewed and revised yearly
Expected Outcome	Defined as to the end result of the action
Planned/Actual KPI (Assessment)	Key Performance Indicators (KPIs) are high level indicators that ensure progress on growth areas and/or objectives; KPIs may serve as targets: the desired level of a KPI at the end of the planning cycle
Responsible Party	The person or group who will coordinate and/or complete the work
Expected/Actual Start & Completion Date	Defined as the expected date of completion to ultimately be replaced by the actual completion date; Dates are measured in terms or years

Note. A San Diego College of Continuing Education (SDCCE) name change was implemented in spring 2021; formerly San Diego Continuing Education (SDCE). All references to SDCE within this report were updated to SDCCE in the 2020/21 update; however, references to SDCE within evidence have not been update.

Acronyms

ABE/ASE	Adult Basic and Secondary Education (instructional program)	PD/FLEX	Professional Development and Faculty Development (coordinator)
ARC	Access, Retention and Completion (governance committee)	PIE	Planning and Institutional Effectiveness (operational committee)
ASB	Associated Student Body (governance group)	PRIE	Planning, Research, and Institutional Effectiveness (institutional support office)
BSI	Basic Skills Initiative	R^2S	Rising to Success (student services program)
CAEP	California Adult Education Program (formerly Adult Education Block Grant; AEBG)	SDCCD	San Diego Community College District
C&CT	Career and College Transitions (student services program)	SDCCE	San Diego College of Continuing Education (formerly San Diego Continuing Education (SDCE))
CTE	Career technical education (also known as career education)	SDG2CC	San Diego Gateway to College and Career (student services program)
ECC	Educational Cultural Complex (SDCCE campus)	SDUSD	San Diego Unified School District (local K-12)
EEO	Equal Employment Opportunity	SDWP	San Diego Workforce Partnership
EGC	Executive Governance Council (governance group)	SEP	Student Equity Plan
ERP	Enterprise Resource Planning (system)	SSSP	Student Success and Support Program
ESL	English as a Second Language (instructional program)	SWP	Strong Workforce Program
HSD	High school diploma	VOP	Veteran's Opportunity Program
IET	Integrated Education and Training	WBL	Work-Based Learning
KPI	Key Performance Indicator (assessment)	WDB	Workforce Development Board
KRA/AJCC	KRA Corporation/America's Job Centers of California	WIOA	Workforce Innovation and Opportunity Act

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