San Diego Continuing Education 2017 Institutional Accreditation Visit Recommendations

2017/18 Update

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Institutional Effectiveness

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OFFICE OF INSTITUTIONAL EFFECTIVENESS

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In May 2017, San Diego Continuing Education (SDCE) was re-accredited by the Western Association of Schools and Colleges (WASC) for a period of six years. This report is one of several that will recurrently assess the health of the institution throughout the 2017-2023 accreditation cycle. SDCE is committed to implementing and monitoring progress on the school's Action Plan with annual updates (see the [2017/18 Annual Institutional Strategic Plan & Accreditation Action Plan Update](#) and the [2017/18 Annual Institutional Strategic Plan & Accreditation Action Plan Update Executive Summary](#)). This report highlights activities engaged in throughout the 2017/18 academic year; but it focuses on progress in addressing the five Visiting Committee Report Key Recommendations:

1. Expand and increase access to course offerings, support services, and workforce development opportunities to support student success
2. Increase internal and external communication and collaboration
3. Provide equal access to targeted professional development with mechanisms that track and measure impact
4. Maintain and secure technology in support of data-driven instruction, decision making, and student services
5. Use integrated planning to support institutional and student success

Expand and increase access to course offerings, support services, and workforce development opportunities to support student success

- SDCE made significant progress in Perkins, Strong Workforce, and AEBG funding opportunities that support new CTE programs and curriculum development, that accommodate equipment and supply needs for a start-up program, and that provide additional funding for lesson plan preparation and identification of equipment and supply industry requirements. (Evidence: Unit-Level Strategic Plan, VP reporting)

- SDCE implemented a campaign this year to address poverty and inequity in education by addressing six pillars that help students complete certificate programs, improve their employment prospects, and reduce the need for future support, including: (1) employment security, (2) food security, (3) housing security, (4) financial literacy, (5) textbook and course material affordability, and (6) intellectual and emotional security. This theme was the centerpiece of the President's Innovation Grants, Spring Institution Day, and the Board of Trustees annual campus visit. Student services has also expanded and increased services to support student needs in these areas. In spring, *SDCEats!* opened its doors to students at ECC as SDCE's first food pantry. Student Equity Centers also provide targeted assistance to student populations in need, including students with children, former foster youth, formerly incarcerated, homeless, immigrant & refugee, LGBTQ, opportunity youth, and veteran & active military students. (Evidence: Institutional Day Agenda, Dean reporting)

- SDCE is focused on the expansion of open educational resources (OER) within SDCE courses to provide access to students who may be impacted by textbook and course material affordability. SDCE faculty obtained three Zero Textbook Cost (ZTC) Grants and during the 2017/18 academic year, hosted workshops/summits for faculty interested in learning about OER use and implementation. A summer 2018 conference has also been developed to bring together professionals from multiple disciplines to access, harvest, and create OER. (Evidence: OER Grant Lead reporting)

- Counselors supported student access in a number of ways, including: (1) participation in SDCCD credit college open-house events to increase student access to the colleges, (2) development of a template for a more effective student orientation with the goal of making it available online, (3) access to counseling services through strategic scheduling that assure that each student has the opportunity to develop and maintain a student educational plan, and (4) increase in the number of student educational plans through group educational planning sessions. (Evidence: Dean reporting)

- Further efforts to impact student access to programs included targeted marketing via billboards for CTE programs and bench advertisements for ESL and citizenship programs. (Evidence: VP reporting)

- SDCE is using contract education to pilot two pre-apprenticeship courses: (1) *Math for the Trades* and (2) *Building Construction Trades*. The *Math for the Trades* course was developed as part of the California Apprenticeship Initiative (CAI) Grant with other colleges in the region to address the basic skills gaps for individuals seeking training in the trades, including apprenticeship programs. The course was finalized this year and is being piloted with corporate education partners. (Evidence: Dean reporting)

- *Program Highlight:* San Diego Continuing Education has been growing the San Diego Gateway to College and Career (SD2CC) program over the last year. The program prepares students ages 18-24, primarily residing in Southeastern San Diego and Barrio Logan, to engage in SDCE to support attainment of a high school diploma and pursuit of career skills through CTE programs. Students in the SDG2CC program receive academic counseling services, case management/coaching, youth development supports transportation assistance, job readiness training, paid internships, college transition assistance through the CE Promise Program, and job placement services. (Evidence: Dean reporting)

- *Program Highlight:* TechHire is a partnership with San Diego Workforce Partnership and the City of San Diego that was launched in fall 2017. The program focuses on increased employment opportunities for under-represented students in technology jobs with a focus on high demand Information Technology occupations. SDCE students are recruited by the local Workforce Development Board during their last course in some of the BIT Certificate programs. Based on eligibility as determined by the funding source, they are offered an opportunity to apply for 150-hour subsidized internship positions coordinated through the partnership. Additionally, interns are offered job placement services. (Evidence: Dean reporting)

- *Program Highlight:* In spring 2018, a renewed agreement was executed with Second Chance, a local reentry program, to create more seamless pathways for ABE students to enroll in SDCE CTE courses via guided pathways student supports and counseling. (Evidence: Dean reporting)

- *Program Highlight – Increased access and awareness of workforce development opportunities for students*: Entrepreneurship and Small Business Management programs developed a branding campaign that promotes the programs within the San Diego community through social media platforms. Social media platforms also support networking groups for current and former students. (Evidence: Unit-Level Strategic Plan)

- *Program Highlight – Increased access to distance education courses:* With a goal to serve more ESL students, the ESL program is developing additional online/hybrid ESL classes at all campuses, revising existing ESL course outlines, and creating new course outlines; all with options for distance learning. Additionally, the Emeritus program developed a distance education course choice for older adult programs (art, food, retirement living, etc.). (Evidence: Unit-Level Strategic Plans)

Increase internal and external communication and collaboration

- SDCE applied for and was granted a series of Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) visits and funding to support institutional needs. Two visits, one occurring in fall and one in early spring, were planned by the Office of Institutional Effectiveness (OIE), the President's Office, and the Planning and Institutional Effectiveness (PIE) Committee. PRT members worked with SDCE faculty, administrators, and classified professionals during the fall term to gather information and establish scope. They returned in spring to assist in the development of SDCE's Innovation and Effectiveness Plan (I&EP). The following objective will be addressed in fall 2018: *Improve communication related to institutional decision-making*. (Evidence: I&EP)

- ***Program Highlight – External Collaboration:*** In 2016, SDCE forged a partnership with the San Diego Rescue Mission (SDRM) that provides English as a second language, parenting, career technical education, and high school diploma courses to mission clients. This year, SDCE expanded the partnership by including the San Diego Workforce Partnership to provide job training and placement services for homeless residents of our community. SDCE has been awarded the prestigious *League for Innovation in Community Colleges 2018 Innovation of the Year Award* for partnering with SDRM in the rising to Success Pathways pilot program. (Evidence: SDCE Newsletter)

- ***Program Highlight – External Collaboration:*** This year, a partnership with the Jacobs Center for Neighborhood Innovation was forged to offer an IMCP course at an offsite location in the Southeastern San Diego community. (Evidence: SDCE Dean's Report)

- ***Program Highlight – External Collaboration:*** The County of San Diego Health & Human Services Agency (HHSA) is now at San Diego Continuing Education. SDCE hosts three outstations at our Chavez, ECC, and Mid-City campuses providing eligibility and application services for CalWORKs, CalFresh, and Medi-Cal. Specialists can provide direct resources and referrals to HHSA and Live Well San Diego partner agencies services. (Evidence: SDCE Dean's Report)

- ***Program Highlight – Internal Collaboration:*** The ESL program is focused on interdisciplinary collaboration to create classes or programs that meet the special needs of ESL students. A highlight of this focus is ESL and Healthcare Career programs' collaboration through WIOA to increase and expand the number of Integrated Education and Training (IET) classes. (Evidence: Unit-Level Strategic Plan)

- ***Department Highlight – Communication:*** The Public Information Office (PIO) focused on increased communication and the inclusion of student feedback and input for program-specific promotions. The use of newsletters as communication strategies also increased across the institution (e.g., PIO's SDCE Newsletter, ESL Newsletter, OIE Newsletter, Accreditation Newsletter, etc.). (Evidence: Unit-Level Strategic Plans, Newsletter publications)

  Note. See recommendation #1 for additional collaboration activities that span the two recommendations.

Provide equal access to targeted professional development with mechanisms that track and measure impact

- Under the direction and guidance of the San Diego Continuing Education (SDCE) Professional Development Committee, the professional growth of faculty, classified professionals, and administration are supported with the ultimate goal of maintaining the highest quality of service for our students. The committee's goal is to ensure that professional development opportunities provide relevant educational topics for the entire institution. In addition, SDCE participates in the California Community College's Flex Calendar system, which supports professional development efforts and provides apportionment funding for faculty who participate in activities, but are open to all faculty, classified professionals, and administration at SDCE. General Types of activities include institution-wide events (e.g., convocation), workshops and training sessions, meetings, conferences, individual projects, mentoring activities, and retreats. Categories that are targeted include, but are not limited to (Evidence: PD reporting):

  - Pedagogy & Instruction/Support to Students
  - Leadership & Succession/Communicating & Collaborating & Participatory Governance
  - Diversity, Inclusion and Equity
  - Technology
  - Safety
  - General/Other: Personal Growth and Development

- SDCE currently has 5 annual Flex Days, three days in fall and two in spring; however, flex (professional development) activities are scheduled throughout the fall and spring semesters. These activities are documented by the Faculty Flex Coordinator. Additionally, a Planning & Evaluation Survey is administered at the end of the spring semester, with a year-end Flex Report to the President's Office. During the 2017/18 academic year, the following was accomplished (Evidence: PD reporting):

  - 356 Flex Sessions were delivered
  - 62 Independent Projects were completed
  - 526 Faculty members participated
  - 7,247 Professional Development hours were reported by Faculty members

- ***Program Highlight:*** In 2016, SDCE instituted *Passport to Success: New Contract Faculty Onboarding,* which is a year-long project for new contract faculty with a mentoring component. Between 2016 and 2018, a total of 50 faculty participated. In 2017, a Classified Professional Onboarding component was added, *Passport to Success: S.T.A.R.*, which included 12 new hires in the first year. These projects are regularly evaluated and revised based on input, and will be ongoing. (Evidence: PD reporting)

- ***Program Highlight:*** Two *Classified Professionals Staff Training and Retention (STAR) Conferences* were held, one in 2017 and one in 2018 for a total of 3 days, which included targeted workshops, guest speakers and activities as planned by Classified Professionals. (Evidence: PD reporting)

Maintain and secure technology in support of data-driven instruction, decision making, and student services

- In 2016/17, Comprehensive Adult Student Assessment Systems (CASAS) went fully online for ESL, ABE, and ASE students, with the option of paper assessment as needed. Faculty were trained on the system, and supplemental trainings continued into 2017/18. A March 2018 flex workshop trained ABE/ASE faculty to complete CASAS update record forms online. April 2018 flex workshops for ESL faculty described the upgraded interface for CASAS eTesting and reviewed how to login as proctor, start and manage a testing session, decide which test a student should take, assign different students to different tests, and print out a test results report using the HTML5 system. (Evidence: PD Flex description)

- SDCE was granted IEPI PRT support for the development and implementation of SDCE's I&EP. Work has already started and will continue through 2018/19 on the following objective (Evidence: I&EP, SDCE Annual Update - Institutional Strategic & Action Plans, Executive Summary):

    o *Implement software systems for planning, SLO, and accreditation data and evidence collection and performance tracking* - The SLO Taskforce and Accreditation Sub-Committees are currently evaluating systems that will improve the collection and use of information for assessment and accreditation. Campus Labs planning system has been developed to enhance strategic planning and align planning at the unit and institutional levels.

Use integrated planning to support institutional and student success

- SSSP employed high quality and integrity standards in processes for generating SSSP data reporting, conducting research and evaluation of SSSP services, and planning resource allocation in a shift towards an integrated planning model (SSSP, Student Equity, and Basic Skills Initiative) that will better leverage funds for student success per CCCCO Guidelines. (Evidence: Dean reporting)

- SDCE was granted IEPI PRT support for the development and implementation of SDCE's I&EP. Work has already started and will continue through 2018/19 on the following objectives (Evidence: I&EP, SDCE Annual Update - Institutional Strategic & Action Plans, Executive Summary):

    o *Design/implement a transparent and effective program review and resource allocation process* – the PIE Committee and OIE are developing processes and procedures to support the alignment of program review, planning, and resource allocation, with materials to support implementation and communication of new integrated processes. Work will continue throughout 2018/19.

    o *Implement software systems for planning, SLO, and accreditation data and evidence collection and performance tracking* – In 2017/18 the OIE developed and pilot tested Campus Labs planning software. A pilot training was held with the PIE Committee in fall, and the first formal training was held with the Management Group in spring. Customized training materials and a video were developed for faculty and staff for the purpose of entering unit-level strategic plans into the planning system this coming fall through program review. This system provides the ability to align Unit-Level Strategic Plans with the Institutional Strategic Plan and SDCE's Accreditation Action Plan.