

# San Diego Continuing Education Institutional Strategic Action Plan 2019/20 Update

## Institutional Goal 1

### Grow SDCE Programming through increased access and enhanced instructional and student services

<b>Objective 1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course development by 10% annually (AP1.2) [Ongoing/In progress]</b>					
<b>Evidence:</b> SDCE Distance Education student attendance hours, as measured by FTES, increased by more than 10% annually between 2016/17 and 2018/19, even as overall FTES at SDCE declined due to planned district-wide course reductions					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
<p>Provide professional development opportunities for instructors to Increase knowledge and skills in developing online course materials, synchronous instruction, and assess outcomes [AP]</p> <p>[Ongoing]</p>	<p>Increase in activities focused on developing online course materials</p> <p>New/revised online courses materials developed</p>	<p>Increase in CANVAS trainings: 2015/16 - 9 2016/17 - 10 2017/18 - 17 2018/19 - 14 2019/20 coming</p> <p>Increase in technology-related training on flex schedule: 2015/16 - 46 2016/17 - 51 2017/18 - 49 2018/19 - 101 2019/20 coming</p> <p>Activities focused on developing online course materials</p>	<p>Deans Faculty PD/FLEX Coordinator VPI office</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>• <a href="#">2015-2020</a> Online Professional Development Activities Report</li> <li>• SDCCD <a href="#">Online Faculty Training Program</a> offered</li> <li>• SDCCD annually offers Caninnovate one-day training beginning in 2017/18: <a href="#">2019 Announcement</a></li> <li>• SDCCD Online Pathways Distance Education Annual Summit</li> <li>• Canvas Online and in person trainings and support</li> <li>• SDCE Teachers Using Technology Committee began providing Canvas support workshops in 2017/18 with the transition from Blackboard to Canvas</li> <li>• <a href="#">Activities</a> focused on developing <a href="#">online course materials</a></li> <li>• <a href="#">2017/18</a> and <a href="#">2018/19</a> WIOA Plan focused on increasing instructor use of digital technology, including professional development for faculty to securely post online materials, create websites, etc.</li> <li>• <a href="#">2018/19</a> WIOA Plan focus on increasing instructor use of OERs in classroom</li> <li>• <a href="#">2019/20</a> WIOA Technology and Distance Learning Plan focused on increasing use of and training for Canvas LMS</li> <li>• 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 education professional development presented to Professional Development Committee, <a href="#">May 2020</a></li> </ul>
<p>Identify classes/programs that can be hybrid</p> <p>[Complete]</p>	<p>More hybrid offerings scheduled</p>	<p>Increase in hybrid offerings</p>	<p>Deans VPI</p>	<p>2016-2019</p>	<ul style="list-style-type: none"> <li>• <a href="#">Increase in online FTES</a> (until spring 2020, all courses were hybrid) reflects increase in hybrid offerings; hybrid and online class distinction are unidentifiable in ERP system, impacting tracking of the fully online summer</li> <li>• Focus has shifted to increase in courses that can be hybrid <u>and</u> fully online to support increased online learning due to COVID response and launch of ICOM Academy, <a href="#">About ICOM - 2019 PowerPoint</a></li> </ul>

<p>Hire or engage Instructional Designer for hybrid/online courses <a href="#">of</a></p> <p>Developing new online/hybrid courses</p> <p>[Ongoing]</p>	<p>Instructional designer hired</p> <p>hybrid/online courses revised/added</p>	<p>Number of new positions filled</p> <p>50% of Year 1 hybrid/online courses revised by year 5</p> <p>ICOM established in Fall 2020 with 5 fully online programs</p>	<p>President VPI</p>	<p>2019/20 Ongoing</p>	<ul style="list-style-type: none"> <li>• Due to hiring freeze, needed to extend hiring timeframe and re-frame to complete</li> <li>• Faculty developed fully online educational programming and curriculum; Five fully online programs and student services launched (ICOM Academy): <ul style="list-style-type: none"> <li>○ <a href="#">About ICOM - 2019 PowerPoint</a></li> <li>○ High Priority in <a href="#">2019/20 - 2020/21 Institutional Priorities</a></li> <li>○ <a href="#">Grant funding</a> sourced to develop five fully online information technology certificates</li> <li>○ <a href="#">ICOM website active</a></li> </ul> </li> <li>• 5 Fully online career training programs planned for <a href="#">Fall 2020</a></li> </ul>
<p>Revise course outlines and engage approval process</p> <p>[Complete]</p>	<p>Revised and vetted course outlines</p>	<p>Fall 2016 to present, 92 new and revised course outlines have been submitted which included DE approval</p> <p>Increase in online classes (44 additional) scheduled between 2016 and 2019: Spring 2016 - 62 Spring 2019 - 106</p>	<p>VPI Faculty Curriculum Chair Curriculum Analyst</p>	<p>2016/17-2019/20</p>	<ul style="list-style-type: none"> <li>• Course outline approval: <a href="#">2016/17 - 2019/20 list</a></li> <li>• Online Class Comparison: <a href="#">2016 and 2019 data</a></li> </ul>
<p>Evaluation of the current online courses</p> <p>[In progress]</p>	<p>Modification or removal of courses that do not meet the basic standards of student/teacher interaction as defined by title 5</p>	<p>100% of online courses meet standards</p>	<p>VPI Faculty Curriculum Chair</p>	<p>2019/20-2020/21</p>	<ul style="list-style-type: none"> <li>• Implemented a new <a href="#">Distance Education Addendum Form</a> to identify all contact components of the course when taught via distance education</li> <li>• Evaluation to occur in 2020/21</li> </ul>
<p>Implement instructor on-boarding</p> <p>[Complete]</p>	<p>Instructors understand the policies and procedures related to teaching online courses</p>	<p>Passport to Success Attendees: 2016/17 - 37 contract faculty 2017/18 - 13 contract faculty, 25 classified 2018/19 - 10 contract faculty, 9 adjunct faculty, 19 classified 2019/20 - 11 contract faculty, 7 adjunct faculty, 20 classified Total contract - 71 Total adjunct - 16 Total classified - 64</p> <p>Passport participants in OFTP Total Blackboard/CANVAS Certified - 22</p>	<p>Passport Coordinator PD/FLEX Coordinator</p>	<p>2016/17-2019/20</p>	<ul style="list-style-type: none"> <li>• Passport to Success faculty <a href="#">training session dedicated to online learning</a> beginning in 2016.</li> <li>• Enrollment in <a href="#">SDCCD Online Faculty Training Program</a> (OFTP)</li> </ul>

<b>Objective 1.2 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCE campuses locations by 5% in 5 years and maximize the use of campus space (AP1.3) [Ongoing/Deferred]</b> Evidence: Between 2015/16 and 2019/20, SDCE 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 SDCE, courses offered, communities served, and partnership expectations  Complete paperwork to engage new site. The fee based sites also require the drafting of a formal MOU which requires Board approval. Conduct formal site visit and complete district required checklist. Facilitate meeting with instructor and site personnel. [AP]	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 Program Chairs VPI	Spring 2017 Ongoing	<ul style="list-style-type: none"> <li>Healthcare Careers added <a href="#">new off-site locations</a> annually since 2014 and increased new site locations between 2016 and 2018</li> <li>In <a href="#">July 2018</a>, SDCE partnered with the Jacobs Center for Neighborhood Innovation to offer an IMCP course in Southeastern San Diego</li> <li>Child development added 2 new locations (St. Katherine’s Drexel Academy in fall 2018; St. Dunstons in fall 2019)</li> <li>Emeritus added 10 new off-site locations</li> <li>Skilled and Technical Trades program established an agreement in <a href="#">spring 2019</a> with San Diego Unified High School District (SDUSD) to teach plumbing and HVAC courses at Junipero Sierra High School</li> <li>Automotive program is <a href="#">in discussion</a> with SDUSD for two offerings at Clairemont and Mira Mesa high schools</li> <li>In 2019/20, due to a reduction in enrollment, off sites are now less critical in 2019/20</li> </ul>
Conduct an analysis of classroom space (facility utilization) [AP]	Increase number of classrooms available for classes	Reports developed and analysis conducted	VPI VPA	2021	<ul style="list-style-type: none"> <li>Delayed due to system implementation</li> </ul>
<b>Objective 1.3 Recruit to increase the faculty pool of adjunct substitutes (and immediate hires) in each program by 25% in five years [Complete]</b>					
Develop recruitment strategies for adjunct faculty (include hire/interview process) and hire a recruiter	Developed and executed recruitment strategies  Recruiter hired	Recruitment model vetted	VPI Deans	2016/17	<ul style="list-style-type: none"> <li>SDCE held meeting to discuss recruitment and advertising with District HR in 2016/17 on adjunct recruitment and advertising: <a href="#">summer 2016</a></li> <li>Recruiter unneeded due to recruitment through districtwide career fair; Contract Education is also utilized as a tool for faculty recruitment for specialized technical programs; for example, in 2019/20, two SDCE faculty were <a href="#">recruited</a> through Foundation/ETI</li> </ul>
Build the infrastructure to support adjunct hires: work with District HR to create new postings and provide proactive recruitment	Expanded pool of substitutes/adjuncts	Number of submissions to substitute/adjunct pool	VPI Deans	2016/17	<ul style="list-style-type: none"> <li>Deans encouraged by District HR to notify when they want to advertise for particular adjunct discipline(s) from which they anticipate hiring in the near future and District HR will arrange for targeted advertising for their specific discipline, as well as advertise with each of the standard advertising sources. This is done upon request: summer 2016 <a href="#">communication</a> on process</li> </ul>

					<ul style="list-style-type: none"> <li>• <a href="#">Form</a> for use by Deans to identify the adjunct discipline pools from which they anticipate recruiting in the near future</li> <li>• # of submissions not available to individual deans until after Campus Solutions implementation</li> </ul>
Conduct hiring process: interview, min qualification evaluation, new hire process  [Complete]	Increase in number of substitutes/adjuncts	Substitutes and adjuncts hired	VPI Deans	2016/17	<ul style="list-style-type: none"> <li>• Individual programs have developed processes to hire high quality adjunct instructors</li> </ul>
<p><b>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%) (AP1.4) [Ongoing]</b>  <b>Evidence:</b> Headcount for CTE programs (including annual increase) – Dashboards – SDCE headcount for CTE students decreased by 10% between 2016/17 and 2018/19 due to planned district-wide course reductions (from 14,021 to 12,552). Enrollments also decreased by 10% during the same period (from 39,610 to 35,558) Bulk of the decrease in CTE is due to changes in enrollment within the office skills program, which is likely due to a high immigrant student population impacted by immigration policies and climate</p>					
Review current, and create new, programs in "in demand" growth areas  [Ongoing]	List of current in demand programs suitable for SDCE implementation developed  New, viable programs implemented	Created 41 new/revised programs-w/ latest year in approval process: 2016/17 - 14 2017/18 - 6 2018/19 - 7 2019/20 - 14	Deans Program Chairs Curriculum Analyst	2016/17 Ongoing	<ul style="list-style-type: none"> <li>• Deans worked with the curriculum analyst for certification of 41 new programs since 2016/17; 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: <a href="#">2016/17</a> - <a href="#">2017/18</a> - <a href="#">2018/19</a> - <a href="#">2019/20</a></li> </ul>
Hire additional curriculum support - i.e. Curriculum Analyst and identify funding [AP]  [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	<ul style="list-style-type: none"> <li>• Curriculum Analyst hired in <a href="#">2016</a></li> <li>• Curriculum <a href="#">presentation</a> delivered to faculty to clarify curriculum development at <i>Passport to Success</i> workshop in 2017-2018</li> </ul>
Review all current CTE courses and programs, through student surveys ( <a href="#">verbally in classroom and in orientations</a> ), advisory boards, and by analyzing labor market information to determine course/program viability, appropriate modifications, and class schedule changes intended to increase student attendance and enrollments  [Ongoing]	Course modification plan developed, including list of courses and programs eliminated or modified  Increased attendance rates in each revised program	Number of TOP codes reviewed and analyzed through Program Review  Created 36 new/revised CTE programs with latest year in approval process: 2016/17 - 14    2017/18 - 2 2018/19 - 6    2019/20 - 14  Deactivated 4 CTE programs 2018/19 - 1    2019/20 - 3  2019/20 LMI Summary Data 90% - programs with labor market gap/meet a gap	Deans Program Chairs	2017/18 Ongoing	<ul style="list-style-type: none"> <li>• LMI for active CTE programs embedded in program review since 2017/18 - <a href="#">2018/19 Sample LMI</a></li> <li>• In Fall 2019, a partnership was established with SDCE's PRIE Office, SDCE Instructional Services Office, SDCC District Office, and Centers of Excellence to conduct biennial CTE reviews, PRIE refined LMI embedded in program review: <a href="#">COE Sample Data report</a> (28 in total) - 2019/20 Faculty Response <a href="#">Template in Campus Labs</a></li> <li>• <a href="#">2019/20</a> Market Analysis and Opportunity Assessment</li> <li>• Deans worked with the curriculum analyst for certification of 36 new CTE programs since 2016/17; 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: <a href="#">2016/17</a> - <a href="#">2017/18</a> - <a href="#">2018/19</a> - <a href="#">2019/20</a></li> </ul>

		<p>84% - Programs within regional priority sectors</p> <p>83% - Programs that lead to attainment of living wage</p>			<ul style="list-style-type: none"> <li>• CTE Enrollment, Retention, and Completion Survey: <a href="#">PowerPoint - SDCE Overall</a> - <a href="#">Healthcare</a>, <a href="#">Fashion</a>, <a href="#">Culinary</a>, <a href="#">Skilled Trades</a>, <a href="#">Child Development</a>, <a href="#">BIT</a></li> <li>• CTE Student Success <a href="#">Focus Groups</a> - focus on journey to improve student experience, access and initial retention - report In progress</li> </ul>
<p><a href="#">Review syllabi and SLO's for courses offered by multiple instructors and across multiple sites for consistency/standardization [AP]</a></p> <p>[Ongoing]</p>	<p>Syllabus inclusive of required information and SLO's included</p>	<p>Highlight of syllabi review process</p> <p>Templates and materials created for faculty use in developing and documenting SLOs utilizing best practices</p>	<p>Program Chairs Faculty SLO Coordinator</p>	<p>Fall 2016 ongoing</p> <p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a> created ensuring instructors with same course have same SLOs by program; assessment results in spring 2020 via Survey Monkey</li> <li>• Directions and forms created in fall 2019 for faculty-led-activities during 2020 spring program meetings</li> <li>• <a href="#">SDCE syllabus template</a> updated Spring 2020 for alignment with equitable standards: <a href="#">Blooms Taxonomy Wheel</a> <a href="#">Backwards Course Design</a> <a href="#">Developing Learning Outcomes</a></li> <li>• Faculty participated in institutional training on equitable syllabi during 2020 spring Institution Day</li> <li>• VPI Recommendation: Deans/PCs review that syllabi include required information for courses offered by multiple instructors and across multiple sites</li> <li>• Program Highlight - Certified Nursing Assistant instructors work on syllabi together and ultimately use the same one - <a href="#">revised syllabus</a></li> <li>• 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 SDCE 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</li> <li>• 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. - <a href="#">Advisory board minutes</a></li> <li>• 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</li> </ul>

<b>Objective 1.5 Develop systematized and standardized student recruitment and orientation processes with online marketing and informational materials for all certificate programs within 5 years [Ongoing]</b>					
<p>Develop and student recruitment &amp; outreach plan with branding and marketing</p> <p>Develop an online marketing strategy including social media</p> <p>[Ongoing]</p>	<p>Potential students have easy access to SDCE’s program information and enrollment information</p> <p>SDCE programs are marketed to the community at large</p>	<p>SDCE has increased enrollment throughout SDCE career training, high school and ESL classes through routing of traffic to classes via marketing; priority programs include career training programs (all programs) and low enrolled classes in career training programs, ESL, DSPS and High School</p>	<p>Dean Student Equity VPSS PIO</p>	<p>2017/18 Ongoing</p>	<ul style="list-style-type: none"> <li>• Market Analysis and Opportunity <a href="#">Assessment</a></li> <li>• SWP funds allocated to address CTE programs and will be leveraged with CAEP funds to address DSPS, ESL, and ABE/ASE programs</li> <li>• SWP funded bench marketing and locations: <a href="#">Spring 2019</a></li> <li>• SWP funded Radio marketing plan: <a href="#">Summer and Fall 2018, 2019/20</a></li> <li>• Outreach developed a fluid plan <a href="#">Fall 2018 to Spring 2020</a>; Edits and updates are in process <a href="#">Spring 2020</a> and every spring thereafter</li> <li>• Outreach Activities: <a href="#">2016/17 - 2017/18</a> - mid-year report: <a href="#">2018/19</a> - Quarterly Report: <a href="#">Spring 2020</a></li> <li>• Outreach represents (markets) all programs as requested through social media, events, and activities. Outreach does not design or create branding or marketing for SDCE; however, it maintains branding for its department and runs social media, represents at committees and school districts, and community organizations</li> <li>• R<sup>2</sup>S has branded its work through Outreach including a logo, new websites, and continued support services pushed out through social media and events that outreach presents, tables, and provides information at</li> <li>• Twitter Accounts supporting SDCE’s marketing and branding through social media: @SDCEOutreach; @SDCEats!; @SDCEDeanSEP; New pending: R2S PATHWAYS; CalWORKS</li> <li>• Outreach; SDCEats!; and Dean Student Equity continuously push out marketing for programs, institution, and in the news spotlights for SDCE.</li> </ul>
<b>Objective 1.6 Increase attendance and completion rates in targeted Career Development and College Preparation (CDCP) programs by 2% annually [Complete]</b>					
<p>Develop persistent in-service training and ad-hoc workgroup</p> <p>[Complete]</p>	<p>Increase in average class size</p>	<p>Committee engaged in advisory and data-based decision making to increase student attendance and completion</p>	<p>VPSS VPI ARC Committee PRIE Office assistance</p>	<p>2017/18- 2019/20</p>	<ul style="list-style-type: none"> <li>• Student attendance and completion is a priority for SDCE and as such was determined actions should fit within the shared governance framework via the ARC committee</li> <li>• Per 2020 <a href="#">Governance Handbook</a>: ARC serves in an advisory capacity to support SDCE planning, and reaching institution-wide strategic enrollment objectives; ARC provides evidenced-based recommendations that contribute to student access, recruitment, retention and completion rates of all students</li> <li>• The committee initiated two research projects in collaboration with the PRIE Office:             <ul style="list-style-type: none"> <li>○ CTE Enrollment, Retention, and Completion Survey: <a href="#">PowerPoint - SDCE Overall - Healthcare - Fashion - Culinary - Skilled Trades - Child Development - BIT</a> Guided discussions based on survey reports were presented at program and administrative meetings as tool for informing faculty and administrators about student needs</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>○ CTE Student Success <a href="#">Focus Groups</a> - focus on journey to improve student experience, access and initial retention</li> </ul>
<p>Develop centers to support students (look at student equity)</p> <p>[Complete]</p>	<p>Course completion rate is improved among students served</p>	<p>College and Career Class 2017/18 and prior - 54, completion data incomplete</p> <p>2018/19 - 10 enrolled, 10 completed</p> <p>2019/20 - 14 enrolled, completions in progress</p> <p>Apprenticeship Readiness Program 2019/20 - 16 enrolled, 14 completed, 88% completion rate</p>	<p>Dean Equity (student outreach)</p> <p>Dean C&amp;CT</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>• Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: About R<sup>2</sup>S and development of Resource Centers: <a href="#">Fall 2017</a> - Fluid Outreach Plan: <a href="#">Fall 2018 to Spring 2020</a></li> <li>• Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>• Announcement of Acting Dean C&amp;CT: <a href="#">September 2018</a></li> <li>• Job Developers Hired: <a href="#">Fall 2019</a></li> <li>• Announcement of Dean C&amp;CT Hire: <a href="#">January 2019</a></li> <li>• San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>• SDG2CC Centers expanded to 6 SDCE campuses by <a href="#">2019/20</a></li> <li>• SDG2CC website launched: <a href="#">2019/20</a></li> <li>• Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> </ul>
<p><b>Objective 1.7 Increase number of courses implementing open education resource (OER) materials (AP 1.8) [Ongoing]</b></p>					
<p>Identify courses and programs currently using OER materials</p> <p>Provide professional development for faculty interested in implementing OER in their courses [AP]</p> <p>[Ongoing]</p>	<p>Student completions will increase</p>	<p>Survey results: OER use has grown at SDCE by 14 percentage points, from 29% use in 2016 to 43% use in 2019</p> <p>3,856 enrollments in OER classes in spring 2019</p> <p>2,488 enrollments in Zero Textbook Cost (ZTC) classes</p> <p>Lists/documents of ongoing OER professional development activities</p>	<p>PRIE Office then District IR VPI Professional Development Committee Academic Senate</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>• About OER at SDCE - 2019 <a href="#">PowerPoint</a></li> <li>• SDCE Open Educational Resources Survey: <a href="#">Fall 2016</a>; Survey conducted in November 2016; District providing OER surveys moving forward</li> <li>• 2018/19 WIOA <a href="#">Plan</a> focused on increasing instructor use of OERs in classroom</li> <li>• Growth of OER use in <a href="#">2016 compared to 2019</a></li> <li>• Enrollments in OER: <a href="#">Spring 2019</a></li> <li>• % of Sections Using OER: <a href="#">Spring 2019</a></li> <li>• OER Ongoing professional development Activities: <a href="#">2017-2019</a></li> <li>• OER Resource List: <a href="#">2016-2020</a></li> <li>• OER Flex Hours: <a href="#">2008-2020</a></li> <li>• OER Free Textbooks/Resources: <a href="#">2020</a></li> </ul>

## Institutional Goal 2

### Cultivate an environment of creativity and increased collaboration both internally and externally

Objective 2.1 Increase professional development activities that seek to enhance employees talents and interests, and increase collaboration and effective communication [Ongoing]					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
<p>Schedule civility training for employees</p> <p>[Ongoing]</p>	<p>Increased trainings focused on employee civility and collaboration</p> <p>Increase in employees receiving training</p> <p>Well attended training sessions</p> <p>Increased collaboration and effective communication</p>	<p>Events per year</p> <p>2015/16 - 22</p> <p>2016/17 - 40</p> <p>2017/18 - 23</p> <p>2018/19 - 31</p> <p>2019/20 - 28 (in progress)</p> <p>Restoring Respect Conference (co-sponsored by SDCCD) offered annually</p>	<p>Professional Development Committee PD/FLEX Coordinator</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>Collegiality, Civility and Ethical Leadership - Faculty Leadership Academy Agenda: <a href="#">Spring 2016</a></li> <li>Professional Development Activities Related to Civility: <a href="#">2015-2019</a></li> </ul>
<p>Support innovative ideas that improve efficiency, student success and improve collaboration</p> <p>Develop Innovation Grants</p> <p>[Complete]</p>	<p>Innovation Grants submitted and approved</p>	<p>Communication of grants provided</p>	<p>Office of the President VPSS PIO SDCE Foundation Director</p>	<p>2016-2018</p>	<ul style="list-style-type: none"> <li>President's Grants for Innovation and Equity process implemented for three years and then strategically built into the integrated planning and resource allocation process that allowed people to have input into how resources are allocated as a mechanism to incentivize innovation: <a href="#">2017 flyer</a> – <a href="#">2018 flyer</a> <ul style="list-style-type: none"> <li>Highlight on four <a href="#">2016</a> awardees: 1) Online Automotive Theory Pilot; 2) Student-Centered SDCE Policy and Procedures Materials; 3) Introducing E-Portfolios for Faculty and Student Success; and 4) Voices of SDCE</li> <li>Highlight on five <a href="#">2017</a> awardees: 1) Open House Days; 2) Incorporating Entrepreneurial Thinking into Vocational Curriculum; 3) Technology for English Language Learner Digital Literacy; 4) Operation Outreach; and 5) Community Graduation Celebration</li> </ul> </li> <li>Highlight: Incorporating Entrepreneurial Thinking into the Vocational Curriculum <a href="#">Conference</a> result of funding from the President's Innovation Grant Program, Spring 2018</li> </ul>
Objective 2.2 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years (AP2.2) [Ongoing/In progress]					
<p>Develop interdisciplinary integration plan that Identifies programs to explore interdisciplinary collaboration and promote programs from one discipline in the</p>	<p>Increased Interdisciplinary collaboration</p>	<p>Implemented interdisciplinary integration plan</p> <p>Implementation of one program per discipline completed</p>	<p>Instructional Deans Program Chairs</p>	<p>2016/17-2020/21</p>	<ul style="list-style-type: none"> <li>WIOA IET Pathways established, IET Plan submitted in <a href="#">Spring 2019</a> and <a href="#">Spring 2020</a></li> <li>IET PowerPoint: <a href="#">April 2020</a></li> <li>IET coordination with ARC Pathways Subcommittee minutes: <a href="#">April 2020</a></li> <li>Basic Skills Committee minutes Interdisciplinary Collaboration: <a href="#">October 2017</a></li> </ul>

<p>classes of other disciplines <b>[AP]</b></p> <p>[In progress]</p>					<ul style="list-style-type: none"> <li>Healthcare careers regularly works with ESL in scheduling and promoting Healthcare programs: <a href="#">Spring 2020</a></li> <li>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</li> <li>Department Highlight: The Small Business Planning programs and Project Management Courses have become active partners with SDCE'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; SDCE was awarded two Maker Fellows from this program whom will be hosted by SDCE in fall 2020; Work will be grounded in maker-centered learning</li> <li>IET coordination with ARC Pathways Subcommittee minutes: <a href="#">April 2020</a> – Document presented to ARC May 2020</li> </ul>
<p>Develop integration plan that identifies programs to explore CTE and Contract Ed/ Community Ed collaborations <b>[AP]</b></p> <p>[Ongoing]</p>	<p>Increased CTE &amp; Contract Ed/ Community Ed collaboration</p>	<p>Integration Documents</p> <p>Program integration increase - Community Education career education collaborations (% of all Comm. Ed. classes:</p> <p>2016 - 16%</p> <p>2017 - 11%</p> <p>2018 - 19%</p> <p>2019 - 42%</p>	<p>Community Education Dean Foundation/Contract Education Director Instructional Deans Program Chairs</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>Community Education, Contract Education and Fee Based Education are three dynamic programs that fulfill the mission of SDCE 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 SDCE 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; SDCE 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: <a href="#">Detail of integration, spring 2020</a></li> <li>Contract Education is utilized as a tool for faculty recruitment for specialized technical programs: hired two SDCE contract education faculty, recruited through Foundation in 2019/20</li> <li>Community Education is aligning more of its' offerings to career education programming and collaborating with SDCE programs</li> <li>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</li> </ul>

<b>Objective 2.3 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate (SP2.3) [Ongoing/In progress]</b>					
Evidence: TBD					
<p>Create master calendar of industry advisory and community meetings and hold strategic planning community meetings</p> <p>[In progress]</p>	<p>Schedule of current industry advisory meetings available to SDCE community</p>	<p>Schedule of industry advisory meetings</p>	<p>Program Activity Manager/Work Based Learning Coordinators</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>Series of community planning meetings: community meeting with counselors from different colleges, annual advisory meetings at district level, ongoing SDCE Foundation advisory meetings, <a href="#">Auto and Noncredit Workforce advisory</a> meetings; <a href="#">Spring 2019</a> SDCE-hosted Community Summit on Education and Homeless at ECC</li> <li>Hired WBL coordinators in July 2019 to standardize and centralize administration of CTE advisory boards</li> <li>Deliberate efforts are being taken to strengthen the value of industry advisory boards; for example: the Automotive, and Skilled and Technical Trades programs utilized their advisory board in the curriculum development process in 2019/20, with distance education being incorporated into the majority of these programs' curriculum. - <a href="#">Advisory board minutes</a></li> <li>List of industry advisory boards has been created; A schedule of industry advisory meetings is planned for Fall 2020</li> </ul>
<p>Create list of current partnerships by type</p> <p>[Completed]</p>	<p>Increase in the number of documented partnerships by type</p>	<p>Number of partnerships by type</p>	<p>Accreditation workgroup</p>	<p>2016/17</p>	<ul style="list-style-type: none"> <li>Community partnerships list created for and embedded in 2016 Self Study Report</li> </ul>
<p>Invite community groups to SDCE events, and to use facilities to provide additional avenues to promote SDCE programs; <a href="#">Examples: Resource Fair, Open house</a></p> <p><a href="#">Identify associated costs and appropriate budget</a> [AP]</p> <p>[Ongoing]</p>	<p>Increase in use of facilities by community groups</p> <p>Increase in the opportunities for community leaders/partners to learn about our programs and participate in SDCE events</p>	<p>Programs promoted through community meetings</p> <p>At least 159 on-campus community events and outreach over the past three years: 2017/18 - 25 2018/19 - 54 2019/20 - 80</p>	<p>VPI/VPSS Deans Program Chairs Administrative Services staff Dean Student Equity/Outreach Dean C&amp;CT</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>List of community events and community outreach at SDCE campuses: <a href="#">2017-2020</a></li> <li>City of San Diego Library Use <a href="#">Agreement</a></li> <li>News Room: SDCE Encourages Community Collaboration to Support Disconnected Youth: <a href="#">October 2019</a></li> <li>Presidents Message: Community Partnership Events: <a href="#">May 2019</a></li> <li>SDCEats! - sponsors, community partners <a href="#">flyer</a></li> <li>West City open house for Point Loma community: <a href="#">January 2020</a></li> <li>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: <a href="#">August 2019</a></li> <li>Outreach plan to integrate Outreach as a part of Industry Advisory Committees sharing strategies and providing continuous updates: <a href="#">Fall 2018 to Spring 2020</a></li> <li>Outreach Report mid-year: <a href="#">August 2019</a></li> <li>Outreach Scope-of-Work: <a href="#">Spring 2020</a></li> </ul>
<p>Formalize current informal relationships with business and community groups [AP]</p> <p>[Ongoing]</p>	<p>Increased collaboration with community partners</p>	<p>Formal collaborative projects defined</p> <p>List of community partnerships Counts: 2016/17 - 35 2017/18 - (coming) 2018/19 - 78</p>	<p>Deans Program Chairs PIO Special Projects Manager</p>	<p>Fall 2018 Ongoing</p>	<ul style="list-style-type: none"> <li>Community partnerships list created for and embedded in 2016 Self Study Report; Thereafter, community partnerships list reduced and published in SDCE Fast Facts: <a href="#">2016/17</a> - <a href="#">2018/19</a> and individually by program: R<sup>2</sup>S partners <a href="#">list</a></li> <li>Special Projects manager to gather and create a comprehensive list of partnerships by type in 2020/21 to then update annually</li> <li>Farm to Family Fair and accompanying Resource and Health Fair partnership established in 2018/19 with SDCE Foundation - New community partners were added in March 2019: Good Health-</li> </ul>

					<p>Long Life, Susan G. Komen Circle of Promise and Kaiser Permanente: <a href="#">Spring 2019</a></p> <ul style="list-style-type: none"> <li>• SDCEats! on-campus food pantry established at ECC <a href="#">Spring 2019</a> and continued partnerships to support students during the COVID campus closures in <a href="#">May 2020</a></li> <li>• City of San Diego Library Use <a href="#">Agreement</a></li> <li>• Highlight: In 2016/17, SDCE began partnering with the San Diego Rescue Mission to provide ESL, parenting, CTE, and HSD courses to mission clients; In 2017/18, SDCE expanded the partnership by including the SWP to provide job training and placement services for homeless residents of our community, <a href="#">Newsroom</a>.</li> <li>• Highlight: SDCE was awarded the prestigious League for Innovation in Community Colleges 2018 Innovation of the Year Award for partnering with San Diego Rescue Mission in the R<sup>2</sup>S Pathways pilot program, <a href="#">Newsroom</a></li> </ul>
<p>Incorporate statement of the Mission and Vision during all community and advisory meetings [AP]</p> <p>[Complete]</p>	<p>Community awareness of SDCE's Mission and Vision</p>	<p>Mission added to all SDCE committee agendas</p>	<p>Committee Chairs - communicated through VP's Academic and Classified senates President's Office</p>	<p>Spring 2017 - 2019/20</p>	<ul style="list-style-type: none"> <li>• Mission added to the Committee <a href="#">Agenda template</a> and <a href="#">Minutes template</a> in 2016</li> <li>• Regular <a href="#">reminders to utilize template</a> and review SDCE and committee mission statements</li> <li>• Mission regularly reviewed at large events: <a href="#">Fall 2018 Convocation</a> - <a href="#">Spring 2019 Institutional Day</a> - <a href="#">Spring 2020 Institutional Day</a></li> </ul>
<p>Develop resource centers and collaborate with like community organizations</p> <p>[Complete]</p>	<p>Newly active resource centers</p> <p>Additional collaborations with community organizations</p>	<p>SDG2CC Centers established</p> <p>6 active resource centers</p> <p>Community collaboration established</p>	<p>Dean C&amp;CT</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>• Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: About R<sup>2</sup>S and development of Resource Centers: <a href="#">Fall 2017</a> - Fluid Outreach Plan: <a href="#">Fall 2018 to Spring 2020</a></li> <li>• Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>• Acting Dean C&amp;CT hired <a href="#">September 2018</a>; Job Developers Hired <a href="#">Fall 2019</a>; Permanent Dean C&amp;CT hired <a href="#">January 2019</a></li> <li>• San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>• SDG2CC Centers expanded to 6 SDCE campuses by <a href="#">2019/20</a></li> <li>• SDG2CC website launched: <a href="#">2019/20</a></li> <li>• Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> </ul>
<p><b>Objective 2.4 Create a plan for program specific marketing and branding in coordination with the restructuring of the marketing committee to respond and support the creation of a SDCE brand and marketing [In progress]</b></p>					
<p>Initial plan for program specific marketing and branding in coordination with the restructuring of the marketing committee to respond and support the creation of a SDCE brand and marketing</p> <p>[Complete]</p>	<p>Needs assessed</p> <p>Marketing tied to Student Success</p>	<p>Plan developed</p> <p>Marketing Committee restructured</p>	<p>PIO VPSS ARC Committee</p>	<p>2018/19-2021/22</p>	<ul style="list-style-type: none"> <li>• Market Analysis and Opportunity <a href="#">Assessment</a></li> <li>• SWP funded bench marketing and locations. <a href="#">Spring 2019</a></li> <li>• SWP funded Radio marketing plan: <a href="#">Summer and Fall 2018</a></li> <li>• Marketing Committee merged with ARC Committee in Spring 2020; A sub-committee was created called Outreach and Marketing Sub-Committee</li> </ul>

Objective 2.5 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 (AP2.1) [Ongoing]					
<p>Develop a process, associated infrastructure, and implement [AP]  [Ongoing]</p>	<p>Staff and all faculty are better informed about programs and accurate information disseminated to prospective students</p>	<p>100% of constituents notified of new programs</p>	<p>President VPs Academic Senate Classified Senate ASB</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>• Instructional deans notify Dean Counseling of new programs to be communicated to students; the Academic Senate announces <a href="#">new programs</a>, activities, and <a href="#">trainings</a></li> <li>• The SDCE President began a <a href="#">blog</a> in 2018 and the <a href="#">SDCE newsroom website</a> is regularly updated with videos and stories</li> <li>• Weekly messages from the president began in 2018/19 and include programming updates (<a href="#">June 2019</a>, <a href="#">May 2020</a>), <a href="#">new hires</a>, current events at SDCE, <a href="#">trainings</a>, <a href="#">research and planning updates</a>, community events and partnerships (<a href="#">June 2019</a> - <a href="#">August 2019</a> - <a href="#">February 2020</a>)</li> <li>• The SDCE President regularly sends <a href="#">media</a> advisories of SDCE media coverage and <a href="#">program and student successes</a> as they occur</li> <li>• SDCE Newsletters were increased to bi-monthly - <a href="#">November 2018</a>, <a href="#">March 2019</a>, <a href="#">January 2020</a></li> <li>• The Accreditation Sub-Committee (beginning in 2018) distributes a newsletter each term to inform about accreditation activities: <a href="#">May 2018</a> - <a href="#">November 2018</a> - <a href="#">May 2019</a> - <a href="#">January 2020</a></li> <li>• The PRIE Office (beginning in 2017) distributes a newsletter each term that informs constituents about integrated planning, research and accreditation: <a href="#">January 2017</a> - <a href="#">April 2017</a> - <a href="#">December 2017</a> - <a href="#">June 2018</a> - <a href="#">December 2018</a> - <a href="#">June 2019</a> - <a href="#">April 2020</a></li> <li>• 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 <a href="#">kudos</a> to showcase the good work of both classified professionals and faculty</li> <li>• Messages from the District supplement SDCE information and include fiscal updates from the Chancellor: <a href="#">May 2017</a> - <a href="#">May 2019</a> - <a href="#">January 2020</a> – <a href="#">May 2020</a>; and news from <a href="#">instructional services</a> and student services</li> <li>• Special communication channels are added as needed:             <ul style="list-style-type: none"> <li>○ Campus Solutions was implemented in 2018 in phases. District student services provided <a href="#">updates</a> on planning and processes; <a href="#">faculty and student training</a>; Implementation modifications and fixes were communicated first weekly and now monthly - <a href="#">June 2019</a> - <a href="#">August 2019</a> - <a href="#">December 2019</a> - <a href="#">March 2020</a> - <a href="#">May 2020</a></li> <li>○ In April and May 2020, the SDCE president, vice presidents, senate presidents, and ASB president provided a series of town halls, <a href="#">SDCE in Focus</a>, via Zoom for important updates to the SDCE community during the COVID-19 pandemic and campus closures focused on off-campus learning and campus updates. The Classified Senate also held a town hall in April</li> <li>○ A series of COVID-19 messages from the chancellor to guide SDCCD institutions and constituents, <a href="#">Spring 2020</a>, and CANVAS information from <a href="#">District Instructional Services</a></li> </ul> </li> </ul>

### Institutional Goal 3

#### Increase student success, academic achievement, life-long learning, and workforce development

Objective 3.1 Increase students transitioning from SDCE to the colleges by 5% annually [Ongoing/In progress]					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Review current articulation agreements and processes  [Ongoing]	All articulation agreements (AA) reviewed  Renewal timeline developed and process explored and documented	Overarching processes documented	District Instructional Services  SDCE Curriculum Analyst	2016/17 Ongoing	<ul style="list-style-type: none"> <li>Regular meetings are scheduled with District Instructional Services Career Technical Education (CTE) Transitions division to review current credit by exam (articulation of SDCCD college credit) in processes, identify positive/pain point, develop action plan to improve processes and student participating in agreements</li> </ul>
Create new articulation agreements  [Ongoing]	Increase the number of articulation agreements with SDCCD  Increase the number of articulation agreements outside of SDCCD	SDCCD articulation agreements (AA) increase 2% (AA in year 1 – AA in year 5 divided by AA in year 5)	Curriculum Analyst	2016/17 Ongoing	<ul style="list-style-type: none"> <li>From 2016/17 to 2019/20, a total of 7 new agreements were created, approved and implemented</li> <li>SDCCD 2019/20 credit by exam process does not include outside institution for noncredit (certain college credit courses articulate to UCs/CSUs)</li> </ul>
Advertise articulated courses (programs) through mixed modes  [Ongoing]	Articulated courses advertised in printed schedule and on website	Number of articulated courses (programs) advertised in printed schedule  Number of articulated courses (programs) advertised on website: In 2019/20: 42 articulated courses to City, Mesa, and Miramar (duplicated by college)	Curriculum Analyst	2017/18 Ongoing	<ul style="list-style-type: none"> <li>SDCE Catalog, course descriptions and program information includes statement regarding course is eligible for college credit</li> <li>Statements included in printed class schedule noting eligibility for college credit for credit by exam courses</li> <li>SDCE credit by exam listed under Counseling and Support Services</li> <li>District CTE Transitions maintains a <a href="#">website</a> listing all agreements, form and agreement process: <a href="#">2019/20</a></li> <li>2019/20 Master List of CE to SDCCD agreements: <a href="#">2019/20</a></li> </ul>
Create and implement a tracking mechanism for articulation submissions  [In progress]	Articulation documentation system designed to efficiently and accurately track submissions	Number of articulation submissions documented  Feedback from users on accuracy, efficiency, and potential improvements to the process/system	Curriculum Analyst	2019/20	<ul style="list-style-type: none"> <li>In 2019/20, this is currently a manual process. Research currently occurring as to how to include noncredit-to-college credit by exam process in PeopleSoft's Campus Solutions</li> </ul>
Identify Transition Option for all three pathways: CTE, ESL, HSD  [Ongoing]	Increase of the number of applicants and participants in the College Promise program	2016/17: 186 participants; 26 are prior CE 2017/18: 543 participants; 63 are prior CE 2018/19: 2,041 participants; 67 are prior CE	VPSS Dean C&CT		<ul style="list-style-type: none"> <li>SDCCD started the Promise Program as a small pilot program in 2016 to provide financial assistance and student services to support first time, full-time students for their first year in college; In 2017 and 2018 the program was expanded allowing more students to participate; Participation and outcomes are produced each year by the District Office of Institutional Effectiveness (combined): <a href="#">2016-2020</a></li> </ul>

<p>Create, post and distribute college pathway marketing materials</p> <p>[Ongoing]</p>	<p>Students have easy access to discover college options that pertain to their pathway</p>	<p>Printed materials</p> <p>Promotion in college/SDCE schedules</p> <p>Use of social media to market</p>	<p>PIO Dean C&amp;CT</p>	<p>2017/18 Ongoing</p>	<ul style="list-style-type: none"> <li>College pathway examples for career training, basic skills and ESL have been promoted in the credit college schedules each semester for the past three years (2017/18-2019/20); A separate, stand-alone printed piece (Q= 10,000) was distributed to SDCE campuses in 2019</li> <li>Between 2017-2020 regular reminders about students who have transitioned to credit college have been shared on SDCE social media channels and in the SDCE class schedule</li> </ul>
<p><b>Objective 3.2 Identify and implement effective strategies, activities, and interventions using data (from new ERP system) and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually (AP 1.1) [Ongoing/In progress]</b></p> <p><b>Evidence:</b> Headcount by demographics (including annual increase) - SDCE Dashboards - SDCE continues to serve the needs of underrepresented student groups. SDCE'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)</p> <p><b>Evidence:</b> Award completion by demographics (including annual increase) - SDCE Dashboards - TBD</p>					
<p>Hire additional Counselors [AP]</p> <p>[Complete]</p>	<p>All counseling positions filled</p> <p>Increase the number of counseling staff</p>	<p>7 Counselors hired fall 2016 2 Counselors hired fall 2017 Counselor staffing increase 47%</p>	<p>VPSS VPI VPA</p>	<p>Fall 2016 &amp; Fall 2017</p>	<ul style="list-style-type: none"> <li>Counselors hired in <a href="#">2016</a> and <a href="#">2017</a></li> </ul>
<p>Student Equity Plan Assessment and yearly development of SSSP</p> <p>[Complete]</p>	<p>Developed and updated plans</p>	<p>Plans in place</p>	<p>VPSS Dean Student Equity</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>SEP and SSSP plan developed; BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> </ul>
<p>Hire additional research staff to lead, manage, and develop institutional data and analysis planning and support [AP]</p> <p>[In progress]</p>	<p>Wider access to data</p> <p>Access and Persistence-specific research conducted over next five years</p>	<p>Full-time PRIE Office staff increased from 3 in 2016 to 4 in Fall 2017</p> <p>Part-time temporary research staff increased from 0 in 2016 to 4 in 2020; SLO/Program Review Coordinator maintained at 0.5</p> <p>PRIE Website with dashboards and reports</p> <p>Regular and ad hoc reports and projects conducted</p>	<p>Dean PRIE</p>	<p>2016/17 – 2022/23</p>	<ul style="list-style-type: none"> <li>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, further growth for research is on hold</li> <li>PRIE Office scope expanded in 2018/19 to include accreditation (coordinator TBD) and in 2019/20 to include professional development (.5 PD coordination added)</li> <li>Comprehensive <a href="#">PRIE website</a> established (<a href="#">PDF</a>)</li> <li><a href="#">Data dashboards</a> developed in 2017/18; updated and new dashboards developed annually</li> <li>Program Review data by population - Disproportionate impact added in Fall 2019</li> <li>Enrollment Management Tallies provided weekly to managers between 2016/17 and 2018/19; on hold in 2019/20 due to Campus Solutions transition</li> <li>2018/19 CTE Enrollment, Retention, and Completion Surveys: <a href="#">PowerPoint</a> - <a href="#">SDCE Overall</a> - <a href="#">Healthcare</a> - <a href="#">Fashion</a> - <a href="#">Culinary</a> - <a href="#">Skilled Trades</a> - <a href="#">Child Development</a> - <a href="#">BIT</a></li> <li>2019/20 CTE Student Success <a href="#">Focus Groups</a> focus on journey to improve student experience, access and retention</li> <li>Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day Convening</a> - <a href="#">Kickoff</a></li> </ul>

					<ul style="list-style-type: none"> <li><a href="#">event- monthly SDCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li> <li>Annual Equity Reports: 2018/19 <a href="#">Retention</a> - <a href="#">Transition</a> - <a href="#">Completion</a>; <a href="#">2019/20 Report</a></li> </ul>															
<p>Provide Professional Development activities to faculty, counselors, and staff to maximize student persistence [AP]</p> <p>[Ongoing]</p>	Offer workshops and/or mentor opportunities to improve persistence in programs	<p>Professional Development workshops on retention and persistence</p> <p>10 instructors/counselors trained (4 active in 2019/20) to teach Career and College Readiness course to 34 cohorts containing 680 students</p> <p>Employee FELI taught to 134 faculty/ counselors, administrators, classified professionals by 2019/20: 2016/17 - 46 2017/18 - 17 2018/19 - 17 2019/20 - 50 (4 active)</p> <p>25 faculty attend the SWP Faculty Institute in Spring and Summer 2020</p>	VPSS VPI VPA PD/FLEX Coordinator	2016/17 Ongoing	<ul style="list-style-type: none"> <li>Annual Passport to Success onboarding program now for all staff: <a href="#">Fall 2019</a>, <a href="#">Spring 2019</a>, <a href="#">Fall 2017</a></li> <li><a href="#">Five Day Experiential Learning Institute (FELI)</a> for employees; Employee version of Career and College Readiness course offered to students: <a href="#">August 2019 media</a></li> <li>Teaching and Learning Collaborative (TLC) for faculty: <a href="#">2019 flyer with schedule</a> - <a href="#">Innovative Practices Conference 2019</a></li> <li>Flex Days events: <a href="#">Schedule Spring 2019</a></li> <li>Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day Convening</a> - <a href="#">Kickoff event- monthly SDCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li> <li>SDCE <a href="#">Fall 2018 Convocation</a>, <a href="#">Spring 2018 Institution Day</a>, <a href="#">Spring 2019 Institution Day</a>, <a href="#">Spring 2020 Flex Day</a> events focus on 7 Pillars to support students and student success</li> <li>SDCE Flex Internal Report: <a href="#">2018-2019</a></li> <li>Online Pathways CANVAS Certification Program: <a href="#">2015-2020</a></li> <li>SDCE/SDCCD CANVAS &amp; Technology-Related Trainings: <a href="#">Online and Face-to-Face 2020</a></li> <li>ESL Learner Persistence Committee meets on average 7 times per year since 2015/16</li> <li>WIOA Technology and Distance Learning Plan: <a href="#">2019/20</a> focus on increasing use of and training for Canvas LMS</li> </ul>															
<p>Identify untapped population of potential students and Determine method, infrastructure and funding to provide parents with childcare issues [AP]</p> <p>[In progress]</p>	Increased access and persistence	Increase in FTES	Dean ESL Dean Student Equity	Fall 2019-Fall 2020	<ul style="list-style-type: none"> <li>ESL is working with Marshall Elementary and Refugee Net to provide childcare for parents; established outreach in March 2020; timeline extended due to COVID</li> <li><a href="#">CalWorks Supportive Services</a> provides assistance with securing childcare; CalWORKs transitioned to <a href="#">online support during COVID campus closures</a> - <a href="#">May 2020 communication</a></li> </ul>															
<p>Pursue additional grant funds to support improvement of student access and persistence</p> <p>[Ongoing]</p>	Additional grants proposed and approved	<p>Total 60 grants \$50,088,038</p> <table border="1"> <tr> <td>2015/16</td> <td>5</td> <td>\$5,592,699</td> </tr> <tr> <td>2016/17</td> <td>11</td> <td>\$7,053,504</td> </tr> <tr> <td>2017/18</td> <td>17</td> <td>\$16,674,217</td> </tr> <tr> <td>2018/19</td> <td>14</td> <td>\$8,016,069</td> </tr> <tr> <td>2019/20</td> <td>11</td> <td>\$8,536,906</td> </tr> </table> <p>Note. Multi-year grants are noted in year awarded.</p>	2015/16	5	\$5,592,699	2016/17	11	\$7,053,504	2017/18	17	\$16,674,217	2018/19	14	\$8,016,069	2019/20	11	\$8,536,906	Special Projects Manager	2016/17 Ongoing	<ul style="list-style-type: none"> <li>Access and persistence-related grants awarded annually: <a href="#">Grant List</a></li> <li>Highlight: Lucky Duck Foundation Grant to Support Homeless Adult Students \$200,000: Spring 2020 <a href="#">President's message</a> - <a href="#">Times of San Diego</a></li> <li>2020 COVID response highlight: R<sup>2</sup>S is launching TAP, <a href="#">Technology Access Project</a>, a program providing students laptops to increase access and completion of Distance Education (remote and online) courses and programs - <a href="#">TAP FAQs</a>; With support from SDG2CC, SDCE Foundation, and a combination of grant funding, up to 700 laptops will be distributed to students; 500 laptops were distributed in April through student equity funding: <a href="#">SDCE Delivers To Students!</a> - <a href="#">Spring 2020 Announcement</a></li> </ul>
2015/16	5	\$5,592,699																		
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<b>Objective 3.3 Increase student support services and access to those services and resources by 5% within 5 years where needed) (note: orientations based on face-to-face) (AP 1.5) [Ongoing/In progress]</b>					
Evidence: TBD					
Identify and plan for online student <del>services</del> (i.e. <del>counseling</del> ) orientations [AP]  [In progress]	Prospective student increased knowledge in SDCE 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 VPSS	2017/18-2021/22	<ul style="list-style-type: none"> <li>New Student Orientation Video: <a href="#">spring 2018 planning - fall 2019 planning</a> - <a href="#">Video outline</a> - <a href="#">Video</a></li> </ul>
Create Resource Centers (student equity)  Conduct approval of positions, begin hiring process, and select candidates  Place hires according to campuses/departments with greatest need based on data  [Complete]	Student outreach program established  Career and College Transition Centers opened  Outreach to students about newly opened centers via R <sup>2</sup> S	R <sup>2</sup> S Outreach Program established  Hired Acting Dean C&CT in fall 2018, Job Developers in fall 2019, and permanent Dean C&CT in fall 2019  SDG2CC website launched with job developer schedules in spring 2020	Dean Equity (student outreach)  Dean C&CT	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: <a href="#">About R<sup>2</sup>S and development of Resource Centers, fall 2017</a> - Fluid Outreach Plan, <a href="#">fall 2018 to spring 2020</a></li> <li>Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>Announcement of Acting Dean C&amp;CT: <a href="#">September 2018</a></li> <li>Job Developers Hired: <a href="#">Fall 2019</a></li> <li>Announcement of Dean C&amp;CT Hire: <a href="#">January 2019</a></li> <li>San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>SDG2CC Centers expanded to 6 SDCE campuses by <a href="#">2019/20</a></li> <li>SDG2CC website launched: <a href="#">2019/20</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">spring 2020</a></li> </ul>
<del>Double the number of hours Career Counseling is available for CTE students and add placement services</del> Increase career counseling and placement services available for CTE students [AP]  [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 VPSS  Dean C&CT	2016/17 Ongoing	<ul style="list-style-type: none"> <li>Open and expand Career Resource Centers: first center at ECC in <a href="#">spring 2017</a> - Expanded to six centers by <a href="#">2019/20</a></li> <li>SDG2CC Pre-Apprentice Program: <a href="#">Video</a></li> <li>Career and Job Development Services Provided at SDCE: <a href="#">fall 2019</a></li> <li>Planning: Co-enroll SDCE students with SDWP to provide additional Job training and support (IT Program objective 4.2) [In progress]</li> <li>Examined opportunities for apprenticeships and internships for current students (Skilled and Technical Trades objective 5.4): <a href="#">email evidence<sup>1</sup></a> - <a href="#">evidence<sup>2</sup></a></li> <li>2018/19 Tech Hire placed 44 students in employment and 26 students in paid internships in <a href="#">2018/19</a>; Students from the digital 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</li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">spring 2020</a></li> </ul>

<p><del>Evaluate current availability of assessment, orientation, follow-up and DSPS services and determine if additional sessions are required to meet demand or scheduling changes need to occur.</del> 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 <b>[AP]</b></p> <p>[Complete]</p>	<p>Data will be available to determine what services best would serve student needs</p>	<p>Survey and focus groups to support student services</p>	<p>Dean Counseling VPSS</p>	<p>2019/20</p>	<ul style="list-style-type: none"> <li>In Spring 2019, students were assessed on their <a href="#">technology needs</a> 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</li> <li>2019/20 CTE Student Success <a href="#">Focus Groups</a> - journey to improve student experience, access, retention – were conducted in Spring 2019 to address improvements for essential services and processes as students enroll</li> </ul>
<p>Create process to create online student support services as online programming expands</p> <p>Determine baseline for data measurements</p> <p>[In progress]</p>	<p>Fully launched DE services beginning with the launch of ICOM academy</p>	<p>Planning of online services to support online student learning</p> <p>Identify and phase in different software, starting with Cranium Café for counseling</p>	<p>VPSS</p>	<p>2019/20 - 2021/22</p>	<ul style="list-style-type: none"> <li>Developing and launching fully online educational programming (ICOM Academy) in Fall 2020, <a href="#">5 fully online career training programs to be available in Fall 2020 - About ICOM - 2019 PowerPoint - ICOM website active</a></li> <li>COVID accelerated moving beyond ICOM academy</li> <li>Online student services parallels launch of ICOM; <a href="#">Planning began in 2019/20</a> and will continue in 2020/21 with phased in services; Full implementation is expected in 2021/22</li> </ul>
<p><b>Objective 3.4 Increase workforce development resources and services by 10% over 5 years (AP1.6) [Ongoing/In progress]</b> Evidence: TBD</p>					
<p>Determine workforce opportunities for priority populations as reflected in SEP <b>[AP]</b></p> <p>[Ongoing]</p>	<p>WD Plan reflects priority populations, including specific needs</p>	<p>Grants are pursued based on priority student groups</p>	<p>Special Projects Manager with input/direction from: VPSS Dean C&amp;CT Dean Equity</p>	<p>Fall 2016 Ongoing</p>	<ul style="list-style-type: none"> <li>Planning: SDCE Foundation objective 2.3: Increase private sector grant funding</li> <li>Partnership with SDCE and Back 2 Work's Caltrans VOP established in late fall 2017 with full implementation by <a href="#">Spring 2018</a></li> <li>Workforce and support program created for homeless students through R<sup>2</sup>S</li> <li>Lucky Duck Foundation Grant to Support Homeless Adult Students \$200,000 in Spring 2020 - <a href="#">President's message - Times of San Diego</a></li> <li>Pursue additional grant funds, <a href="#">WIOA II grant application 2020-2023 WIOA Title II: Adult Education Family Literacy</a></li> <li>Piloted a Building Construction Trades Pre-Apprenticeship Program for Opportunity Youth including nontraditional populations using MC3 curriculum - <a href="#">SDG2CC Pre-Apprentice Program</a></li> </ul>

					<ul style="list-style-type: none"> <li>Increased supports to students in the development of the new SDG2CC student services department which provides job placement supports and career transition opportunities</li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> <li>Continuing to build workforce preparation services for English Language Learners through Vocational ESL to CTE Pathways</li> <li>Enhanced both classroom and non-classroom supports for ABE students with a local organization, Second Chance, who assist reentry/justice involved populations</li> </ul>
<p>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) <b>[AP]</b></p> <p>[Ongoing]</p>	<p>WD Plan outlines current supports and a personnel partnership plan to offer supports</p>	<p>Grants support the provision of supports</p> <p>Current funding/staffing/services are aligned</p>	<p>Special Projects Manager with input/direction from: VPSS Dean C&amp;CT Program Activity Manager</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>KRA/AJCC Collaboration Correspondence: <a href="#">9/22/17</a></li> <li>AJCC Meeting Agenda: <a href="#">7/25/18</a></li> <li>SDCE/SDWP Discussion Agenda: <a href="#">8/18/18</a></li> <li>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. SDCE/SDWP WDB Partnership Meeting ELL: <a href="#">1/28/2020</a></li> <li>Metro Partner Resource Summit: <a href="#">2/6/2020</a></li> <li>Assigned two (2) faculty WBL coordinators to: <ul style="list-style-type: none"> <li>Integrate WBL coordination within the context of guided pathways</li> <li>Establish baseline information for WBL activities</li> <li>Provide faculty professional development opportunities</li> <li>Integrate work-based learning coordination with job development and employer engagement function</li> <li>Determine feasibility of a faculty externship program (<i>or related professional development opportunities</i>) for fiscal year 2020</li> <li>Provide assistance to faculty in enhancing collaborative industry projects, simulated workplace experiences, and other industry assisted classroom experiences</li> </ul> </li> </ul>
<p>Use Priority Sector/LMI data along with student population career interest data to determine areas to grow integrated education and training offerings</p> <p>[Ongoing]</p>	<p>WD Plan identifies current and emerging IET career pathway programming</p>	<p>New IET programs developed and implemented</p>	<p>Special Projects Manager with input/direction from: VPI Dean PRIE Appropriate Dean(s) Dean C&amp;CT WIOA Coordinators (2)</p>	<p>2018/19 Ongoing</p>	<ul style="list-style-type: none"> <li>LMI are conducted for all prospective and new programs - CTE Biennial Report</li> <li>WIOA IET Pathways established, Developed VESL Cluster courses and IET Plan between ESL and CTE Programs, IET Plan submitted in <a href="#">Spring 2019</a> and <a href="#">Spring 2020</a></li> <li>IET 2020 PowerPoint: <a href="#">Fall 2020</a></li> <li>Ongoing data supports IET pathway establishment, Co-Enrollment Reports <a href="#">July 2019</a> - <a href="#">Late Spring 2019</a> - <a href="#">Early Spring 2019</a> - <a href="#">Fall 2018</a> - <a href="#">Spring 2018</a> - <a href="#">Fall 2017</a></li> <li>In spring 2020, collaboration is established to grow and message IET opportunities for students based on pathways, <a href="#">April 2020 minutes</a></li> </ul>

<p>Based on priority populations and key system partners, develop regional partnerships</p> <p>[Ongoing]</p>	<p>WD Plan identifies partnerships</p>	<p>Grant applications and programming are offered in conjunction with community partners</p>	<p>Dean C&amp;CT</p>	<p>2019/20 Ongoing</p>	<ul style="list-style-type: none"> <li>Partnership with SDCE and Back 2 Work's Caltrans VOP established in late <a href="#">Fall 2017</a> with full implementation by Spring 2018</li> <li>Funding for the SDG2CC program is provided by WIOA in partnership with SDWP for students who meet criteria for being Out-Of-School Youth</li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> <li>Recruitment through CAEP, Joint High School Diploma program, and SDUSD</li> <li>KRA/AJCC Collaboration Correspondence: <a href="#">9/22/17</a></li> <li>KRA/AJCC Meeting Agenda: <a href="#">7/25/18</a></li> <li>SDCE/SDWP Discussion Agenda: <a href="#">8/18/18</a></li> <li>SDCE C&amp;CT hiring events for refugees, fall 2019 flyers: <a href="#">Arabic - English - Somali - Spanish - Vietnamese</a></li> </ul>
<p>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</p> <p>[AP]</p> <p>[Complete]</p>	<p>WD Plan identifies employer services model</p>	<p>Job Development Plan</p> <p>Career and job development services provided to students</p>	<p>Special Projects Manager with input/direction from: ETI appropriate Administrators</p>	<p><del>Fall 2018</del> 2018/19</p>	<ul style="list-style-type: none"> <li>Job Development Recommendations: <a href="#">9/28/18</a></li> <li>SDCE Job Development Action Plan: <a href="#">2018-2019</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a>; Work-Based Learning Faculty Coordinators hired in July 2020</li> <li>Career and Job Development Services Provided at SDCE: <a href="#">Fall 2019</a></li> </ul>
<p>Develop more clearly defined career pathways that lead to intentional employment and/or apprenticeship placement of career technical certificate program graduates</p> <p>[Ongoing]</p>	<p>WD Plan identifies priority pathways with opportunities for employment placement</p> <p>Data Tracking system is determined for tracking placements and employer services/relationships</p>	<p>Data tracking system is implemented</p>	<p>Dean C&amp;CT</p>	<p>2019/20 Ongoing</p>	<ul style="list-style-type: none"> <li>SDG2CC Pre-Apprentice <a href="#">Program</a></li> <li>Student placement <a href="#">form</a> was created for when students get hired; currently collecting forms in 2020, with plan to implement spreadsheet in 2020/21</li> <li>Student tracking form in Google of all students SDCE C&amp;CT includes job services provided and job outcomes</li> </ul>
<p>Increase workforce development resources and services by 10% over 5 years</p> <p>[In progress]</p>	<p>Additional grants proposed and approved</p>	<p>Number of new grant proposals submitted annually</p> <p>Number of new grant proposals approved annually</p> <p>Amount of \$\$ brought into SDCE through grants</p>	<p>Dean C&amp;CT Director SDCE Foundation</p>	<p>2017/18 - 2021/22</p>	<ul style="list-style-type: none"> <li>Grants related to SDG2CC -TBD</li> <li>SDG2CC Pre-Apprentice <a href="#">Program</a></li> </ul>
<p><b>Objective 3.5 Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process (AP1.7) [In progress]</b></p>					
<p>Upgrade all campus classrooms which are not currently "smart" enabled</p>	<p>Increase the number of "smart" enabled classrooms</p>	<p>90% of campus classrooms are "smart" enabled, which is over the original 80% goal</p>	<p>VPA Site Dean</p>	<p>Fall 2016</p>	<ul style="list-style-type: none"> <li>Planning: ESL objective 3.3 <a href="#">Expand the number of ESL computers or laptops and podiums</a> in order to accomplish E-testing as required by the WIOA Grant</li> </ul>

<p>with an instructor district standard podium and associated equipment  <a href="#">Identify number of classrooms as baseline to determine fulfillment of "all" campus-based classrooms</a> [AP]                  [Complete]</p>			Office Manager IT		<ul style="list-style-type: none"> <li>90% campus classrooms smart enabled, evidence coming</li> <li>WIOA Technology Plan focused on upgrades and replacements: <a href="#">2016/17</a></li> <li>ESL Smart Classroom Training Workshops: <a href="#">2016-2017</a></li> <li>Chromebooks for Emeritus Program for Distance Education classes at facilities purchased in <a href="#">Spring 2019</a></li> </ul>
<p>Identify utilization needs for student computer labs:  <a href="#">Research options for establishing testing centers at each campus</a>  <a href="#">Identify labs for online testing</a> [AP]                  [In progress]</p>	<p>SDCE 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</p>	Assessment centers established at 6 campuses	VPSS Dean Counseling	2018/19 - 2021/22	<ul style="list-style-type: none"> <li>Draft Placement Assessment Room Expansion Plan to six sites: <a href="#">January 2020</a></li> </ul>
<p><b>Objective 3.6 Use the Faculty Priority Hiring Committee and the Classified Hiring Priority Committee, and associated processes and rubrics when replacing any vacating faculty and classified positions</b>                  [Complete]</p>					
<p>Create/modify and approve appropriate justification template and rubrics for each committee                  Integrate program review/strategic planning into the justification process with templates being completed for any new hire/known replacements during the <a href="#">program review integrated planning</a> process                  [Complete]</p>	<p>Provide consistency in the development of the list of priority positions                  Support provided for the program and institutional goals</p>	<p>Resource Request infrastructure developed and supported by program review and strategic planning                  Committees embedded in process with Principles and structure for providing feedback</p>	<p>Resource allocation committees                  Program Review Committee                  Dean PRIE                  PIE Committee</p>	2018/19 - 2019/20	<ul style="list-style-type: none"> <li>Strategic planning moved from spring to fall in 2018/19 to align with program review; Resource allocation was fully built in fall terms</li> <li>Resource request <a href="#">process</a> refined to include most major funding sources for Fall 2019</li> <li><a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request</a> forms (combined), and <a href="#">CTE LMI analysis</a> were established electronically in Campus Labs in 2019/20 to complement the <a href="#">Strategic Planning</a> forms established in 2018/19</li> <li>SDCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning: <a href="#">2018/19 - 2019/20-2020/21</a></li> <li>2019/20 <a href="#">Timeline</a> includes resource committee feedback</li> <li>Structure for Resource Committee Feedback based on SDCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20</a> Faculty Priority Hiring Committee Process – <a href="#">2019/20</a> Non Contract Faculty Committees Process</li> <li>Classified Hiring Priority Committee was disbanded in the 2019/20 Governance Handbook revision with plans to re-develop the committee as needed and pending increase in ability to hire (hiring freeze in 2019/20 and 2020/21)</li> </ul>

## Institutional Goal 4

### Provide SDCE employees with resources and training to increase the quality of instruction and services

Objective 4.1 All new employees will be oriented to continuing education within their first term of hire beginning Fall 2016 [Complete]					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
<p>Evaluate summer 2016 summer student services onboarding process</p> <p>Develop an onboarding process for faculty, staff and administrators by Fall 2017</p> <p>[Complete]</p>	<p>Process refined to inform the rest of the institution</p> <p>All new hires on boarded utilizing new processes and procedures</p>	<p>SDCE Passport to Success Institution-wide Attendees:</p> <p>2016/17 - 37 contract faculty 2017/18 - 13 contract faculty, 25 classified, 1 administrator 2018/19 - 10 contract faculty, 9 adjunct faculty, 19 classified, 1 administrator 2019/20 - 11 contract faculty, 7 adjunct faculty, 20 classified</p> <p>Total contract - 71 Total adjunct - 16 Total classified - 64 Total administrators - 2</p>	<p>Passport Coordinator PD/FLEX Coordinator</p>	<p>2016/17-2020/21</p>	<ul style="list-style-type: none"> <li>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.)</li> <li>Passport to Success Programs for all: <a href="#">Fall 2019</a> - <a href="#">Spring 2019</a> - <a href="#">Fall 2017</a></li> </ul>
Objective 4.2 Current employees will have the opportunity to participate in professional development activities annually to enhance their teaching, customer service, technology, and leadership skills in alignment with SDCE's and SDCCD's strategic goals, and in support of student success - beginning in Spring 2017 (AP3.1) [Ongoing/In progress]					
<p>Provide faculty, staff and administrators professional development opportunities for implementation of best practices in teaching and learning, assessment, customer service and leadership [AP]</p> <p>[Ongoing]</p>	<p>Increase in best practices professional development activities</p> <p>Increase in the number of instructors trained in best practices</p> <p>Increased knowledge and skills in target subject</p> <p>Increased practice of skills learned</p>	<p>Lists/documentation of many types of professional development for all stakeholders</p>	<p>VPSS VPI VPA Office Managers Program chairs PD/FLEX Coordinator</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>Professional development activities provided for all employment types since 2015, 5-Year SDCE Professional Development Overview Report for Accreditation Updates: <a href="#">2015-2020</a></li> <li>FLEX Coordinator position (.5) revised and re-hired as full-time (1.0) PD/FLEX Coordinator to coordinate professional development for all employees in <a href="#">Fall 2019</a></li> <li>Flex Day Schedule: <a href="#">Fall 2018</a></li> <li>Flex Day Schedule: <a href="#">Fall 2019</a></li> <li>SDCE Diversity and Inclusion Events: <a href="#">Spring 2018</a></li> <li>Safe Zone Training: <a href="#">Spring 2018</a></li> <li>Creating LGBTQ Safe Zones at SDCE, ECC: <a href="#">Fall 2018</a></li> <li>Staff Training and Retention (S.T.A.R.) Conference, <a href="#">2018 - 2019 - Planned 2020 Conference</a> converted to online offerings due to COVID campus closures</li> <li>The PD/FLEX Coordinator supports Classified Professionals in a variety of activities, related to conference attendance (e.g. Customer Service <a href="#">Training</a>: Certification for Higher Education Professionals attended by two SDCE Office Managers in 2019/20 and the <a href="#">2019 NCORE Conference</a></li> <li>Classified Professional staff organized the Online Professional Development Collaborative which is now meeting weekly to discuss and plan online professional development opportunities for staff; The PD/FLEX Coordinator is a member, providing</li> </ul>

					<p>support and connecting staff to professional development activities, including an online EEO Training; Mental Health and Vision Resources webinars</p> <ul style="list-style-type: none"> <li>• The Online Professional Development Collaborative supports the efforts of SDCCD District Office to bring more professional development opportunities targeted to Classified staff (short sessions provided at several campuses; online offerings), including the following in 2019/20: <ul style="list-style-type: none"> <li>○ Mindfulness Series of 4 Workshops</li> <li>○ Safety Trainings: 4 Situational Awareness Trainings</li> <li>○ Ongoing <a href="#">Keenan Colleges Online Trainings</a></li> <li>○ Ongoing <a href="#">EEO &amp; Diversity Trainings</a> - certifies employees to become EEO representatives, chairpersons, and screening committee members</li> </ul> </li> </ul>
<p>Modify membership and mission of the Professional Development Committee to include representation from all SDCE staff and review current technology training opportunities [AP]</p> <p>[In progress]</p>	<p>Professional development coordinated and accessible to all faculty and staff</p>	<p>Shared governance manual modified and approved</p>	<p>Professional Development Committee PD/FLEX Coordinator</p>	<p>2016/17-2020/21</p>	<ul style="list-style-type: none"> <li>• Technology-Related Flex Trainings: <a href="#">2015-2019</a></li> <li>• Full time PD/FLEX Coordinator hired <a href="#">Fall 2019</a></li> <li>• Professional Development Committee Governance Handbook page approved in <a href="#">Spring 2020</a> with revised membership</li> <li>• Shift from membership to focus to technology training opportunities, outcomes, and measurement - Distance Education coordinator joined May 2020 meeting</li> </ul>
<p><del>Determine measurement and collection mechanism for the collection of evidence of PD utilization in the classroom and applied to programming and curriculum development</del> Determine how to collect evidence and measure professional development utilization in the classroom, and in the workplace, and apply to programming and curriculum development [AP]</p> <p>[Complete]</p>	<p>SDCE able to determine impact of professional development activities on student success</p>	<p>Measurement for assessment implemented</p>	<p>Professional Development Committee Faculty PD/FLEX Coordinator</p>	<p>Spring 2019</p>	<ul style="list-style-type: none"> <li>• Annual FLEX planning and evaluation surveys completed and reported since 2015, FLEX Reporting Overview: <a href="#">2008-2019</a></li> <li>• Collaboration between PD/FLEX Coordinator and PRIE Office to add new questions related to impact of professional development on student success, FLEX Survey Report: <a href="#">Spring 2019</a></li> </ul>

<p>Evaluate an increase in the number of flex days Evaluate increasing the number of flex days and staff participation in professional development (Baseline = 2016/17 data) [AP]</p> <p>[Complete]</p>	<p>Increase in opportunities for distance education and online learning</p>	<p>Increase in faculty and classified staff attendance in professional development activities</p> <p>SDCE Passport to Success faculty and staff attendees: 2016/17 - 37 contract faculty 2017/18 - 13 contract faculty, 25 classified 2018/19 - 10 contract faculty, 9 adjunct faculty, 19 classified 2019/20 - 11 contract faculty, 7 adjunct faculty, 20 classified</p> <p>Total contract - 71 Total adjunct - 16 Total classified - 64</p>	<p>VPI Academic Senate Classified Senate PD/FLEX Coordinator</p>	<p>2018/19</p>	<ul style="list-style-type: none"> <li>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.</li> <li>SDCE Instructional Improvement (Flex) Handbook: <a href="#">2018/19</a></li> <li>Increased staff participation in professional development through Staff Training and Retention (S.T.A.R.) Conference, <a href="#">2018 - 2019 - Planned 2020 Conference</a> converted to online offerings due to COVID campus closures</li> <li>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.): <a href="#">Fall 2019</a> - <a href="#">Spring 2019</a> - <a href="#">Fall 2017</a></li> </ul>
<p>Identify funding for Administration professional development activities</p> <p>[Complete]</p>	<p>Increase in opportunities for administration professional development</p> <p>Increased collaboration</p>	<p>Professional development activities tied to resource allocation process to increase cross-functional collaboration</p>	<p>PD/FLEX Coordinator</p>	<p>2019/20- 2020/21</p>	<ul style="list-style-type: none"> <li>Full time PD/FLEX Coordinator hired <a href="#">Fall 2019</a></li> <li>Program level administrator professional development in resource allocation process via manager submittal</li> <li>List of cross-functional professional development conferences developed and managed by PD/FLEX Coordinator in 2019/20 for the <a href="#">2020/21</a> budget cycle (for administrators, staff, and faculty when un-funded by senates)</li> </ul>
<p>Develop (as needed) and conduct a technology training needs survey (if not already done)</p> <p>[Complete]</p>	<p>Faculty and staff versed in technology to support their work</p>	<p>Survey conducted</p>	<p>PD/FLEX Coordinator</p>	<p>2017/18</p>	<ul style="list-style-type: none"> <li>Annual FLEX planning and evaluation surveys completed and reported since 2015, FLEX Reporting Overview: <a href="#">2008-2019</a></li> </ul>
<p><b>Objective 4.3 Create and maintain an annual technology plan as part of the resource allocation process(AP4.2) [Ongoing]</b></p>					
<p>Conduct an inventory of current administrative equipment</p> <p>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 [AP]</p> <p>[Ongoing]</p>	<p>Schedule of technology replacements determined along with resource allocation plans</p>	<p>Inventory assessed yearly and technology replaced according to schedule</p> <p>Master Plan developed and regularly updated</p>	<p>VPA Technology Committee</p>	<p>2018/19 Ongoing</p>	<ul style="list-style-type: none"> <li><a href="#">Master Technology Plan</a> developed; Last updated 5/16/19; Will update with each Strategic Plan cycle beginning fall 2021</li> <li>Inventory of current administrative equipment is nearing completion; Expected completion in September 2020</li> <li>Master Replacement Schedule estimated completion in September 2020</li> </ul>

<b>Objective 4.4 Automate student assessment <del>Develop specifications and identify system for course and program completion tracking to improve access to student completion and success data by 2021</del> (AP4.3) [Complete]</b>					
<del>Obtain student tracking and Assessment technology</del> Implement electronic CASAS testing [AP]  [Complete]	Immediate access to student test scores and analysis	CASAS progress assessment modality taken online (off-site remain on paper)	VPI VPSS	Fall 2016	<ul style="list-style-type: none"> <li>CASAS student progress assessment moved from paper to online in fall 2016 for ESL and ABE/ASE</li> </ul>
<b>Objective 4.5 Develop a sustainable and efficient process for the collection of instructor attendance paperwork prior to the implementation of PeopleSoft [Complete]</b>					
Conduct a business process review and determine possible changes  [Complete]	Attendance paperwork submission process sustainable and efficient	Business process documented	VPI Curriculum Analyst Instructional Support Analyst	2019/20	<ul style="list-style-type: none"> <li>Regular review of attendance reporting guidelines, update as necessary</li> <li>Communicate via email distribution attendance reporting guidelines each semester to faculty and staff</li> <li>Hold regular attendance meetings with managers and staff to review current process, discuss positive/pain points in current processes, and identifies opportunities for improve</li> <li>In 2019 process was implemented to provide faculty teaching at certain off campus locations to submit their attendance paperwork via inner office mail to improve attendance reporting submission process</li> </ul>
<b>Objective 4.6 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 (AP 4.1) [Deferred]</b>					
<del>Determine schedule of pilot programs</del> <del>Determine needs and analyze software available</del> <del>Determine Budget Source</del> <del>Contract staff to build access database or improve upon current Office Skills dB.</del> Determine access to data for student programs completers/non-completers and workforce placement [AP]  [Deferred]	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	Spring 2021 (in alignment with new student system implementation)	<ul style="list-style-type: none"> <li>Deferred due to District extension of the new student system implementation</li> </ul>

## Institutional Goal 5

### Strengthen institutional effectiveness through integrated planning and resource allocation

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
<p>Create an Institutional Effectiveness Office with a minimum 4 person staffing and develop office's infrastructure [AP]  [Complete]</p>	<p>PRIE Office staffed</p> <p>PRIE website for information sharing</p> <p>PRIE Policies and Procedures Manual completed; shared with constituents</p>	<p>Dean, Research Analyst, Research Associate, Admin Tech hired</p> <p>Fully functioning PRIE website</p> <p>Expanded website including program review, accreditation, outcomes, planning</p>	Dean PRIE	2016/17-2018/19	<ul style="list-style-type: none"> <li>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: <a href="#">PRIE Website</a> - <a href="#">PRIE Accreditation Website</a></li> <li>Developed <a href="#">2016-2021 Strategic Plan</a></li> <li>OIE Policies and Procedures manual cancelled to attribute resources to expansion of PRIE website to include Program Review, Accreditation, and Outcomes pages and documents</li> </ul>
<p>Develop a five-year Strategic Plan  [Complete]</p>	<p>Five-Year Strategic Plan completed and shared with SDCE constituents</p>	<p>Plan approved for recommendation by Strategic Planning Committee and Participatory Governances groups</p> <p>Plan posted to PRIE website</p>	Dean PRIE	2016/17	<ul style="list-style-type: none"> <li>Integrated Planning established on six-year cycle in 2016/17 via <a href="#">SDCE 2016-2021 Institutional Strategic Plan</a></li> </ul>
<p>Develop and implement a new comprehensive model for <del>Program Review (PR)</del> <a href="#">integrated planning</a> that utilizes KPIs to assess all instructional, service, and administration areas and is aligned to SDCE's budget planning cycles [AP]  [Complete]</p>	<p>Comprehensive and aligned planning framework for the institution that includes program review, strategic planning, resource allocation, and student outcomes assessment</p> <p>PR timeline revised to position completion prior to yearly budget planning and the development of a 7-year planning cycle in alignment with accreditation</p> <p>All programs and departments annually reviewed through program review</p>	<p>Administration departments added to Program Review process and program review templates re-developed</p> <p>Resource Request infrastructure developed and supported by program review and strategic planning</p> <p>Program Review and Strategic Planning aligned with annual budget planning</p>	<p>Program Review Committee</p> <p>Dean PRIE</p> <p>PIE Committee</p> <p>Resource allocation committees</p> <p>Funding and budgeting planners</p>	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>Integrated Planning established on six-year cycle in 2016/17 via <a href="#">SDCE 2016-2021 Institutional Strategic Plan</a></li> <li>Re-accredited for six fiscal years, <a href="#">2017/18-2022/23</a></li> <li>LMI analysis added to instructional program review templates in <a href="#">Fall 2016</a>; pilot resource allocation templates added</li> <li>Administrative review templates phased in beginning in 2017/18; KPIs established in planning and program review; all templates refined in 2018/19 and 2019/20 for redundancy with strategic planning</li> <li>BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> <li>Accreditation <a href="#">extended</a> 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 <a href="#">Governance Handbook</a></li> <li>Strategic planning moved from spring to fall in 2018/19 to align with program review; Resource allocation was fully built in fall terms</li> <li>SDCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning: <a href="#">2018/19</a> - <a href="#">2019/20-2020/21</a></li> <li>Structure for Resource Committee Feedback based on SDCE Principles for Prioritizing Planning, Programs, Services, and</li> </ul>

					<p>Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20</a> Faculty Priority Hiring Committee Process – <a href="#">2019/20</a> Non Contract Faculty Committees Process</p> <ul style="list-style-type: none"> <li>• Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements of integrated planning and cyclical clarity in 2019/20, Annual Cycle <a href="#">Graphic</a> - 2019/20 <a href="#">Timeline</a> - 2019/20 <a href="#">Information Packet</a></li> <li>• Resource request <a href="#">process</a> refined to include most major funding sources for Fall 2019</li> <li>• <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request</a> forms (combined), and <a href="#">CTE LMI analysis</a> were established electronically in Campus Labs in 2019/20 to complement the <a href="#">Strategic Planning</a> forms established in 2018/19</li> <li>• <a href="#">Fall trainings</a> redeveloped and increased to support integrated planning: <a href="#">2019/20 PowerPoint</a></li> <li>• KPI tracking established at institutional level within Institutional Strategic Plan and Accreditation Action Plan evidence</li> </ul>
<p>Revise Program Review Templates to include information and formatting aligned with resource allocation decisions and accreditation criteria <b>[AP]</b></p> <p><a href="#">[Complete]</a></p>	<p>Department mission statements, SLO's included in program review submission</p> <p>Program review used as a tool to inform planning and resource allocation</p>	<p>SLO included in PR templates</p> <p>Mission statements reviewed at program and institutional levels</p> <p>Program review content informs planning and accreditation</p> <p>Refined templates in Campus Labs to include questions relevant to accreditation and student success</p>	<p>Program Review Committee</p> <p>Program Review/SLO Coordinator</p> <p>PRIE Office</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>• 2019/20 SDCE Campus Labs (online) Program Review Templates: <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> templates</li> <li>• <a href="#">CTE program LMI</a> template</li> <li>• SDCE Principles for Prioritizing Planning, Programs, Services, and Resources: <a href="#">2018/19</a> - <a href="#">2019/20-2020/21</a></li> </ul>
<p><b>Objective 5.2 Systematically and annually assess the effectiveness of integrated planning and resource allocation beginning spring 2017 [Ongoing]</b></p>					
<p>Develop and annually conduct assessments of the planning and resource allocation processes</p> <p><a href="#">[Ongoing]</a></p>	<p>Annual Assessment of Planning and Resource Allocation Processes survey(s) developed and vetted</p> <p>Assessment tool developed &amp; facilitated</p> <p>Surveys conducted among constituents and reports shared to wider audience annually</p>	<p>Final survey assessment instrument vetted by the PIE Committee</p> <p>Constituent groups surveyed annually</p>	<p>PRIE Office</p>	<p>2017/18 Ongoing</p>	<ul style="list-style-type: none"> <li>• PRIE developed a <a href="#">survey</a> in partnership with the Program Review Committee for instructional programs in fall 2016; the survey addressed the seven goals of program review for 2015/16 (Cycle I); Report posted to web in March 2017</li> <li>• <a href="#">Instructional</a> program review process assessment for 2016/17 (Cycle II) continued in fall 2017, and a new <a href="#">administrative</a> review process survey was implemented with reports posted to web in January 2018</li> <li>• <a href="#">Instructional</a> and <a href="#">administrative</a> process review assessment continued for 2017/18 (Cycle III) in fall 2018 and new questions about the planning process were added with reports posted to web in March 2019</li> <li>• Program Review and planning assessment for 2018/19 (Cycle IV) continued in fall 2019, and new questions about the resource allocation process were added; <a href="#">Instructional</a> and <a href="#">administrative</a>, reports posted to the web in April 2020</li> </ul>

Objective 5.3 Assess institutional processes and procedures for efficiency and effectiveness within 3 years [Ongoing]					
<p>Conduct a Business Process Review, identify areas for improvement, and implement changes</p> <p>Identify resource (and funding?) to conduct business process review</p> <p>[Ongoing]</p>	<p>Areas for improvement identified and changes implemented</p>	<p>25% implementation rate (X of areas with changes implemented divided by number of areas targeted for improvement.)</p>	<p>VPA VPI VPSS Deans</p>	<p>2017/18 Ongoing</p>	<ul style="list-style-type: none"> <li>• The Administrative Services office has been working to improve business processes; for example               <ul style="list-style-type: none"> <li>○ Way signage projects implemented to support students: ECC campus completed in 2019/20</li> <li>○ In October 2019, the office started using Adobe sign for document signature approval and this integrates with Microsoft Office 365 applications, further increasing time savings by providing e-signature solutions within the tools that employees use every day. Employees can send documents for signature with Adobe Sign directly from Microsoft Office applications used every day such as Outlook</li> </ul> </li> <li>• Process improvement in curriculum review and approval funded through CAEP: Deans worked with the curriculum analyst for certification of 41 new programs since 2016/17; some programs were revised to short-term stackable certificates to support student completion and flexibility in scheduling: <a href="#">2016/17 - 2017/18</a> - <a href="#">2018/19</a> - <a href="#">2019/20</a></li> <li>• BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> <li>• Comprehensive system for planning and resource allocation established:               <ul style="list-style-type: none"> <li>○ Strategic planning moved from spring to fall in 2018/19 which enabled alignment with resource allocation and the budgeting cycle: Annual Cycle <a href="#">Graphic</a> - <a href="#">2019/20 Timeline</a></li> <li>○ SDCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning and resources: <a href="#">2018/19 - 2019/20-2020/21</a>; Structure for resource committee feedback incorporated based on SDCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20 FPHC Process</a> – <a href="#">2019/20 Non Contract Faculty Process</a></li> <li>○ <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request</a> forms, and <a href="#">CTE LMI analysis</a> established electronically in Campus Labs in 2019/20 to complement <a href="#">Strategic Planning</a> forms established in 2018/19 for one-stop planning</li> </ul> </li> <li>• Built out an office of student services beginning in 2016/17:               <ul style="list-style-type: none"> <li>○ Specialized student support by department, including R<sup>2</sup>S (outreach), career and college transitions, and counseling through SEP, SSSP, CalWorks, and other grants</li> <li>○ Develop all student services to remote online delivery for both on-campus and off-campus students for increased student access; Online student services parallels launch of ICOM; <a href="#">Planning began in 2019/20</a> and will continue in</li> </ul> </li> </ul>

					<p>2020/21 with phased in services; Full implementation is expected in 2021/22 (SEP/SSSP/CARES Act funding)</p> <ul style="list-style-type: none"> <li>Districtwide build out of Campus Solutions to make student and employee services and information online accessible: <a href="#">Campus Solutions</a> was implemented in 2018 in phases to replace the legacy student system with a one-stop portal to access six dashboards: college student, CE student, college faculty, CE faculty, employee, and finance; for example: the faculty and student portals were implemented to provide users with intuitive, easy-to-navigate interface that provides access to key student and faculty activities: registration and grades, class schedule, class rosters, and viewing financial aid; The employee portal allows for management of time and travel; Final stages of full implementation are currently ongoing</li> </ul>
<p><b>Objective 5.4 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. (AP5.2)</b>  <b>[In progress/Deferred]</b></p>					
<p>Create infrastructure and process to support access and use of information  <b>[AP]</b>    <span style="color: yellow;">[In progress]</span></p>	Data informed decision making	Planning & program Systems Implemented	PRIE Office	2016/17-2020/21	<ul style="list-style-type: none"> <li>Campus Labs Planning online module began development in 2016/17 and was fully implemented in fall 2018 for strategic planning; In fall 2019, the module was expanded to include program review and resource requests</li> <li>Website developed to support</li> <li>Accreditation evidence files, calendar, and infrastructure are currently under development in a pilot aligned with preparation for the mid-cycle report</li> <li>Campus Labs Outcomes module was delayed due to the Campus Solutions conversion, and is nearing completion, with full implementation in summer 2020</li> <li><a href="#">Trainings</a> on all pieces of integrated planning occur each fall</li> <li>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</li> <li>Comprehensive <a href="#">PRIE website</a> established (<a href="#">PDF</a>) by 2018/19; updated with information and reports on planning, SLOs, and accreditation annually; new student data reports added regularly; some include: <ul style="list-style-type: none"> <li><a href="#">Data dashboards</a> (annually updated)</li> <li>2018/19 CTE Enrollment, Retention, and Completion Surveys: <a href="#">PowerPoint</a> - <a href="#">All SDCE</a> - <a href="#">Healthcare</a>, <a href="#">Fashion</a>, <a href="#">Culinary</a>, <a href="#">Skilled Trades</a>, <a href="#">Child Development</a>, <a href="#">BIT</a></li> <li>2019/20 CTE Student Success <a href="#">Focus Groups</a> - journey to improve student experience, access, retention</li> <li>Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day Convening</a> - <a href="#">Kickoff event</a>- <a href="#">monthly SDCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>○ Annual Equity Reports, 2018/19 <a href="#">Retention - Transition - Completion; 2019/20 Report</a></li> <li>• 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., <a href="#">Employee</a> and <a href="#">Student</a> 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 <a href="#">marketing study</a></li> <li>• 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</li> </ul>
Data analysis of space utilization and identification of in demand and workforce demand programming to use as priority in classroom utilization <b>[AP]</b>  [Deferred]	Increase in enrollment	Increase in enrollment	VPI VPA	Spring 2021 Ongoing	<ul style="list-style-type: none"> <li>• Delayed due to system implementation; 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.</li> </ul>
Determine data to utilize and create plan for both maintenance of institutional equipment and textbooks, including funding and replacement schedule <b>[AP]</b>  [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  Dean Student Equity	2018/19 - 2020/21  2019/20	<ul style="list-style-type: none"> <li>• <a href="#">Master Technology Plan</a> developed; Last updated 5/16/19; Will update with each Strategic Plan cycle beginning fall 2021</li> <li>• Inventory of current administrative equipment is nearing completion; Expected completion in September 2020</li> <li>• Master Replacement Schedule estimated completion in September 2020.</li> <li>• Inventory of textbooks is in progress with a lending library <a href="#">form</a> and <a href="#">inventory</a>; Allied Health Inventory <a href="#">form</a>; Master replacement schedule planned</li> </ul>
Create <del>Six</del> -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 <b>[AP]</b>  [In progress]	Scheduled and regular review of plans	Action plans monitored and objectives met or redefined	PRIE Office	2016/17-2020/21	<ul style="list-style-type: none"> <li>• Integrated Planning established on six-year cycle in 2016/17 via <a href="#">SDCE 2016-2021 Institutional Strategic Plan</a></li> <li>• Re-accredited for six fiscal years, <a href="#">2017/18-2022/23</a></li> <li>• Accreditation <a href="#">extended</a> 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 <a href="#">Governance Handbook</a>)</li> <li>• Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements of integrated planning and cyclical clarity in 2019/20, Annual Cycle <a href="#">Graphic</a> - 2019/20 <a href="#">Timeline</a> - 2019/20 <a href="#">Information Packet</a></li> </ul>

<b>Objective 5.5 Create an integrated SDCE brand and marketing campaign in support of the SDCE institutional goals within three years [Complete]</b>					
<p>Revise Marketing Committee membership to be more inclusive and robust</p> <p>[Complete]</p>	<p>More constituent input</p>	<p>Marketing Committee restructured</p>	<p>Marketing Committee ARC Committee</p>	<p>2019/20</p>	<ul style="list-style-type: none"> <li>Marketing Committee merged with ARC Committee in Spring 2020; A sub-committee was created called Outreach and Marketing Sub-Committee</li> </ul>
<p>Assess current state of brand; Create process for creating brand</p> <p>Conduct community research; Benchmark best practices and effectiveness of other institutions</p> <p><del>Create a branding manual including standard language to submit with grants; Implement branding strategy</del></p> <p>[Complete]</p>	<p>Starting point identified</p> <p>Infrastructure create to support process</p> <p>Data used to determine branding strategy</p> <p>Obtain ideas from successful strategies</p> <p>Brand identified</p>	<p>Brand in place</p>	<p>President Safety and Facility Committee EGC</p>	<p>2018/19</p>	<ul style="list-style-type: none"> <li>Safety and Facility Committee took recommendation to EGC in spring 2019; EGC and president approved the continuation of the current SDCE brand; as a result new branding manual and strategy un-needed</li> <li>Since we've made this decision, other noncredit institutions have changed their names to continuing education as well, including: MiraCosta Continuing Education and North Orange School of Continuing Education</li> </ul>

## SDCE Planning Framework Definitions

Goals	Defined as all-encompassing statements about the general direction of San Diego Continuing Education.
Objectives	The methods for attaining goals; 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 Goal(s), they may describe complex institution services functions involving multiple offices and/or departments; Action steps are reviewed 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 goals 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

## Original and Updated Plans

2016-2021 Institutional Strategic Plan ([Finalized](#) Spring 2016)

Accreditation Action Plan (Finalized Spring 2017) - Accreditation Action Plan ([Updated](#) 2017/18)

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