

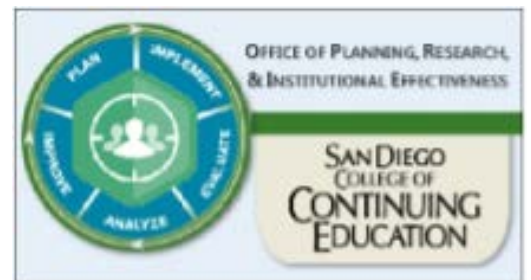
Prepared by:  
SDCCE Office of Planning,  
Research, and Institutional  
Effectiveness

June 2022

San Diego College of  
Continuing Education

# Institutional Strategic Master Plan

2022/2023-2028/2029



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# 01 | CONTEXT AND PURPOSE



## Message from the President

San Diego College of Continuing Education (SDCCE) is the largest noncredit institution for adult education in the state of California. SDCCE serves 30,000 students annually at seven campuses throughout San Diego and at hundreds of off-campus locations such as community centers and libraries.

SDCCE students attend classes for various reasons and no two students are alike. Some have not been to school for years and are returning to achieve a high school diploma or to learn relevant job skills to help them succeed in a career or in credit college. Many come to classes to learn how to speak English or to obtain Citizenship, others still are continuing education beyond working years and attend classes to keep minds and bodies active as part of lifelong learning. Regardless of why students come, or which students come, our mission is to make students successful by helping them meet and exceed their educational goals.

This Strategic Master Plan emphasizes equity. An organization the size of SDCCE needs structure and process to help students achieve. We have experts in our faculty, in our staff, in our administrators—and in our students—and when we bring all of the experts together, we are not only honoring the concept of equity, we are positioning ourselves to accomplish great success.

Equity takes its shape in various forms throughout education. SDCCE embraces the importance of considering inclusion and justice in serving students. The institutional goals and objectives were determined through student, employee, and community input using various methods including surveys, forums, and committee meetings. The department, program, and institutional infrastructure goals and objectives were developed and submitted through annual strategic planning using the institution's goals and objectives as guideposts. Activities within the Institutional Strategic Plan were developed by extracting themes from goals and objectives submitted during annual strategic planning by representatives of programs, departments, committees, and major funding plans.

The final Institutional Master Plan and the Institutional Strategic Plan were submitted to the Planning and Institutional Effectiveness Committee, the Academic Senate, the Classified Senate, President's Cabinet, Executive President's Cabinet, and the Executive Governance Council. All groups recommended to the President that the plan be approved and implemented.

Sincerely,

A handwritten signature in black ink that reads "Kay Faulconer Boger". The signature is written in a cursive, flowing style.

Kay Faulconer Boger, Interim President  
San Diego College of Continuing Education



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## Planning in Context

Strategic planning is a critical component of the integrated planning cycle and sets priorities for addressing areas of critical importance to the institution. The Strategic Master Plan establishes a seven-year strategic planning direction for the San Diego College of Continuing Education. Institutional goals and objectives guide the development of specific actions SDCCE intends to take in order to achieve the institution's goals.

The Strategic Master Plan is a guiding planning document that includes:

- » Context and Purpose of Planning
- » College and Community Information
- » Institutional Goals
- » Short- and Long-Term Institutional Objectives
- » Major SDCCE-Related Funding Plans and SDCCE Strategic Plans

Another primary guide is the Institutional Strategic Plan, which comprises the institutional goals and objectives, AND institutional activities. Objectives in SDCCE's infrastructure action plans and program/department strategic plans were prioritized into these critical activities within the Institutional Strategic Plan and support achieving the institution's goals and objectives. The Institutional Strategic Plan also includes expected outcomes, key performance indicators (outcome measures of completion), responsible parties for implementation and reporting of their action steps/projects, and a space to document evidence of completion and highlight successes.

The Institutional Strategic Plan is reviewed annually, with an expectation that activities may be revised, added, or cancelled as the institution adapts to changing student and community needs.

The Office of Planning, Research, and Institutional Effectiveness (PRIE) facilitates implementation and monitoring of the Institutional Strategic Plan, which is critical for accountability. This responsibility includes:

- » Managing the overall planning timeline and developing appropriate processes
- » Requesting funding for oversight through resource allocation
- » Providing data, as available, to assess the success of the plan's implementation
- » Collaborating with responsible person(s) to assess activity progress and gather evidence
- » Documenting the activities, progress, and outcomes for annual progress reports

The undersigned faculty, classified staff and administrative representatives have agreed upon the San Diego College of Continuing Education Strategic Master Plan and Institutional Strategic Plan.



Kay Faulconer Boger, Interim President



Jessica Luedtke, Dean Planning, Research and Institutional Effectiveness



John Bromma, Academic Senate President



Neill Kovrig, Classified Senate President

## Document Overview

The Strategic Master Plan is a guiding planning document that includes:

### Context and Purpose of Planning

- » Introduction, context and purpose
- » SDCCE driving principles (Mission, Vision, Values, Institutional SLOs)
- » Explanation of the planning framework at SDCCE
- » Institutional strategic goals

### College and Community Information

- » Description of the College's campus locations, programs, and services
- » Student profile and enrollment information
- » Description of SDCCE's continuous quality assessment
- » Academic program student achievement outcomes
- » Student and employee experience and planning feedback
- » Environmental scan of the San Diego region and labor market
- » SDCCE program growth considerations
- » Planning implications (challenges and opportunities), which are based upon a profile of the college and community, student and community surveys, and planning activities

### Institutional Goals and Objectives

- » Institutional goals
- » Short and long-term institutional objectives

### SDCCE Plans

- » Descriptions of major funding plans impacting SDCCE instruction and services
- » Description of the College's Infrastructure Action Plans
- » Description of the educational strategic plans for instructional programs, student support services strategic plans, and institutional support strategic plans
- » Description of SDCCE's governance groups and committee goals

### Planning Resources

- » References, Acronyms and Appendices



# San Diego College of Continuing Education Driving Principles

## Mission, Vision and Core Values

### Mission

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

### Vision

To be the leader in innovative education that transforms students' lives.

### Core Values

We, the San Diego College of Continuing Education faculty, staff, and administration of San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared decision-making; and we honor creativity and innovation.

## Institutional Student Learning Outcomes

### Social Responsibility

San Diego College of Continuing Education students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

### Effective Communication

San Diego College of Continuing Education students demonstrate effective communication skills.

### Critical Thinking

San Diego College of Continuing Education students critically process information, make decisions, and solve problems independently or cooperatively.

### Personal and Professional Development

San Diego College of Continuing Education students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.



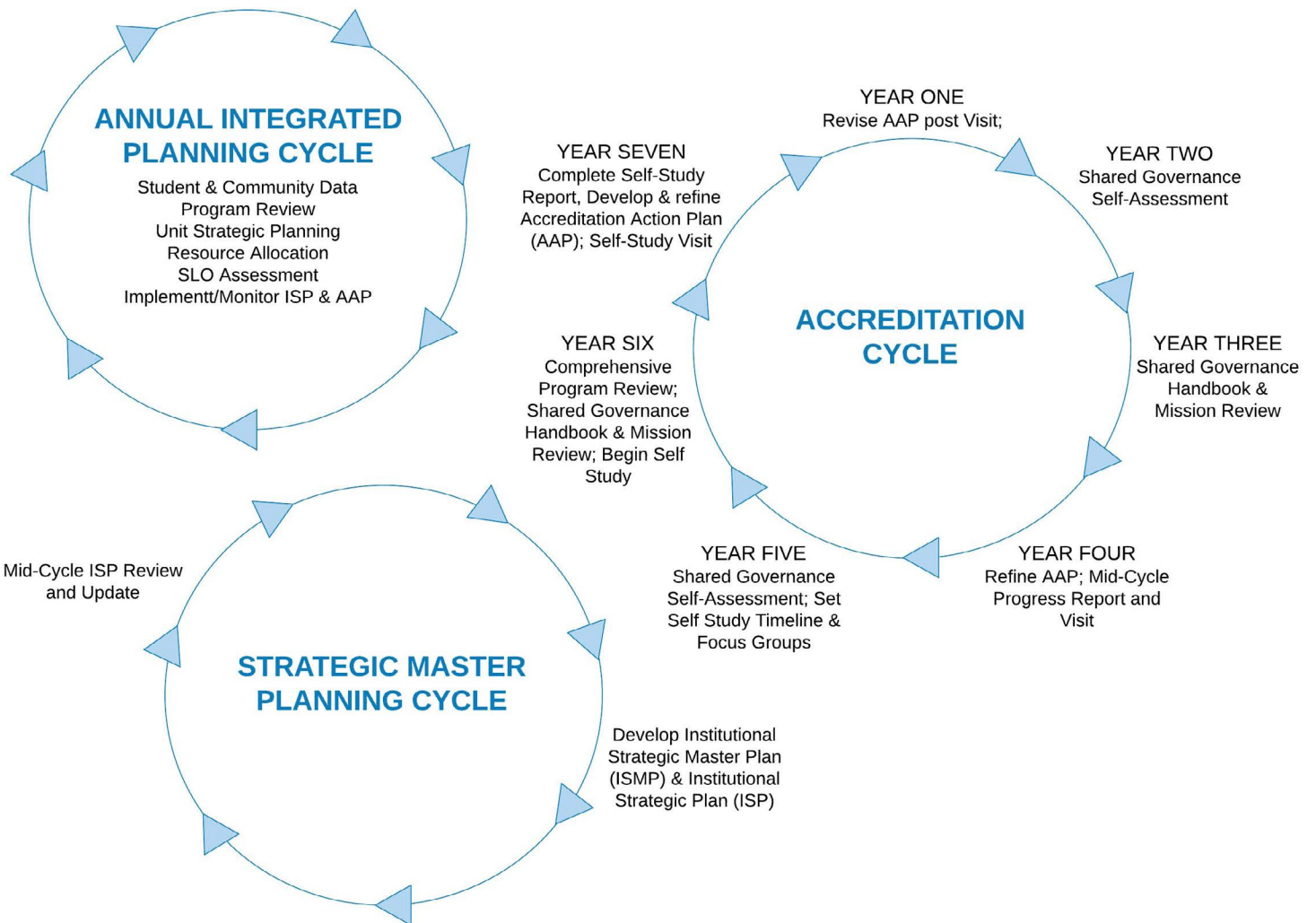
# Strategic Planning Framework and Process

## SDCCE Planning Cycles

Integrated Planning at SDCCE encompasses both annually completed and cyclically completed activities.

The Accreditation Cycle and the Strategic Master Planning Cycle guide planning at SDCCE, with strategically placed review and refinement of planning documents and activities.

The Annual Integrated Planning cycle provides a venue for continuous self-assessment and flexible strategy building that provides a connection to the assessment of resources and budgeting.



Note. Planning cycles subject to change.

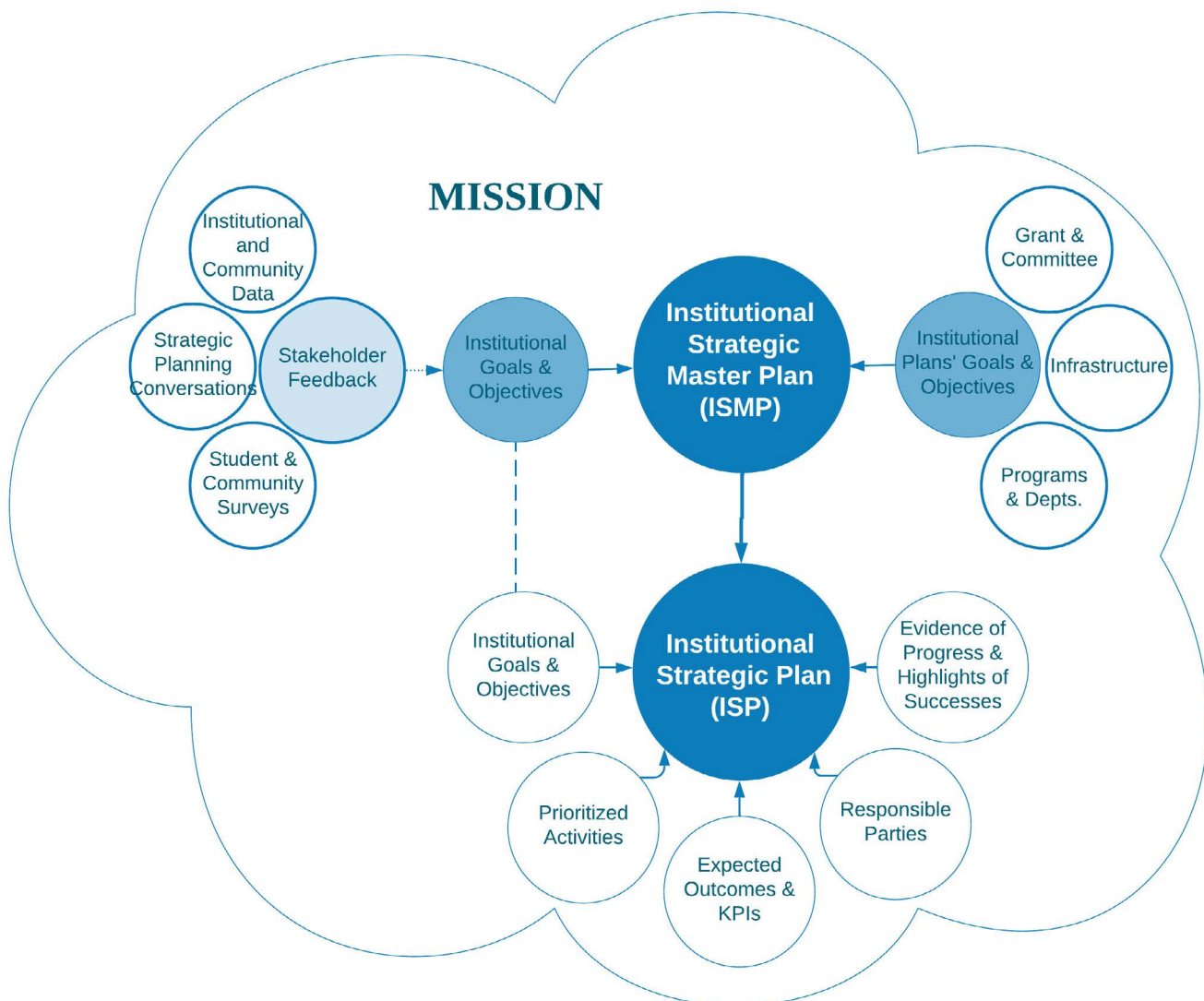


## Strategic Planning Framework and Process

Development of the Institutional Strategic Master Plan (ISMP) and Institutional Strategic Plan (ISP) occurred over 15 months, beginning with setting the institution's goals and objectives. The Planning and Institutional Effectiveness (PIE) Committee and the Office of Planning, Research and Institutional Effectiveness (PRIE) facilitated opportunities for planning input and feedback throughout the planning process.

A process was put in place to:

- » Obtain constituency input on critical planning needs
- » Identify and analyze relevant research information with key constituents
- » Develop institutional strategic goals and objectives
- » Obtain constituency feedback on goals and objectives
- » Develop unit and infrastructure plans that support the institution's goals and objectives
- » Prioritize institutional strategic activities that support the institution's goals and objectives
- » Develop and obtain constituency feedback on the ISMP and the ISP



# Strategic Planning Framework and Process

## Developing the Institutional Strategic Master Plan and Institutional Strategic Plan

Five facilitated institution-wide planning discussions kicked off master planning in April 2021, with nearly 70 faculty, classified professionals, and administrators participating in five planning sessions that contained 16 themed small group guided discussions designed to:

- » Communicate the timeline and importance of strategic planning
- » Identify strengths, challenges, opportunities, and risks (SCOR)
- » Identify and prioritize critical planning needs for the institution

See Appendix A for the planning conversations activity framework.

In May, student and community planning surveys were conducted for constituency input.

Between June and August, the PIE Committee, program and department administrators, and executive leadership met to review constituency feedback and data and information to support planning; to synthesize themes and discuss issues; and to draft the institutional goals and objectives (see Appendix B for data-informed discussion framework with managers). In September, the goals and objectives were reviewed by governance committees and accepted by Executive Governance Council

Join San Diego College of Continuing Education's

## PLANNING CONVERSATION SESSIONS

SDCCE is engaging in the development of a new Institutional Strategic Plan and we need your input!

**Who should participate?** All employees from across all areas of the institution.

**Why should I participate?** We need your help to shape the strategic direction of the institution through conversations and feedback so these priorities best serve the short- and long-term needs of our students and community.

**What will we do in the sessions?** Participants will be able to take part in small group conversations, discuss ideas and provide feedback that will be used to craft our institution's goals and objectives.

Your input is important! You can participate in one or all of the sessions and choose a new breakout room each time!

### Planning Conversation Sessions:

Friday, April 16	11:00 – 12:30
Tuesday, April 20	12:00 – 1:30
Wednesday, April 21	3:00 – 4:30
Friday, April 23	1:00 – 2:30
Monday, April 26	4:00 – 5:00

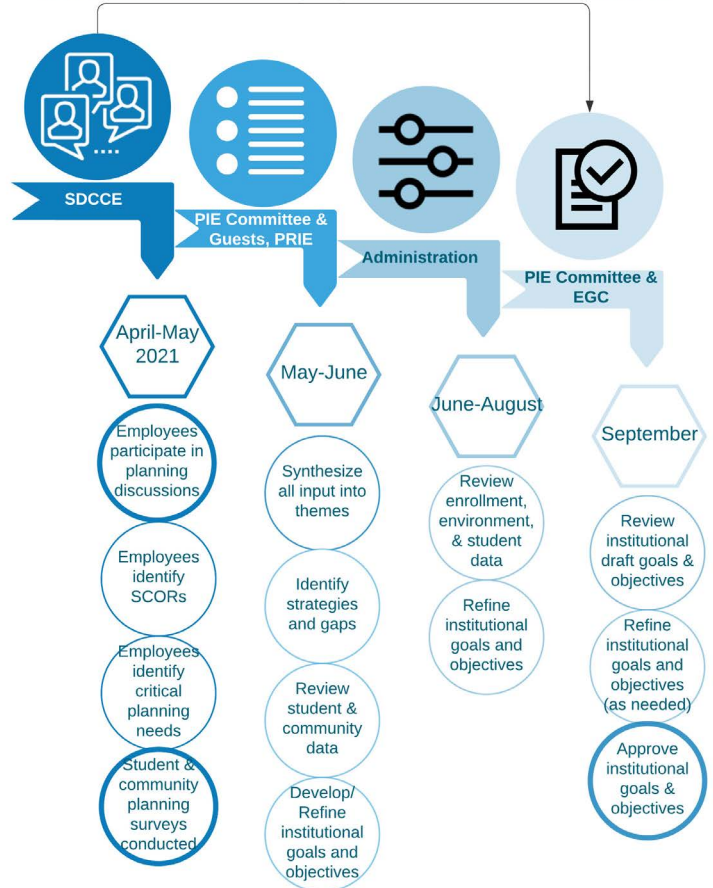
**RSVP by emailing Margaret Posner at [mposner@sdccd.edu](mailto:mposner@sdccd.edu) with the conversation session date(s) that you are interested in joining. After sending your RSVP email, you will receive an email with the Zoom link(s) to join the conversation session(s) you selected.**

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### Institutionwide Planning Input - Set Goals and Objectives

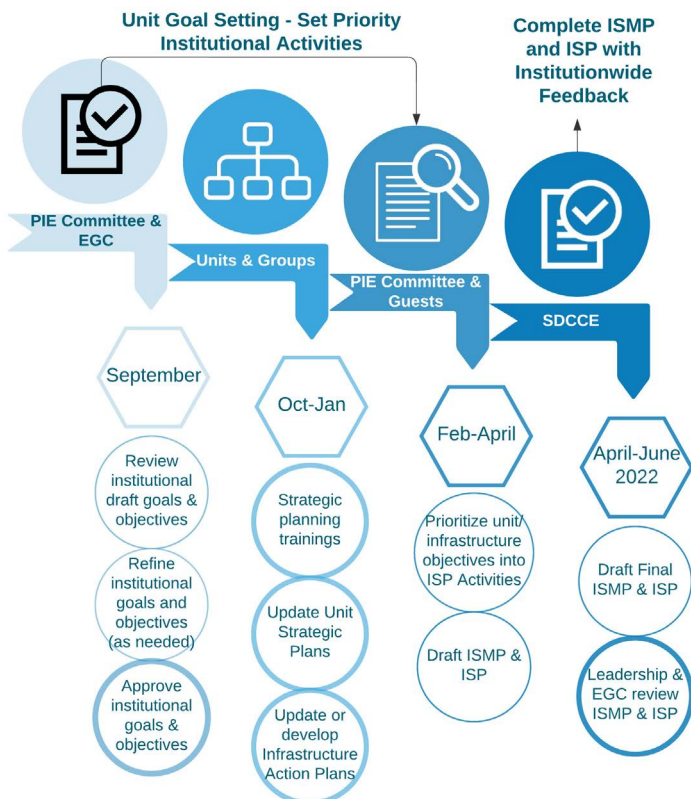


## Strategic Planning Framework and Process

The Covid-19 pandemic has and will continue to change the way we support our students and employees and how we offer our programs and services. Planning with these impacts in mind were important moving into fall. Our role in the economic recovery will be important in supporting our students and community. Therefore, focus on equity-driven student enrollment and completion were key drivers in building program and department activities.

Between October and January instructional programs, student support departments, and administrative departments conducted strategic planning, with an eye to short and long-term planning directed around the institution's newly approved goals. Similarly, select committees developed SDCCE's infrastructure action plans. Stakeholders were supported with data sessions and planning trainings to facilitate robust planning.

The PIE Committee and strategic planning consultants Brailsford & Dunlavey (B&D) prioritized unit and infrastructure plan objectives as activities supporting the institutional strategic plan goals and objectives throughout February to April, 2022. In March, meetings to engage PIE Committee members and guests, managers and the executive team, students, and an institution-wide forum were held to ensure wide stakeholder feedback and input. Executive President's Cabinet, President's Cabinet, the Academic Senate, the Classified Senate, and the PIE Committee reviewed the final draft ISMP and ISP in May. Both documents were accepted by EGC in June 2022.



Join San Diego College of Continuing Education's Final

# STRATEGIC PLANNING CONVERSATION SESSION

We would like to thank our employees for engaging in the development of our new Institutional Strategic Plan during Spring 2021's planning conversations. Your feedback directly contributed to the development of the Institution's new Goals and Objectives. This past fall, SDCCE's programs, departments, and infrastructure planning groups engaged in strategic planning, and we'd like to engage your feedback one more time as the institution prioritizes activities from these plans as activities that support the institution's ongoing goals.

**Who should participate?** Employees from across all areas of the institution.

**Why should I participate?** We need your help to shape the strategic direction of the institution through conversation and feedback so SDCCE's activities best serve the short- and long-term needs of our students and community.

**Planning Conversation Session**  
**Friday March 18th 11am-noon**

RSVP by emailing Debi King at [dking002@sdccd.edu](mailto:dking002@sdccd.edu). After sending your RSVP email, you will receive an email with the Zoom link to the session. Please add this special event to your calendars!

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## Strategic Planning Framework and Process

### Facilities Master Plan (FMP) and Strategic Plan Coordination

SDCCE engaged facilities planning consultants, Moore Ruble Yudell (MRY), to engage in a collaborative Facilities Master Plan (FMP) development process resulting in a FMP that serves as a physical planning framework for campus architecture and site development and guides future physical decision-making. The FMP comprises the following strategic themes for facilities assessments and priorities:

#### FMP Strategic Themes

- » Identity and Wayfinding
- » Access, Mobility, and Circulation
- » Safety and Security
- » Campus Life
- » Maintenance, Operations, and Service
- » Sustainability and Resiliency
- » Technology
- » Capacity and Expansion
- » **Diversity, Equity, and Inclusion** is integrated at the center of all facilities strategic themes.

The SDCCE Facilities Master Plan (FMP) and SDCCE Institutional Strategic Master Plan are interlocked and aligned. As part of the strategic planning process, the SDCCE planning team engaged with Facilities Planning Consultants, MRY, and its Planning Team, Brailsford and Dunlavey. The process is documented in the FMP:

*“As part of the FMP process, MRY engaged Brailsford and Dunlavey (“BandD” or the “Planning Team”) to complete a peer review of the institution’s Strategic Plan update including a draft of its institutional goals and objectives. BandD’s review and recommendations focused on the FMP alignment and coordination with the Strategic Plan’s development of institutional goals and objectives.*

*The FMP and Strategic Plan informed the development of the other. Further, another component of BandD’s peer review was to provide considerations for future educational master planning by the District based on facilities needs and anticipated growth of certain programs. ...The six [institutional strategic plan] goals were consistent with FMP themes and topics during the stakeholder engagement process and reveal a comprehensive need to grow in critical areas not previously addressed in past goals and objectives for the District. Each goal was supported by several institutional objectives that defined how the goals should be implemented by faculty and classified professionals.” (SDCCE Facilities Master Plan, page 16)*

# Institutional Goals

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## Student Enrollment and Programming

**Institutional Goal 1:** Grow enrollment to support our community and meet district targets

## Student Experience and Pathways

**Institutional Goal 2:** Enhance the student experience and clarify student pathways

## DEIAA

**Institutional Goal 3:** Cultivate a culture of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA)

## Organizational Effectiveness

**Institutional Goal 4:** Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities

## Partnerships

**Institutional Goal 5:** Enhance internal and external partnerships

## Stewardship Of Resources

**Institutional Goal 6:** Develop sustainable, efficient, and transparent organizational and fiscal practices



02

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**College and  
Community  
Information**



## About San Diego College of Continuing Education

San Diego College of Continuing Education (SDCCE) has been providing adult education services to the city of San Diego for over a century, with 2019 marking its 105th anniversary. Originally a part of the San Diego Unified School District, and since 1970 a part of the San Diego Community College District (SDCCD), the institution has become a major provider of college preparation and career technical education programs, and is a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego.

Over the past five years, on average, SDCCE served over 30,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is one of the largest separately accredited noncredit continuing education institutions in California.

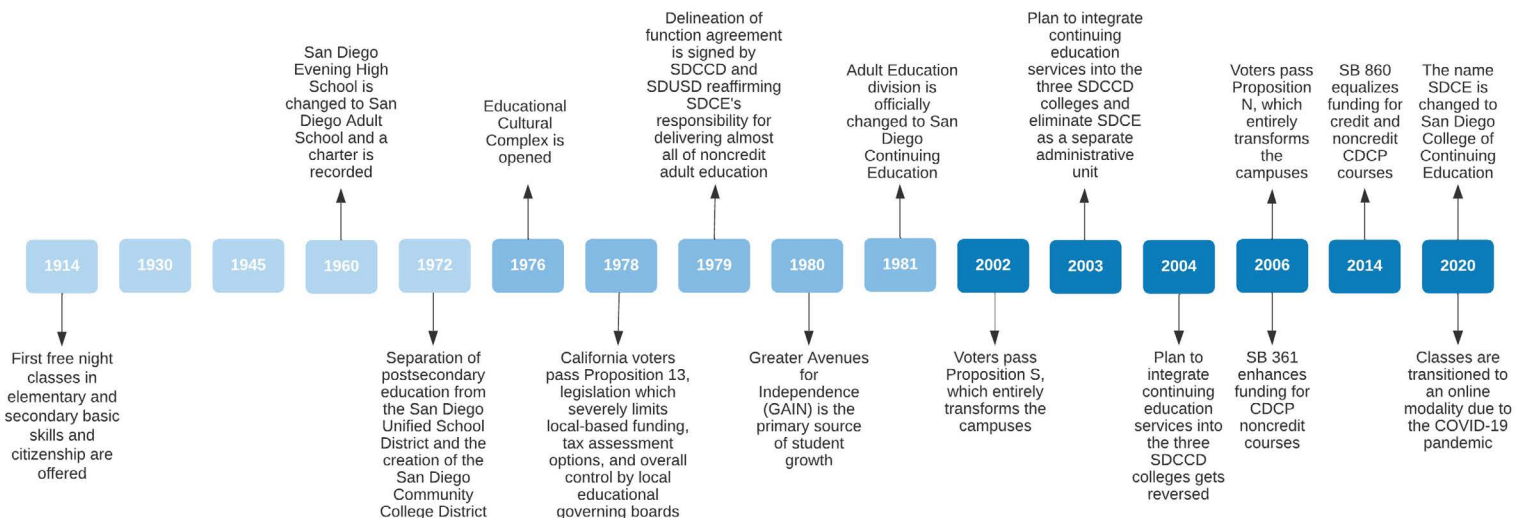
SDCCE programs enhance student income and employment potential, and facilitate transition to further education, including certificate programs in basic skills, career technical education, English as a second language (ESL), disability and support services, emeritus, community education general interest classes, and customized contract training classes designed for the military and the business sector.

SDCCE was one of the first noncredit institutions in the U.S. to be separately accredited by the Western Association of Schools and Colleges (WASC). The administrators, faculty, and staff are highly qualified with many holding master's and doctoral degrees.

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# About San Diego College of Continuing Education

## Campuses and Locations

SDCCE has five campuses, two satellite facilities located on SDCCD credit college campuses, and many community and neighborhood locations across San Diego. SDCCE's main facilities are:

Educational and Cultural Complex (ECC)

- » Educational and Cultural Complex (ECC)
- » Mid-City campus
- » West City campus
- » César E. Chávez campus
- » North City campus
- » North City campus administers SDCCE's two satellite facilities: CE at Mesa College and CE at Miramar College

## SDCCE Programs and Services

SDCCE offers classes in six noncredit program categories (CB22) that are eligible for state apportionment, as set in California education code (§84757(a); §84760.5) and California title 5 (§58160) regulations.

SDCCE organizes its 13 programs based on student pathways. Programs continuously revise their instructional offerings to keep up to date with changing requirements of the state economy, labor market, industry specifications, higher education standards, and student needs.

CB22	Noncredit Eligibility Categories	SDCCE Programs and Pathways
A	ESL	ESL & Citizenship
C	Elementary & Secondary Basic Skills	High School Diploma/High School Equivalency & Basic Skills
E	Courses for Persons with Substantial Disabilities	Disability Support Programs and Services (DSPS)
H	Courses for Older Adults	Emeritus (for age 55+)
I	Short-Term Vocational Program/Career Technical	Automotive Business & Accounting Child Development Clothing & Textiles Digital Media & Programming Healthcare Hospitality & Culinary Arts Information Technology Skilled & Technical Trades
J	Workforce Preparation	[Built into SDCCE Pathways]





## About San Diego College of Continuing Education

**State Supported Programming.** The bulk of SDCCE instructional programs are funded through a Full-Time Estimated Student (FTES) calculation of attendance hours. FTES are also majority funded as Career Development and College Preparation (CDCP) programming. California community college funding legislation (SB361, Scott 2006) established a CDCP program, through which, colleges are eligible for “enhanced” funding for ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation courses that lead to a certificate of completion or competency. FTES for courses that do not meet this eligibility are funded at the “Regular” funded rate (e.g., DSPS, Emeritus, courses not in a program). State and federal grant and categorical funding streams further support SDCCE programs and services.

**FTES (Full Time Equivalent Students).** FTES data are critical as this number drives SDCCE’s budget. On average, over the 2016/17 – 2020/21 period, the ESL program generated the largest amount of FTES at 39% of the total FTES, followed by Emeritus at 18% of the total FTES.

Overall Program	2020/21	2016/17-2020/21 Average	2016/17-2020/21 % Change
Automotive	391	4%	49%
Business and Accounting	376	6%	14%
Child Development	261	3%	25%
Clothing and Textiles	134	2%	-24%
Digital Media and Programming	207	4%	39%
Disability Support Programs and Services	263	4%	31%
Emeritus (for age 55+)	1,359	18%	42%
English as a Second Language/Citizenship	2,616	39%	-11%
Healthcare	173	3%	108%
High School Diploma/High School Equivalency and Basic Skills	366	6%	4%
Hospitality and Culinary Arts	181	2%	-15%
Information Technology	196	3%	42%
Skilled and Technical Trades	444	5%	22%
<b>Total/Average</b>	<b>6,968</b>	<b>100%</b>	<b>11%</b>

**Note. Five Year Average (2016/17-2020/21) Proportion of Full Time Estimated Student (FTES) by Program.** Source: SDCCD Information System (data as of 12/6/21). 2019/20 and 2020/21 FTES is preliminary. While most 2019/20 and prior years FTES belongs to on-campus classes, most 2020/21 FTES belongs to online classes. **Due to the different apportionment systems for these modalities, caution is advised in interpreting FTES trends across these years.**



## About San Diego College of Continuing Education

**Community Education.** SDCCE offers community education (fee-supported classes) according to Education Code §78300 to address a range of needs within the community college mission and provide specific lifelong learning opportunities to its local community such as CPR training.

**Contract Education (ETi and Corporate Training).** SDCCE and San Diego College of Continuing Education Foundation (SDCCEF) partner with SDCCD's Employee Training Institute (ETi) to provide fee-based education and contract education programs to the San Diego region and beyond, with the goal of empowering students and the business community to earn degrees and skills certificates within many local industries.

**Student Services.** The pathways between education and industry, and between noncredit and credit, are enhanced by wrap around counseling and career and college transition services. In addition, specialized services in many areas of support are provided for special student populations including veterans, foster youth, LGBTQ+, economically disadvantaged, and DSPS students.

## 7 Pillars of Student Support

A comprehensive student support model focused on meeting the full needs of student



**SDCCE Seven Guiding Pillars.** Source: Cortez, Fischthal, Carter (2022). Reimagining, Redesigning, and Reinventing Noncredit Distance Education and Student Services [Presentation].

## About San Diego College of Continuing Education

### Distance Education.

SDCCE won the competitive Improving Online CTE Pathways Grant through the CVC-OEI in 2019. SDCCE used the grant funds to create the Interactive Competency-Based Online Micro-Credentialing Program, known as ICOM Academy. The fully online and professionally developed educational program provides adult learners with fast, free, flexible job training and career placement services. Classes include both asynchronous and synchronous programming and are Zero-Cost. These industry-recognized and state-approved fully online career programs were piloted in summer 2020 and implemented in fall 2020, with 29 fully online programs offered by fall 2022.

Alongside ICOM Academy development, student services developed and redesigned virtual student support services with a goal of digital equity for students engaging in online services and courses. The virtual student pathway for SDCCE students is a model that is thoughtfully applied to serve the whole student throughout their educational journey.

## Virtual Student Journey

The Pathway to Completion for Online Learners



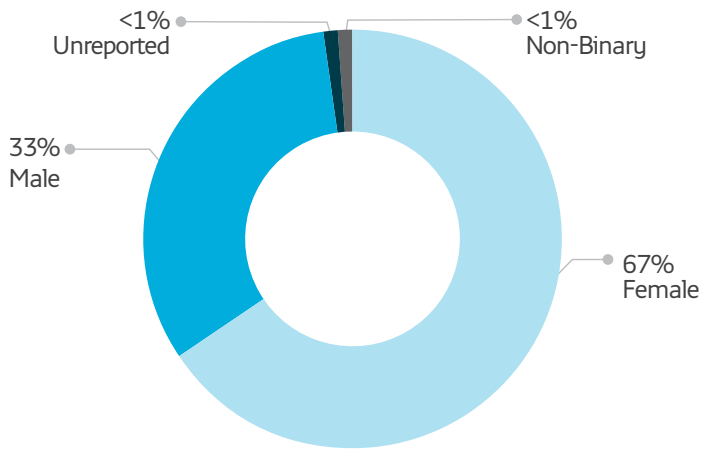
**ICOM Academy and Online Learner Journey to the Workforce.** Source: Cortez, Fischthal, Carter (2022). Reimagining, Redesigning, and Reinventing Noncredit Distance Education and Student Services [Presentation].

# Student Characteristics and Enrollment

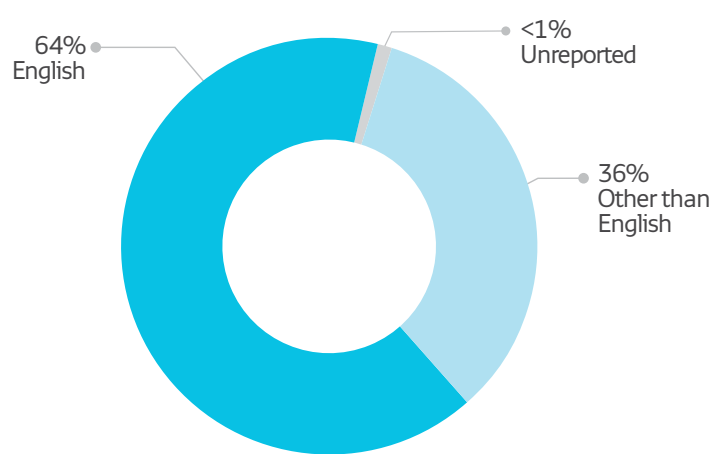
SDCCE serves a diverse student population of over 30,000 students each year through five campuses, two satellite facilities and many community and neighborhood locations. This number refers to average unduplicated student headcount between 2016/17 and 2020/21, and is different from the number of enrollments, the latter accounting for the fact that many students enroll in multiple classes and often in more than one program. SDCCE averaged over 100,000 student enrollments per year between 2016/17 and 2020/21.

## Demographics

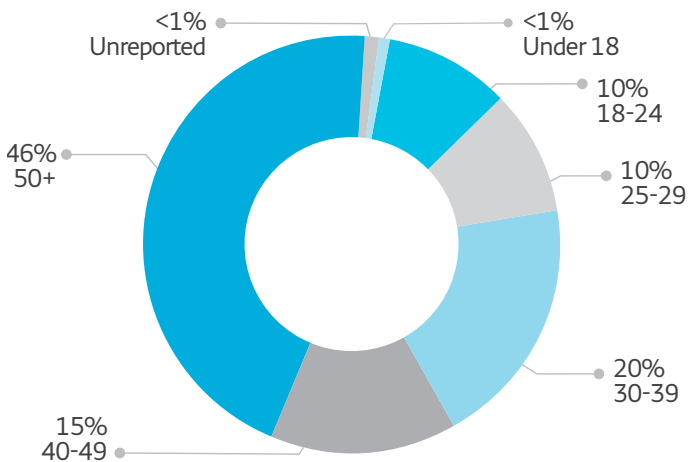
**Gender.** On average between fall 2016 and fall 2020, women constituted the majority of SDCCE’s student population (67%). This remained fairly consistent over the past five years.



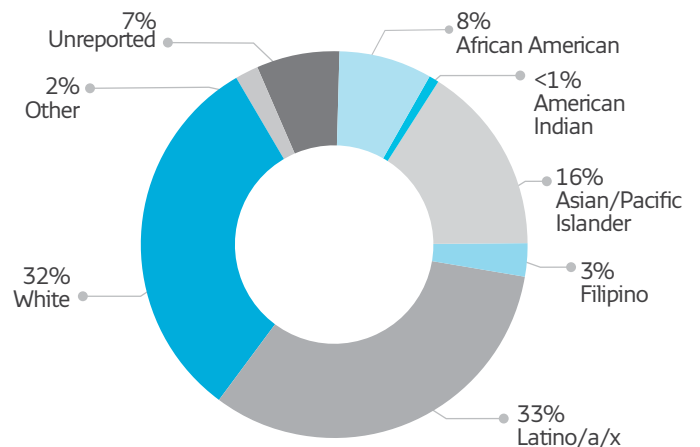
**Primary Language.** Between 2016 and 2018, 36% of the SDCCE student population on average reported that English was not their primary language, which is not surprising considering the large size of the SDCCE ESL program.



**Age.** Between fall 2016 and fall 2020, the largest groups within SDCCE were students age 50 years or older (46%) and students between ages 30 and 39 years (20%). Conversely, the smallest groups were students under 18 years (<1%), students between ages 18 and 24 (10%), and students between ages 25 and 29 (10%).

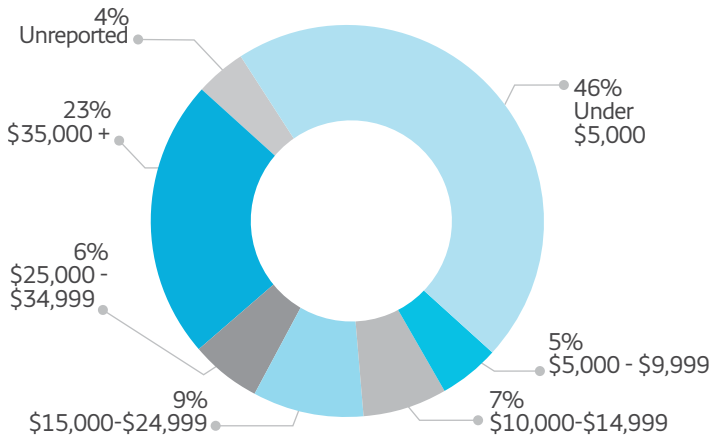


**Ethnicity.** The ethnic groups with the largest representation, on average, between fall 2016 and fall 2020 were Latino/a/x students and White students (33% and 32%, respectively). Asian/Pacific Islander students and African American students constituted 16% and 8% of the student population, on average. The ethnic breakdown indicates that about 60% of SDCCE students are from historically underrepresented groups.



## Student Characteristics and Enrollment

**Income.** On average, 46% of SDCCE students reported an annual income of under \$5,000 between fall 2016 and fall 2020. In the upper bracket, on average 23% of students at SDCCE reported earning \$35,000 or more a year.



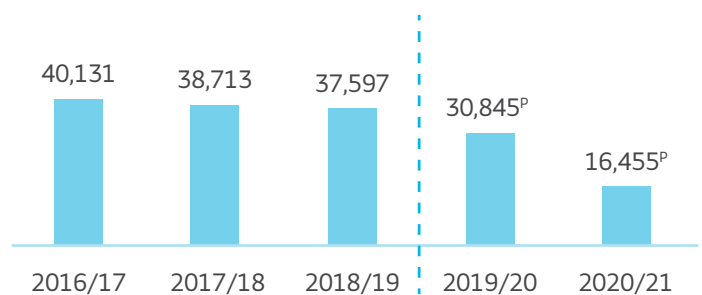
Data refers to student headcount (unduplicated enrollment) for various student demographics. Source: SDCCD Information System (data as of 12/06/21). Previously reported individual data may vary due to regular database updates, which may occur when accessing data across multiple points in time. SDCCE transitioned to Campus Solutions in summer 2019. Changes to the business processes required to support this process may have resulted in a higher proportion of students not reporting their income during 2019/20 and 2020/21.

### Enrollment Trend and Impact

Recognition that SDCCE faced enrollment challenges prior to the pandemic is important within the larger context of future growth and decline in program sizes. Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings. As the economy recedes, as it did drastically in 2008, enrollments in post-secondary programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds, as had been the case through late 2019, those same adults, and others in the region, often forego educational goals in favor of employment. With an improved economy, more prohibitive immigration policies, and statewide education funding changes, enrollment declined between 2016/17 and 2018/19

by 6%, from 40,131 students to 37,597 students (unduplicated student headcount). During this time, there was a strategic decision by SDCCE to reduce overall course offerings to meet state targets, while implementing a strategic decision to grow career education programs.

The Public Health Emergency associated with the coronavirus disease 2019 (COVID-19) pandemic hit California hard and created a budget climate filled with uncertainty. The Covid-19 pandemic, which struck the United States in spring 2020 forced SDCCE campus closures and a transition to majority online course offerings, which further impacted student enrollment. Despite SDCCE's many innovative efforts to support students' transition and learning in the online environment, student enrollment decreased heavily in 2019/20 and 2020/21; from 37,597 students in 2018/19 to 16,455 students in 2020/21. This represents over 20,000 lost students in just three years (percentage change of -56%). Enrollment impacts will likely extend through 2022 and beyond. SDCCD is currently a "Hold Harmless" district under the Student-Centered Funding Formula.



**Five Year Student Headcount.** Source: SDCCD Information System (data as of 8/6/21; preliminary). Excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections. Dotted line marks pre-Covid and Covid terms.

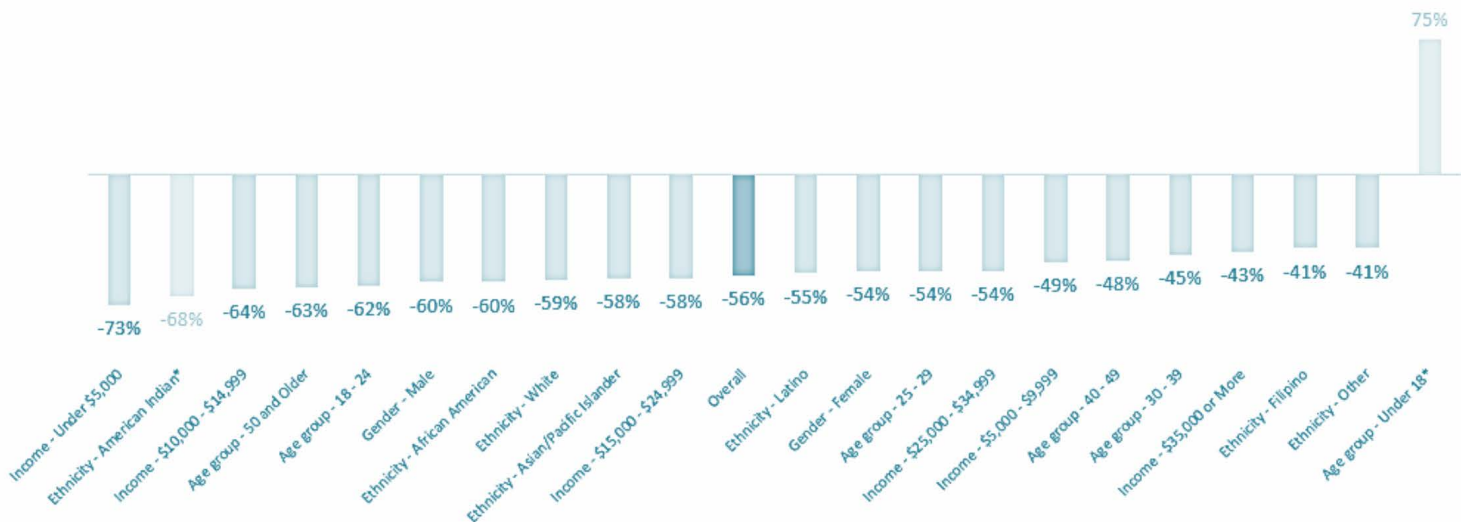
## Student Characteristics and Enrollment

Even before the COVID-19 transition to remote operations, SDCCE students began taking more online classes and fewer evening classes, which likely was due to greater accessibility and variety of class offerings, including an increasing number of partially online (hybrid) classes. Between fall 2016 and fall 2018, 65% of the students attended daytime courses exclusively. Just 19% of students attended evening courses exclusively and the percentage of these students decreased during this timeframe. Meanwhile, the percentage of students who took online courses exclusively increased by 121%. Students taking a combination of online and on-campus classes also increased 55%.

Early pandemic programming forced the majority of offerings online, with a few hard to convert classes remaining hybrid or in person. HyFlex programming, where students may choose to attend class online or on-campus at any time, was introduced in fall 2020.

HyFlex was instrumental for some programs in filling classes and supporting their student populations' need for flexibility. Programming coming out of the pandemic must continue to be flexible, likely with an increased number of hybrid and HyFlex classes many years down the road. Moving forward, the institution should continue focus on student's digital literacy needs, technology needs, digital equity, and tailored online services.

Goals and objectives must align with realities present prior to the COVID-19 pandemic but also changes directly attributed to the event. A focus on bringing back students lost during the pandemic will be critical in the short-term and medium-term, particularly for those historically represented students and economically disadvantaged students that were especially impacted. Tailoring future enrollment strategies and student services to the needs of these particularly impacted student groups will be important.



**Three-Year Change in Headcount by Demographic Groups (2018/19 – 2020/21).** Source: SDCCD Information System (data as of 8/6/21; preliminary). Excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections. Results for unreported demographics groups are excluded. Results for non-binary students are not available. Groups with less than 100 students have been grayed out (\*).

## Student Characteristics and Enrollment

The composition of programming has also changed over the past three years. Student enrollment in ESL and Emeritus (for age 55+), the two largest programs, alongside Child Development and HSD/HSE and Basic Skills saw the greatest declines, while enrollment in CTE programs such as Healthcare,

Automotive, and Skilled and Technical Trades grew. In the long-term, the institution is focused on growing enrollment back to pre-Hold Harmless levels through strategic enrollment management, marketing, and the implementation of practices to increase enrollment ease and efficiency.



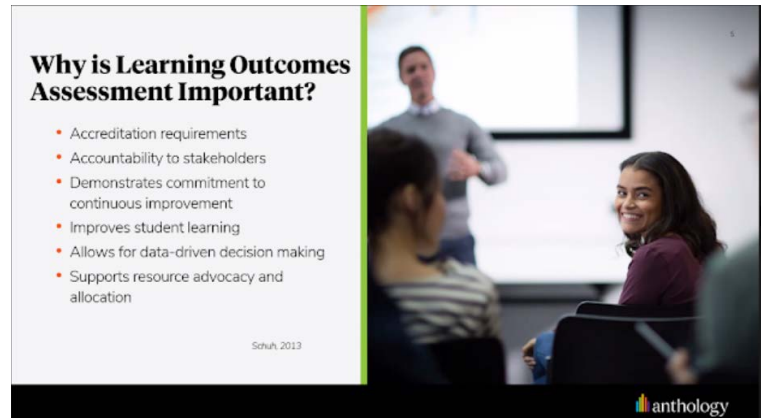
**Three-Year Change in Headcount by Program (2018/19 – 2020/21).** Source: SDCCD Information System (data as of 8/6/21; preliminary). Excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections. Acronyms: English as a Second Language (ESL), High School Diploma/High School Equivalency & Basic Skills (HS, HE & BS), Business & Accounting (B&A), Clothing & Textiles (C&T), Disability Support Programs & Services (DSPS), Digital Media & Programming (MD&P), Information Technology (IT), Skilled & Technical Trades (STT)

## Continuous Quality Assessment

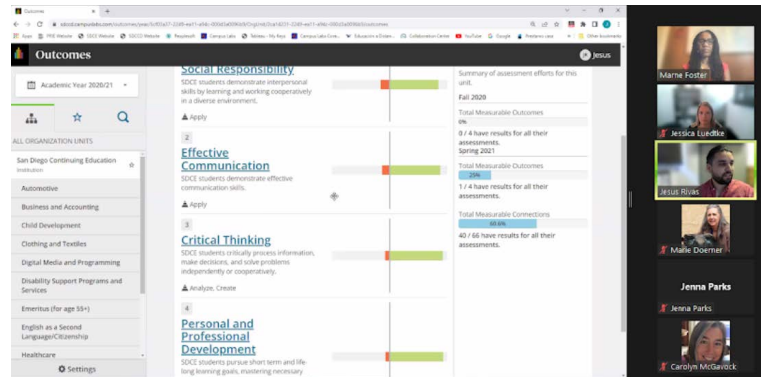
Institutional assessment has components which call for accountability and continual process improvement. Components include:

### Student Assessment (Student Learning Outcomes (SLOs))

An expectation at SDCCE is that SLOs are integrated with SDCCE's mission, and meet the standards required in the relevant disciplines. Use and measurement of SLOs are a primary consideration by the college's accrediting body, ACS WASC. The fundamental elements of student learning should be clearly articulated in the form of student learning outcomes (SLOs) at all levels (e.g., course, program and institution). Well-planned strategies for implementing multiple measures of student learning, along with the results from these multiple measures, should be used as feedback for further academic planning, including: curriculum redesign, development of new programs, administrative decisions with respect to resource allocation, and potentially facilities design and/or renovation.



SDCCE Anthology Outcome Module Training. Source: Student Learning Outcomes Assessment Training: Telling the Student Story through SLOs (April 8, 2022).



SDCCE Anthology Outcome Module Training. Source: Student Learning Outcomes Assessment Training: Telling the Student Story through SLOs (April 8, 2022) and SDCCE Anthology Outcomes Module.



## Continuous Quality Assessment

### Program Review and Improvement (Academic and Administrative Review)

Academic program reviews are designed to evaluate the quality, productivity, and the role of each academic department in fulfilling the institution's mission. Assessment of administrative departments leads to the promotion and development of quality and efficient services that ultimately will minimize costs, improve those services, and support SDCCE's mission. Annual Program Review and Improvement encourages ongoing self-exploration and planning. Programs are reviewed annually, with a comprehensive review every seven years to coincide with the seven-year cycle of institutional accreditation.

### Strategic Planning and Resource Allocation

The value of the SLO Assessment and Program Review and Improvement processes is realized when the reflection on data and strategy development are then used to improve administrative services, programmatic offerings, and student performance through informed strategic planning and budgetary planning. SLO Assessment and Program Review and Improvement informs annual program and department strategic planning, which then informs budget requests/allocations and institutional strategic planning. Evidence and results are documented throughout all processes.

### Governance Assessment (Committee Self-Evaluation)

The purpose of the governance committee structure is to assure the effective participation of all constituencies in decision making as well as to fulfill the intent of state law and regulations. The structures, procedures and committees supporting participatory governance include provisions for the effective participation of students and staff on issues which affect them. Governance committees self-assess twice within each accreditation seven-year cycle. Results are shared with the intent of committee self-reflection on their mission, goals, and activities in support of continuous improvement and alignment with the institutions goals and mission.



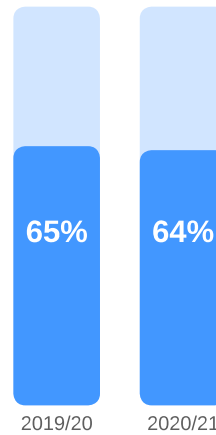
Planning and Assessment Practices.

## Academic Program Data and Student Achievement

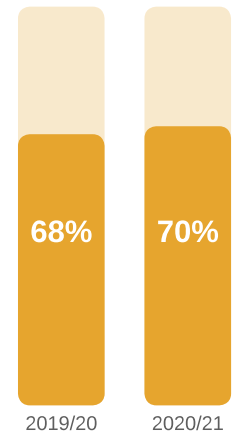
### Student Success and Completion

Student Success Metrics were developed for SDCCE's noncredit programs in 2021/22. Due to the PeopleSoft migration, comparable data is not available prior to 2019/20. However, focusing on the pandemic era, overall student success remained comparable, and retention in classes increased between 2019/20 and 2020/21. This is laudable for faculty who excelled at quickly and effectively transitioning classes online and for students who were able to shift learning modes and make the transition to majority online programming. However, it's important to note that not all students were able to make the transition and some student populations were greatly impacted as seen in enrollment trends. Priority strategies that build back enrollment and supports for impacted populations will be critical moving forward. It will also be important to continue developing and analyzing additional metrics by student population, while utilizing qualitative student and faculty insight for planning and decision-making, and to identify and implement strategic priorities that mitigate institutionalized barriers to student success.

#### Course Success



#### Course Retention

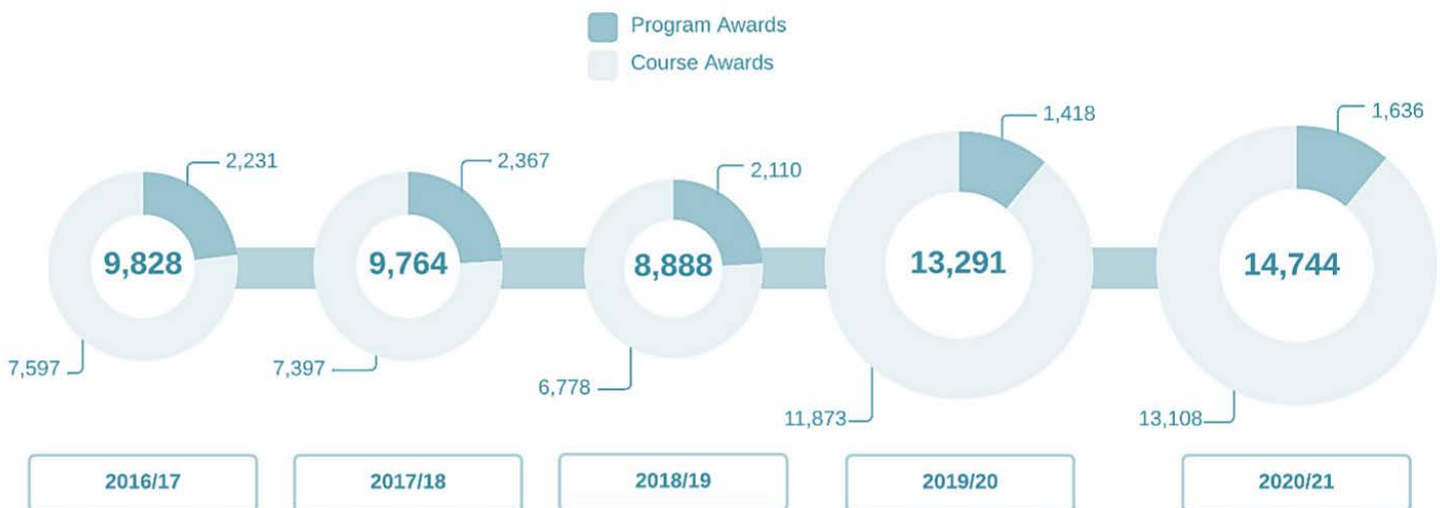


**Course Success and Retention.** Source: SDCCD Information System (data as of 06/07/22). Course Success is the sum of all enrollments with a grade of A, B, and C, divided by the total number of valid enrollments. Course Retention is the sum of all enrollments with a valid grade divided by the total number of valid enrollments. Enrollments with grade "I" are included in the numerator if a student attended class in the next course offering. Cancelled, apprenticeship, fee, and contract sections are excluded. Data excludes Emeritus and DSPS enrollments. Data is not available before 2019/20. Formal metric definitions have not been adopted by SDCCE; therefore, these data are considered preliminary.

## Academic Program Data and Student Achievement

Certificates of completion are awarded to students who complete a course or program and meet the student learning outcomes. Certificates have competencies listed. Joint High School Diplomas are awarded in conjunction with San Diego Unified School District.

The number of course certificates of completion awarded to students increased each year, despite reduced enrollment during the pandemic. Course awards increased 73% over five years (7,597 in 2016/17 and 13,108 in 2020/21). The number of program certificates of completion remained relatively steady between 2016/17 and 2018/19; however declined in 2019/20, likely due to reduced variety of on-campus courses.



**SDCCE-Conferred course and program certificates of completion.** Source: SDCCD Information System (data as of 03/03/22). Notes. Certificate data is reported by Fiscal Year (July 1 – June 30). Cancelled, apprenticeship, fee, and contract sections are excluded. **One educational plan is completed per student and program completions are only identified in Campus Solutions if an educational plan is in place.** Therefore, as of 2019, there may be an undercounting of program certificates for students in multiple program areas.

## Academic Program Data and Student Achievement

### Transition through SDCCE, to College and Career

Students' goals take many different forms, including to transition within SDCCE programs, to college and to careers.

**Student Transition to SDCCD credit colleges.** Preparing students for transition to college is an important goal of many SDCCE programs, helped by the fact that two major SDCCE facilities: CE Mesa and CE Miramar, are located on the campuses of Mesa College and Miramar College. From 2016/17 to 2020/21, a total of 6,226 SDCCE students transitioned to SDCCD credit colleges, with the greatest number of students transitioning to City College and Mesa College (2,598 and 2,459, respectively). Notably, transitions declined steeply in 2020/21 due to the COVID-19 pandemic, campus closures and reduction in classes across the District.

College	2016/17	2017/18	2018/19	2019/20	2020/21
SD City College	658	540	572	496	332
SD Mesa College	587	601	520	429	322
SD Miramar College	440	465	435	339	202
<b>All SDCCD Colleges</b>	<b>1,514</b>	<b>1,454</b>	<b>1,368</b>	<b>1,170</b>	<b>720</b>

**Student Transition to SDCCD Credit Colleges.** Source: SDCCD Information System.

**Credit By Exam Transition.** The goal of SDCCE to College CTE Transitions Credit by Exam is to provide SDCCE career education students with opportunities to accelerate college degree completion at San Diego City, Mesa, and Miramar colleges. Faculty led course-to-course credit by exam articulation agreements are developed and maintained to allow students to earn college credit by successfully completing approved career education courses at SDCCE. Successful completion of the approved course(s) entitles students to earn SDCCD college credit, waive fees for college course(s) completed through the credit by exam process, use the course(s) to meet degree or certificate requirements, and advance to the next level of college courses for which the course serves as a prerequisite.

**Job Placement.** Student transition to the workforce is measured through the Career Technical Education Outcomes Survey (CTEOS). The CTEOS is a statewide survey administered annually by the California Community Colleges Chancellor's Office (CCCCO). Among those who responded between 2017 and 2020, an increasing percentage of SDCCE students secured a job closely related to their program of study (60% and 66%, respectively). The percentage of students who spent three or fewer months finding a job increased between 2017 and 2019, but declined in 2020, likely due to pandemic-related impacts.

Job Placement Characteristics	(2017) 2014/15 Cohort	(2018) 2015/16 Cohort	(2019) 2016/17 Cohort	(2020) 2017/18 Cohort
Students who secured a job closely related to their program of study	60%	61%	64%	66%
Students who spent three or less months finding a job	58%	63%	70%	66%

**Job Placement Rates.** Source: CTEOS Survey for SDCCE students.

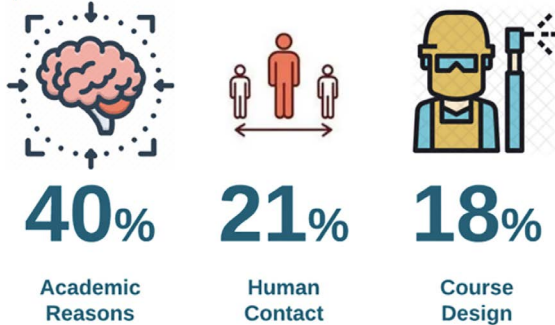
## Student/Employee Experience and Planning Feedback

In spring 2021, students were surveyed about their experiences at SDCCE. Students and community members were asked their input on important planning areas for SDCCE’s future. The survey campaigns were managed by SDCCE’s Office of Planning, Research and Institutional Effectiveness (PRIE) and campaigns were supported by the SDCCD Office of Institutional Effectiveness, Research and Planning (IRPE) and SDCCE constituents who connect to SDCCE’s industry advisory boards. The student survey response was exceptional, with 4,729 spring-enrolled students responding (45% response rate). The community survey response was lower, with 35 respondents (11% response rate), and should be interpreted with caution. Discussion sessions utilizing the survey data, as well as enrollment and community information, informed strategic planning efforts.

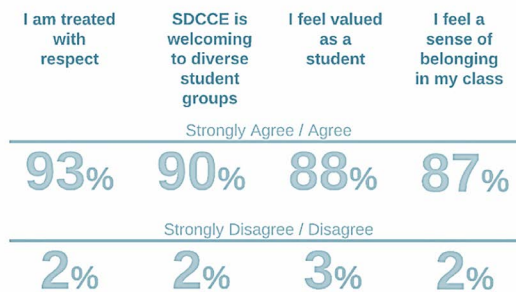
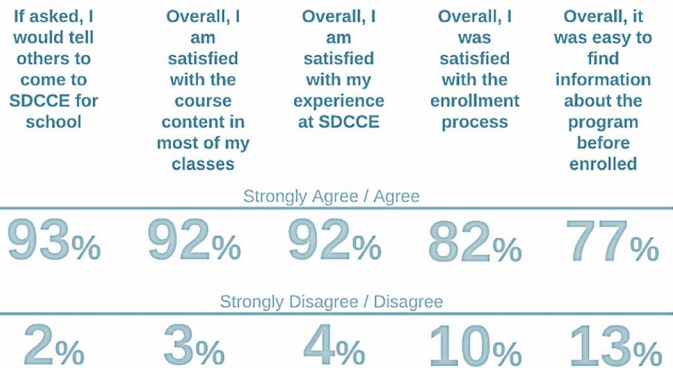
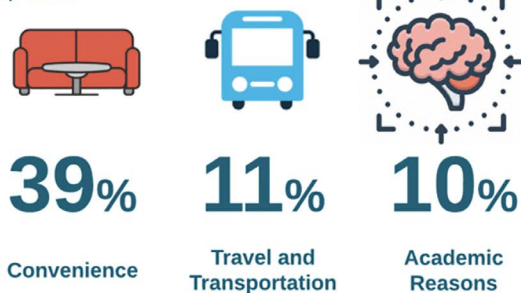
SDCCE students’ choice in preferred learning environments is complex and will likely change as modalities for learning, personal/professional realities, and environmental impacts evolve.

Student satisfaction with their experience at SDCCE is high, but students also suggest some areas for improvement and directions for the future.

### Why do you prefer the in-person learning environment? Top three



### Why do you prefer the online learning environment? Top three



## Regional, State, and National Demographics

### Population Growth

According to the United States Census Bureau (2021), in April 2020 the population of the city of San Diego was 1,386,932, and San Diego County’s population was 3,298,634. July 2021 Census estimates indicate that over 39 million people reside in California, as the nation’s most populous state.

Between April 2010 and April 2020, Census counts indicate that the population percentage growth for the city of San Diego was 6.1%, which is slightly lower than the growth rate of San Diego County (6.6%). California’s growth rates were comparable to San Diego City at 6.1%, behind population growth for the nation (7.4%; United States Census Bureau, 2021).

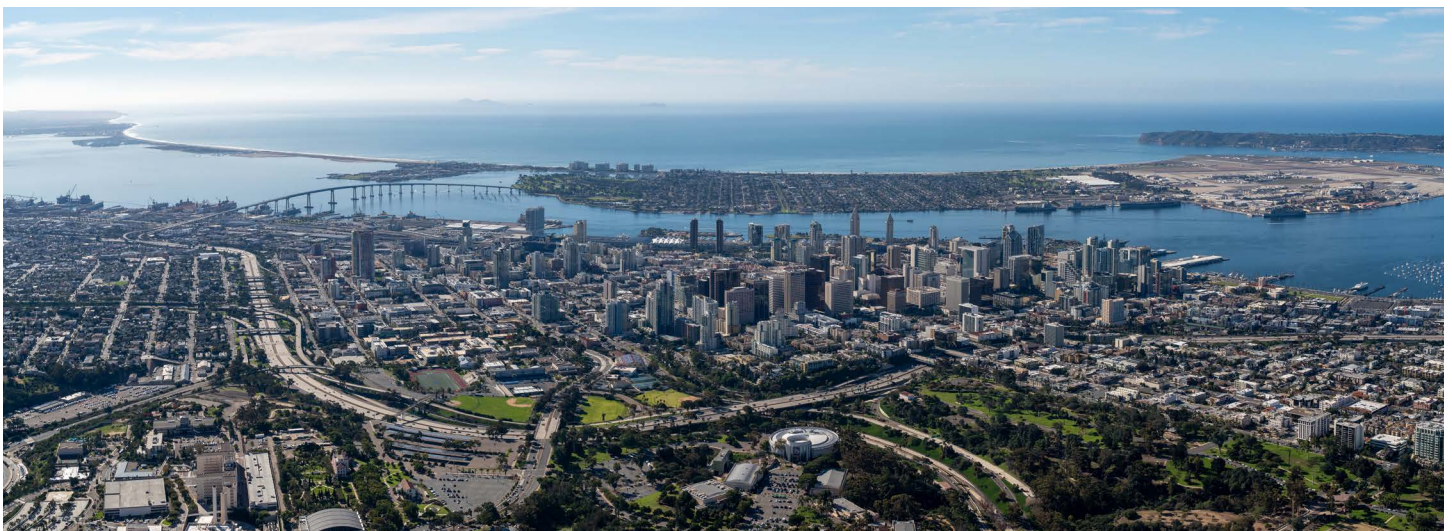
	San Diego City	San Diego County	California	United States
2021 population estimate	1,386,932	3,298,634	3,298,634	331,449,281
Population percentage change 2010-2020	6.1%	6.6%	6.1%	7.4%

Source: U.S. Census Bureau, 2021

A January 2022 Public Policy Institute of California (PPIC) analysis describes California growth rates as slowed over the past four decades, due to a combination of factors, including a decline in birth rates, a decline in international migration, and an increase in the number of residents moving to other states. United States Census Bureau July 2021 Census estimates detail that California lost about 300,000 persons over the past decade, a decline of .8%. A January 2022 PPIC analysis attributed the COVID-19 pandemic as exacerbating long term factors impacting growth rates, resulting in a negative growth rate.

### Anticipated Changes in Growth

While current population projections were forecasted just prior to the COVID-19 pandemic, recent negative growth rates across California are expected to be short term. The population in San Diego County is projected to grow at a rate of change of 4.8% between 2020 and 2030. This rate is slightly lower than the state’s rate of projected growth of 5.3% (California Department of Finance, 2020).



## Regional, State, and National Demographics

### Community Demographics

San Diego is historically a mix of high and low-income earners. The San Diego City median household income between 2015 and 2019 was \$79,673, higher than the county, state and the nation (\$78,980, \$75,235, and \$62,843, respectively). However, San Diego City also has a higher rate of persons living in poverty, at 12.8%, compared to San Diego County (9.5%), California (11.5%), and the nation (11.4%; U.S. Census Bureau, 2021).

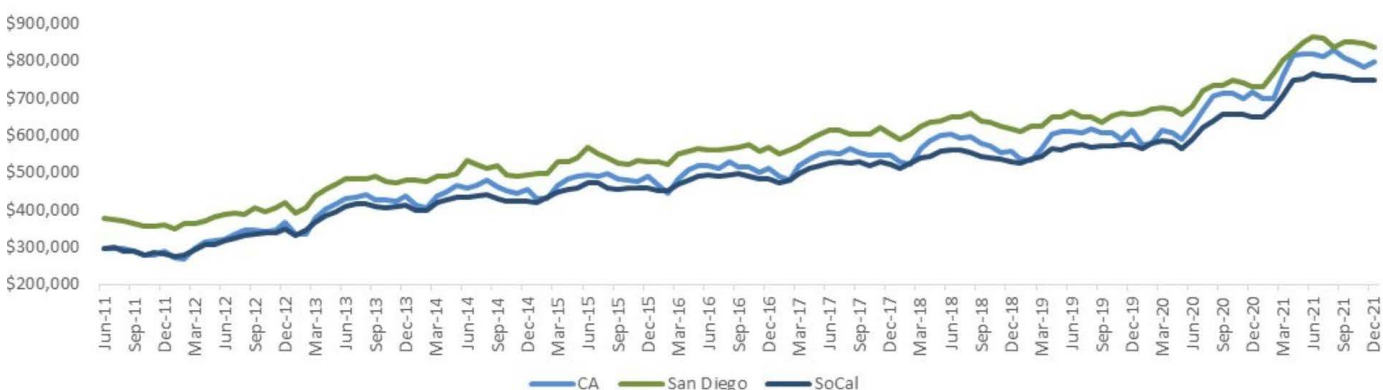
The poverty is alarming, considering the high and increasing cost of living across the region. The median price of existing single-family detached homes sold in San Diego County have trended higher over the past decade and reached a historical high in June 2021 (\$377,550 in 6/2011; \$560,000 in 6/2016; \$865,000 in 6/2021). The median price of existing single-family detached homes sold in San Diego County have remained consistently higher than across Southern California and the state (California Association of Realtors, 2022).

With its large ports and large urban areas, immigrants move to California in great frequency. Like the rest of California, San Diego attracts many immigrants. The United States Census Bureau (2021) noted that between 2015 and 2019, foreign-born persons comprised 26.1% of the city's population. San Diego County was close behind with 23.4% of its population made up of foreign born persons. California's foreign born population reached 26.8%. The United States foreign born population of 13.6% was less than half of that of the city of San Diego. Consequently, a high percentage of the city of San Diego (40.5%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.6%). Although not as high as California's overall percentage (44.2%).

Education is a priority in the city of San Diego with 88.1% of the population, age 25+, attaining high school graduation or higher. This percentage is somewhat higher than across San Diego County (87.4%) and the nation (86.3%), yet eclipses rates across California (83.3%).

	San Diego City	San Diego County	California	United States
Median household income, 2015-2019	\$79,673	\$78,980	\$75,235	\$62,843
Persons in poverty, 2015-2019	12.8%	9.5%	11.5%	11.4%
Foreign born persons, 2015-2019	26.1%	23.4%	26.8%	13.6%
Language other than English spoken at home (age 5+), 2015-2019	40.5%	37.6%	44.2%	21.6%
High school graduate or higher (age 25+), 2015-2019	88.1%	87.4%	83.3%	88.0%

Source: U.S. Census Bureau, 2021



**10-Year Median for Single-Family Homes (San Diego County).** Source: U.S. Census Bureau, 2021.

## Labor Market and Educational Themes

### Unemployment

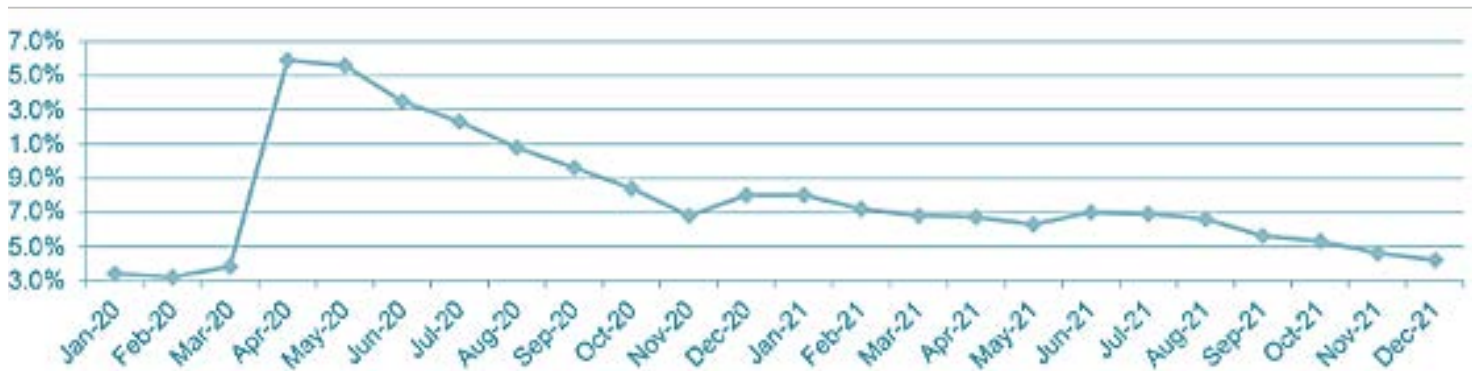
While unemployment has been unstable during the pandemic, employment is projected to increase as the population in San Diego County increases. According to the California Employment Development Department (EDD), “The unemployment rate in San Diego County was 4.2 percent in December 2021, down from a revised 4.6 percent in November 2021, and below the year-ago estimate of 8.0 percent. This compares with an unadjusted unemployment rate of 5.0 percent for California and 3.7 percent for the nation during the same period.” (EDD, 2022)

Projections highlight that “Industry employment, which includes self-employment, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,710,600 by 2028, an increase of 7.2% over the ten-year projection period” between 2018 and 2028 (EDD, 2021a).

### Industry Sector Growth

San Diego County’s job growth is partly influenced by geography, history, and weather. The combination of having a natural harbor and bay to the west, and mountains and deserts to the east, plus mild climate and tourism attract workers and employment that supports industry sectors such as convention center and tourism, higher education, defense, and health care. Therefore, it is no surprise that industry sector 2018-2028 employment projections estimate that 84% of all projected nonfarm job growth is concentrated in four industry sectors (EDD, 2021b), which are related to San Diego features.

- » Professional and business services is projected to add the most jobs, adding 31,300 jobs (12.6% increase).
- » Educational services (private), healthcare, and social assistance anticipates a job gain of 30,700 (14.7% increase).
- » Leisure and hospitality is projected to add 17,300 jobs (8.7% increase).
- » Government is expected to add 11,100 jobs, an increase of 4.5% over the projection period.



Unemployment Rate Historical Trend. Source: EDD, 2022.



## Labor Market and Educational Themes

### Occupations with the Most Job Openings

SDCCE offers job training that leads directly to employment or provides a pathway to further occupational training in many of the occupations projected to have the most job openings (including exits and transfers) between 2018 and 2028 (EDD, 2021b).

No formal educational credential	Combined Food Preparation & Serving Workers (76,580), Cashiers (70,010), Waiters/Waitresses (65,070), Retail Salespersons (56,540), Restaurant Cooks (34,150)
High School Diploma or equivalent	Personal Care Aides (63,160); Office Clerks (33,340), Stock Clerks & Order Fillers (24,350), Customer Service Representatives (24,230), Secretaries & Administrative Assistants (20,750)
Some college, no degree	Bookkeeping/Accounting/Auditing Clerks (18,780), Teacher Assistants (15,580), Computer User Support Specialists (4,700), Order Clerks (2,520), Actors (1,240)
Post-secondary non-degree award	Medical Assistants (12,690), Nursing Assistants (12,560), Truck Drivers (10,170), Hairdressers, Stylists & Cosmetologists (9,110), Automotive Service Technicians & Mechanics (6,490)
Associate's degree	Preschool Teachers (6,090), Paralegals & Legal assistants (3,740), Electrical/Electronics Engineering Technicians (3,710), Web Developers (2,110), Dental Hygienists (1,880)
Bachelor's degree or higher	General/Operations Managers (21,710), Registered Nurses (16,550), Management Analysts (12,640), Accountants & Auditors (12,150), Market Research Analysts & Marketing Specialists (11,590)

**2018-2028 Occupations with the Most Job Openings.** Source: EDD, 2021b.

### Fastest Growing Occupations

Projections for the fastest growing occupations between 2018 and 2028 that relate to SDCCE programming include:

- » Restaurant Cooks (4,990; 27.5% increase)
- » Personal Care Aides (8,700; 25.1% increase)
- » Nursing Assistants (1,390; 15.0% increase)
- » Computer User Support Specialists (560; 11.8% increase)
- » Home Health Aides (440; 19.7%; EDD, 2021c)

While projections for these occupations were made prior to the pandemic, each of the five occupations also made the Centers of Excellence (COE) for Labor Market Research top 50 recession and pandemic-resistant job lists for at least four months between March and December 2020. (COE, 2021)

San Diego Workforce Partnership (SDWP), utilizing Burning Glass data, reveal five of the fastest growing 2022 tech jobs in San Diego that don't need a Bachelor's, which are supported by SDCCE programming:

Fastest Growing Tech Jobs in San Diego	Percent
Network Support Techs & Field Systems Techs	47%
IT Specialists & Help Desk Techs	50%
Cybersecurity Specialist/Analyst	33%
Software Programmers/Developers	25%
Web Developers	24%

**% of Job Postings seeking a High School Diploma or Associate degree.** Source: SDWP, 2022

*"With the pandemic changing the way most of us work, many people are looking to change careers and transition to industries that allow for more remote work. Many technology roles offer more flexible working conditions and competitive salaries above minimum wage, often without requiring a four-year degree. If you're looking to enter the tech industry, it helps to know what position you want so you can build the skills, usually by earning an industry-recognized certificate, you need to land your first job in the field." (SDWP, 2022)*

## The Role of Education and Regional Training

### Middle-Skill Education and Jobs in San Diego

Workforce analysts have identified a strategy for strengthening California's economy while providing living wage jobs to workers: provide skills-builder education and training to meet the needs of the increasing number of "middle-skills" jobs that require technical and technology abilities, but with training of an associate degree or less, including postsecondary noncredit skills training. According to regional, state and national task forces and reports, middle-skill education and training is needed for workers in industries competing in the global economy.

Local, regional, and state-wide efforts support middle skill job development as well. In 2012, the California Community College Chancellor's Office (CCCCO) sponsored an initiative, Doing What MATTERS, for Jobs and the Economy to support middle-skill training and education opportunities throughout the college system. In June 2016, the Strong Workforce Program was approved, providing \$200 million annually for community college career education. Cited by the CCCCCO (2018): "The Strong Workforce Program (SWP) is a bold step to create one million more middle-skilled workers in California, unlocking social mobility for more workers and providing more job-ready talent for employers."

Many types of programs and program elements are required to build CTE capacity. Van Ton-Quinlivan, for the Hoover Institution (2019), included the following, which are evident in SDCCE's planning, services, and funding initiatives to bridge students to the workforce:

- » Understand labor market needs
- » Engage employers
- » Respond to the life cycle of new jobs
- » Modularize education and training programs
- » Pool employer demand
- » Braid resources
- » Balance technical and transferable general education skills
- » Ensure predictable funding
- » Develop K-12 and community college connection

In coordination with other regional educational institutions, SDCCE has initiated, grown, and planned for training programs and student services offerings to meet the demands of selected leading industry sectors: Health, Information and communication technologies (ICT)/Digital media, Environmental Technology, Construction, Hospitality and Tourism, and Small Business. SDCCE continues to work closely with the regional and state sector navigators in developing statewide initiated programs and our regional colleagues to be in alignment with the region's training needs. SDCCE utilizes planning within the San Diego Adult Education Regional Consortia to deliver programming and services that connect K-12 adult education students to SDCCE and to prepare adults for career education and transition adult learners to career education, college, and the workforce. At SDCCE, CTE (Career Technical Education) programs, basic skills programs, and wrap-around student services will continue to grow in support of the San Diego community, filling skills gaps with qualified employees.

## The Role of Education and Regional Training

### Other Labor and Education Themes

The alignment between employment and education is continuously changing. Today, emerging fields are abundant and many fields are changing to meet technology needs. Workforce individuals now take part in several jobs and careers over the span of a lifetime. An aging workforce is working longer, some of whom may require re-skilling later in life. California and San Diego are home to ever-more diverse student populations, including a large immigrant population requiring English-language education that bridges to careers that provide living wages. Tristan Stein for the Governor's Office of Planning and Research cited in *The Master Plan for Higher Education in California and State Workforce Needs A REVIEW*:

*"Today, education experts point toward an educational future where graduation with a degree or certificate will be only a starting point towards to a life of continuous education, training and re-skilling." (Stein, 2018, pp. 44-45).*

*"Addressing the needs of California's current and future population and ensuring that Californians have viable and accessible pathways to meaningful degrees and credentials requires a more student-centered perspective than existed in the days of the Master Plan. Higher education leaders observe that it is inadequate to continue to ask, "are students ready for education?" They urge that it is instead necessary to ask, "are institutions of higher education ready for today's students?" Meeting student and workforce needs requires continued work to eliminate barriers to access and completion, to create coherent pathways to degrees and credentials and to provide support to students on those pathways." (Stein, 2018, p. 4)*

Continuous training and education provided by SDCCE programs provide educational opportunities for CTE learners, as well as education that provides pathways to noncredit CTE, college and career through our emeritus (age 55+), High School Diploma/High School Equivalency and Basic Skills, and ESL/Citizenship programs. Indeed, SDCCE's strategic planning efforts and its' Mission are evidence of these priorities to serve our students and the community.

## San Diego College of Continuing Education Mission

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

## SDCCE Program Growth Considerations

The Facilities Master Plan Planning Team evaluated San Diego regional labor market data from the Centers of Excellence (COE) to determine where opportunities and challenges for growth may be present and to understand shifts in the workforce landscape post-pandemic as SDCCE builds back programming and enrollment.

*“Overall, findings from the COE data revealed nearly all program expansions should be proceeded with caution except for Business and Skilled & Technical Trades programs. Only one program was recommended to not proceed forward with expansion: Clothing & Textiles. Fashion was deemed to have an oversupply of talent in the region and with a low number of annual job openings. In contrast, Business and Skilled & Technical Trades are experiencing a supply gap and have jobs in the local market that provide an earning potential for graduates of SDCCE with above the living wage (\$18.43 per hour). **Strategic Plan & FMP Considerations:** Upon evaluating the COE data, B&D recommends that programs identified to proceed with caution for growth should be carefully evaluated during the Strategic Plan process. Existing programs have provided critical opportunities to serve SDCCE students. A more careful evaluation of enrollment trends for these specific programs along with an overlay of market data can be a useful self-assessment to understand where deficiencies may be present. For instance, growth or expansion of existing spaces may still be considered for programs*

*that are drastically undersized, do not support required teaching modalities, or do not provide a valuable learning experience for the student. In other cases, a renovation of existing spaces may be more appropriate instead of an expansion of facilities. Nevertheless, because of declining enrollment and an insufficient supply gap for most programs following the pandemic, the Strategic Plan and FMP should carefully evaluate how to prioritize the improvement of existing spaces through renovation.” (SDCCE Facilities Master Plan, page 19)*

As a result of LMI analysis, the Clothing and Textiles program has been working with industry advisors to reconfigure the program. SDCCE is also establishing new pathways with resilient jobs identified.

	Evidence of Supply Gap	New Program Recommendation	At or Above the Living Wage
Automotive	●	●	⊘
Business & Accounting	●	●	●
Child Development	●	●	⊘
Citizenship	Information Not Available		
Clothing & Textiles	⊘	⊘	●
ESL	Information Not Available		
Emeritus	Information Not Available		
Healthcare	●	●	⊘
Hospitality / Culinary Arts	●	●	⊘
Skilled & Technical Trades	●	●	●

- Yes
- ⊘ No
- Proceed with Caution
- Proceed with Program Expansion

Source: Below, SDCCE FMP, page 18; Above, SDCCE FMP, page 19.

	Automotive	Business & Accounting	Child Development	Citizenship	Clothing & Textiles	Community Education	DSPS	Digital Media	ESL	Emeritus	Healthcare	High School Diploma / Equivalency	Hospitality / Culinary Arts	Information Technology	Skilled & Technical Trades
ECC	●●	●	●●				●					●	●●	●	●●
Chavez		●	●			●					●			●	
North City		●						●				●		●	
Mid-City		●	■	●●					●●		■		■	●	
West City		■			●●		●						●●		
CE Mesa			●●				●			●					
CE Miramar			●●	●●					●●		■				

Legend:

●	Existing Program
●●	Existing Program desires Expansion
■	Desire to have Future Program

## Planning Implications

### San Diego and SDCCE Community Challenges and Opportunities

SDCCE challenges and opportunities derive from a combination of information sources and planning activities that were shared and discussed during institution-wide planning that directly led to the development of the college's goals and objectives in advance of unit strategic planning, including:

- » Employee participation in planning sessions' SWOTs (see Appendix A)
- » Student Planning Feedback Survey
- » Community Planning Feedback Survey
- » Student and Community Profile Discussion Sessions (see Appendix B)
- » Program Review analysis (see Appendix C)

Highlights of some of the identified challenges and opportunities are below. See Appendix D for all identified challenges and opportunities.

### Challenges

- » Decline in California's population growth rate (Public Policy Institute of California [PPIC], 2022) has shrunk some pools of potential SDCCE students (e.g., high school grads as candidates to join CTE programs).
- » Competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).
- » Increased cost of living and lack of affordable housing in San Diego compared to other metro areas in the country (ULI, 2021), which forces both potential and enrolled students to migrate out of the region.
- » Limited digital literacy and access to technology, including devices and broadband (SDCCE, 2021).
- » Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).
- » Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020) increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study.
- » Internal communication challenges manifested in the form of reduced participation in public forums, group activities or committee work. More actions around increased communication and collaboration needed, especially in the long-term and cross-departmentally (SDCCE, 2021).
- » Limited ability to track student performance and act on it quickly to prevent students from dropping classes (SDCCE, 2021).

## Planning Implications

### San Diego and SDCCE Community Challenges and Opportunities (cont.)

#### Opportunities

- » Engage with untapped populations by identifying members of the community SDCCE has not served (e.g., potential students interested in recently created or in-development pathways).
- » Identify community members that SDCCE has served before, and could serve again with new offerings (e.g., work-gearred emeritus offerings).
- » Develop and implement marketing and promotional campaigns that support enrollment.
- » Build external partnerships and visibility within the community through off-campus events and advisory meetings.
- » Leverage existing community partnerships and build new partnerships to connect students to external services using a soft handoff. This ensures CE students don't get lost in cross-agency processes or communication.
- » Develop new instructional pathways that are job-resilient and ensure students' job entry at or above living wage.
- » Continue supporting digital equity funding and leverage community partnerships.
- » Continue to consider diversity of our student population in decision-making about enrollment processes, schedule and modality of course offerings, and curriculum.
- » Maintain, update, and create new curriculum in alignment with industry and community needs.
- » Ensure program offerings are competitive for students that already have certain job skills.
- » Expand industry advisory boards to inform curriculum development and strengthen partnerships that result in work-based learning opportunities in or out of the classroom.
- » Develop supports that inform students about the work environment and job skills needed in their pathways of interest.
- » Develop structures to facilitate interdisciplinary, interdepartmental, and institutional collaboration for student success.
- » Develop internal communication infrastructures that include assessment, plan development, execution, and re-assessment.
- » Expand infrastructure to increase use/sharing of student outcomes data for program planning and resource allocation (e.g., supports equity, enrollment management, retention, completion and transition).

# 03

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## **Institutional Goals and Objectives**



## STUDENT ENROLLMENT AND PROGRAMMING

Institutional Goal **1** Grow enrollment to support our community and meet district targets

Institutional Objective 1.1	Develop and implement an equity-minded Strategic Enrollment Management Plan with institution-wide collaboration
Institutional Objective 1.2	Develop online and in-person student services protocols and technology to improve the enrollment process to support student access, retention and success
Institutional Objective 1.3	Develop and implement marketing and promotional campaigns that support enrollment and increase program awareness
Institutional Objective 1.4	Schedule instructional modalities that increase access and are informed by data and student demand
Institutional Objective 1.5	Develop varied modalities to improve communication between students and student services to enhance accessibility
Institutional Objective 1.6	Expand outreach to prospective student communities using culturally-sensitive recruitment strategies
Institutional Objective 1.7	Implement programs and services that support transitions from SDUSD to SDCCE

## STUDENT EXPERIENCE AND PATHWAYS

Institutional Goal **2** Enhance the student experience and clarify student pathways

Institutional Objective 2.1	Clarify and communicate academic and career pathways
Institutional Objective 2.2	Maintain, update and create curriculum and work-based learning programs that align with technology, industry and community needs
Institutional Objective 2.3	Expand supports that increase student transition to career and college within five years (e.g., internships, Promise scholarship, credit by exam, events, communication, etc.)
Institutional Objective 2.4	Provide spaces and opportunities for student engagement, leadership, and social interactions



DEIAA	
Institutional Goal	<b>3</b> Cultivate a culture of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA)
Institutional Objective 3.1	Cultivate a culture of inquiry through the use of data to determine any disproportionate impact current programs have and correct the impact
Institutional Objective 3.2	Create student services protocols that support differentiated populations equitably
Institutional Objective 3.3	Develop curriculum, instruction, and student services programs/systems with a DEIAA lens

ORGANIZATIONAL EFFECTIVENESS	
Institutional Goal	<b>4</b> Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities
Institutional Objective 4.1	Develop an infrastructure for internal communication including assessment, plan development, and execution
Institutional Objective 4.2	Expand infrastructure and increase use and sharing of student outcomes data for planning and resource allocation, including information to support enrollment, equity, retention, completion, and transition
Institutional Objective 4.3	Support planning and research through student and employee input (e.g., surveys, focus groups)
Institutional Objective 4.4	Provide professional development opportunities that focus on customer service, DEIAA, fiscal processes, leadership, and technology
Institutional Objective 4.5	Provide faculty professional development that supports teaching and assessment in all modalities and the development of online instruction



## PARTNERSHIPS

Institutional Goal	5	Enhance internal and external partnerships
Institutional Objective 5.1		Develop collaboration between disciplines and departments that increase student success
Institutional Objective 5.2		Increase the number of employers participating in industry advisory boards to partner in programming and facilities that support living wage careers
Institutional Objective 5.3		Increase campus awareness by holding more on- and off-campus community events at all seven campuses
Institutional Objective 5.4		Encourage entrepreneurship in creating external partnerships to support enrollment, employment opportunities, student resources, and new fiscal opportunities

## STEWARDSHIP OF RESOURCES

Institutional Goal	6	Develop sustainable, efficient, and transparent organizational and fiscal practices
Institutional Objective 6.1		Develop and implement processes that streamline planning and resource allocation within two years
Institutional Objective 6.2		Develop and maintain a human resource process based upon short- and long-term priorities and a balanced budget
Institutional Objective 6.3		Develop a technology plan within two years that supports annual resource allocation, infrastructure maintenance, instructional classroom support, and training to support use of technology
Institutional Objective 6.4		Implement a facilities master plan that focuses on upgraded technology, how space on campus is used, and that prioritizes sustainability, DEIAA, health and safety



# 04

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## SDCCE PLANS

SAN DIEGO  
CONTINUING  
EDUCATION  
North City Campus



8355  
Aero Drive



## SDCCE-Impacting Funding Plans

### California Adult Education Program (CAEP) / (SDAERC)

The San Diego Adult Education Regional Consortium (SDAERC), which includes SDCCE and the San Diego Unified School District Adult Education (SDUSD), serves the entire City of San Diego to address adult education needs of the region. Established as part of AB 104 legislation, now California Adult Education Programs (CAEP), the purpose of the program is to implement a plan for adult education that expands and improves the provision of adult education, evaluated through the following student outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or high school equivalency (HSD/HSE)
3. Transition into postsecondary study
4. Completion of postsecondary certificates, degrees, or training programs
5. Placement into jobs
6. Improved wages

SDCCE currently provides programming in the following approved CAEP areas, including: HSD/HSE and Basic Skills; ESL/Citizenship; Adults with Disabilities (DSPS); and Short term CTE.

The Vision of the SDAERC is to “[m]aintain a cohesive partnership to develop pathways which support adult learners, including under-represented and low-income populations living in the City of San Diego, to achieve their basic educational skills and credentials as well as academic and occupational goals, through a supportive and guided student-centered approach, that leads to career and college transitions and fosters the ability to be economically self-sufficient”. The collaboration at the SDAERC focuses largely on “seamless transitions” and guided pathways between member agencies in order to support adult learners in their workforce and occupational skills.

Between 2016/17 and 2021/22, SDCCE received over \$23,746,764 in funding to support adult education instructional programs. A strategic plan and annual plans developed within the SDAERC guides fund allocation. The goals below derive from the SDAERC’s Comprehensive Regional Three-Year Strategic Plan 2023 - 2025, which will be implemented within the period of this strategic plan. The CAEP planning is based in the tenants of integrated planning and leveraged resources and strategies with other categorical funding sources.

### Goals Objectives/Strategies

## SDCCE-Impacting Funding Plans

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California Adult Education Program (CAEP) / (SDAERC)

# SDCCE-Impacting Funding Plans

## San Diego College of Continuing Education Foundation (SDCCEF)

**Mission:** The San Diego College of Continuing Education Foundation (SDCCEF) exists to support SDCCE in championing equity by fostering innovation, raising funds for scholarships, eliminating barriers to student success, and positively impacting the community at large.

### SDCCE’s Seven Pillars of Student Success

- » Employment Security
- » Food Security
- » Housing Security
- » Transportation Security
- » Financial Literacy
- » Textbook and Course Material Affordability
- » Intellectual and Emotional Security

San Diego College of Continuing Education Foundation (SDCCEF) stands as a proud partner with SDCCE and the entire San Diego Community College District in upholding the principles of education for all throughout our community. SDCCEF exists to support SDCCE in championing equity by fostering innovation, raising funds for scholarships, eliminating barriers to student success, and positively impacting the community at large. SDCCEF strives to provide students with the tools and resources to reach their full potential by implementing equitable programs that address economic insecurities and promote progressive, systemic social change.

Alongside supporting students with awards, barrier grants, and scholarships, SDCCEF currently partners with SDCCE and community groups to support SDCCEats; SDCCE’s learning communities; the ECC Historic Preservation Project; and ETi Contract Education.

Goals	Objectives
1. Continue consistent growth of SDCCE Foundation programs supporting equity, innovation and scholarships and awards that eliminate barriers to student success at SDCCE and SDCCD.	<ul style="list-style-type: none"> <li>» Increase workforce development support initiatives through public and private sector partnerships.</li> <li>» Participate SDCCE leadership’s aims in increasing scholarships, awards and success grants (removing barrier to success grants).</li> </ul>
2. Make significant progress on the Board of Directors adopted Development Plan 2021-2024.	<ul style="list-style-type: none"> <li>» Track progress made in 5 key areas including: Funding, Staffing, Board Leadership Affiliate Programs and Data/Procedures.</li> </ul>
3. Create and maintain transparent budgeting and accounting processes to achieve financial sustainability.	<ul style="list-style-type: none"> <li>» Develop fundraising priorities.</li> <li>» Grow annual funding in the majority of the priority categories by 15% year over year.</li> <li>» Grow donor contributions by 10% year over year.</li> </ul>
4. Maintain & Cultivate community members who reflect the individuals we serve for leadership roles.	<ul style="list-style-type: none"> <li>» Recruit board members who reflect the communities we serve as board positions become available.</li> <li>» Study and determine significant student participation on the board and advisory committees.</li> <li>» Annually assess the role and responsibilities of the board members, including the possibility of including the addition of a Give or Get policy.</li> <li>» Support board member professional development by encouraging attendance at professional board development opportunities.</li> </ul>

## SDCCE-Impacting Funding Plans

### San Diego College of Continuing Education Foundation (SDCCEF)

Goals	Objectives
5. Develop staffing plan to meet the needs of the Foundation during its growth and expansion.	<ul style="list-style-type: none"> <li>» Create Staffing Needs Assessment and timeline by February 2023.</li> <li>» Create and develop SDCCEF Hiring Plan including recruitment, standardized employee handbook, benefits package, and salary schedules.</li> <li>» Create and implement customized individual performance and professional development plans by December 2022.</li> </ul>
6. Identify and implement strategies to cultivate equity-minded and meaningful programs for Alumni Association, Retiree Network, and Employee Giving.	<ul style="list-style-type: none"> <li>» Research and analyze at least 10 community colleges with robust affiliate programs and present findings and recommendations to the Foundation Board.</li> <li>» Implement affiliate program and grow participation by 20% year over year.</li> <li>» Identify strategies to raise money through Alumni Assoc. and directly to student groups.</li> <li>» Identify strategies to raise money through retiree networks - management, faculty, and classified professionals.</li> <li>» Identify strategies to raise money through employee giving (2023-2025).</li> </ul>
7. Continue to Design and implement streamlined policies and procedures to collect and analyze data for effective and informed decision making.	<ul style="list-style-type: none"> <li>» Combine legacy data information into a single resource directory.</li> <li>» Migrate data into data management system.</li> <li>» Create dashboards and workflows to track and monitor fundraising efforts and foresee outcomes.</li> <li>» Create funding/funder templates and documentation to aid in funding processes.</li> <li>» Student Success outcomes of SDCCEF funded projects, services, or programs to report back to donors and/or funders.</li> </ul>
8. Create and implement a social media strategy outlining social media goals and the tactics that will be utilized to track and measure progress.	<ul style="list-style-type: none"> <li>» Set SMART Goals (Specific, Measurable, Attainable, Relevant and Time Bound) to create comprehensive media strategies.</li> <li>» Bring websites up to date and revise annually or bi-annually to remain current and relevant.</li> </ul>
9. Support the advancement of ETi (Employee Training Institute) and Contract Education expansion.	<ul style="list-style-type: none"> <li>» Enable ETi Manager to implement ETi Strategic Plan.</li> </ul>

# SDCCE-Impacting Funding Plans

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

Perkins, a Federal act, was established to improve Career Technical Education (CTE) programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. At SDCCE, the Perkins Committee reviews requests for funding for CTE programs within SDCCE and provides recommendations for the allocations of the Perkins IV/VTEA funds. When revisions to the Perkins fund requirements are released, the Workforce Development District Dean and SDCCE coordinators review requirements and additional accountability issues.

Between 2016/17 and 2019/20, SDCCE received nearly \$2,000,000 in funding to support investments in course and program improvement for CTE via

Perkins IV. Instructional Services implemented a new Comprehensive Local Needs Assessment (CLNA) process in 2020, with approximately \$900,000 in funding between 2020/21 and 2021/22. The assessment resulted in SDCCE discussing performance across CTE programs and identifying potential institutional gaps to direct targeted investments to improve student success outcomes, including retention and completion. In future years, funds will focus on addressing institutional gaps and action plans developed through the Perkins V 2022 - 2024 CLNA, as outlined in the goals below. These gaps and goals are jointly identified with local stakeholders on the Perkins Committee, which is facilitated by the lead Career Education Dean and Program Activity Manager.

Element	Priority Strategies
1. Student Performance	<ul style="list-style-type: none"> <li>» San Diego College of Continuing Education will enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities identified in the Comprehensive Local Needs Assessment and Program review process.</li> <li>» San Diego College of Continuing Education will comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment.</li> </ul>
2. Program Size, Scope, and Quality to meet the needs of all Students	<ul style="list-style-type: none"> <li>» SDCCE will enhance existing work to review and develop (as necessary) shorter term, stackable credentials provided in a variety of modalities including online.</li> </ul>
3. Progress towards Implementation of CTE Programs of Study/Career Pathways	<ul style="list-style-type: none"> <li>» SDCCE will increase articulation or credit by exam agreements. This will include increasing agreements with SDUSD and with Mesa, Miramar, and City colleges.</li> </ul>
4. Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	<ul style="list-style-type: none"> <li>» San Diego College of Continuing Education will increase and institutionalize efforts to train CTE professionals by providing industry specific professional development for faculty and staff with the intent of increasing work-based learning opportunities for existing SDCCE students.</li> </ul>
5. Progress towards equal access to CTE programs for all students	<ul style="list-style-type: none"> <li>» SDCCE will market to new and existing students about non-traditional occupational training opportunities at San Diego College of Continuing Education to improve non-traditional student outcomes.</li> <li>» SDCCE will work to help contextualize student equity in CTE classrooms through the use of aligned data metrics to promote increased student equity outcomes.</li> </ul>
6. Alignment to Labor Market Information (LMI)	<ul style="list-style-type: none"> <li>» SDCCE will continue to review and make adjustments to the alignment of the LMI analysis of the comprehensive local needs assessment and the biennial review within planning processes including specific feedback from industry advisory boards.</li> <li>» SDCCE will develop a methodology to track and measure students, who, upon graduation, form businesses or enter the gig economy.</li> </ul>



# SDCCE-Impacting Funding Plans

## Strong Workforce Program (SWP)

In 2016, the California governor and legislature approved the Strong Workforce Program (SWP) to enhance career technical education (CTE) and workforce training. The SWP focuses on the provision of “more and better” CTE (i.e., increasing the number of students enrolled in programs that lead to high demand and high wage jobs and improving program quality). The funding structure is 60% Local Share and 40% Regional Share.

SDCCE participates on the Regional Consortium for Workforce Development for San Diego Imperial Counties Regional Consortium (SDICRC) to implement SWP regional initiatives. Between 2016/17 and 2020/21, SDCCE received over \$2,000,000 in Regional Share funds. SDCCE will continue to apply for additional regional funds that align with SDCCE strategic initiatives through the RFP process. The SDICRC Strong Workforce Program Four Year Plan ongoing priorities and 2021 - 2025 focus (2021, p.7) are:

### Ongoing Regional SWP Priorities

- » “Pre-College Outreach and Career Pathways - to better prepare our prospective students for college
- » Guided Career Pathways - to support students in their education, preparing them for the workforce and the launch of their careers
- » Marketing - to increase awareness of community college Career Education
- » Labor Market Research - to ensure that the colleges have the resources needed to make informed programmatic decisions that benefit students and create opportunity”

### 2021 - 2025 Regional SWP Focus

- » “Invest in Faculty - Strengthen and expand the Faculty Institute by supporting faculty in their equity-focused research projects and adding the Counselor Institute. Continue to support research resources to support faculty in understanding how their course design and instructional approaches can be improved to increase equitable student outcomes.”

- » Invest in Sectors - Strengthen and expand our Sector Strategies and Equity Outcomes work supporting colleges in aligning curriculum to employer needs and labor market research. Investments can include curriculum and program development, research into industry needs, modernizing equipment and beginning in-demand programs. Other work can include identifying inequities in program outcomes and supporting interventions to ensure that all students have access to high-wage, high-demand careers.
- » Invest in Resilient Short-Term Career Programs - Support colleges in increasing short-term Career Education programs for students who need to access to in-demand jobs. With a current economic downturn, community colleges can be a place for unemployed individuals to quickly gain skills. This investment will help colleges to re-package current coursework into stackable, short-term credentials that lead to in-demand jobs. The investment can also be used to establish new short-term programs with a clear labor market demand.”

Between 2016/17 and 2020/21, SDCCE received over \$5,500,000 in SWP Local Share funds. Local Share SWP projects are expected to align to the SDICRC Strong Workforce Program Four Year Plan and to the Perkins CLNA. Implementation of SWP and Perkins are integrated within the SDCCE portfolio of CTE grant initiatives and support the SDCCE Strategic Plan. The project development process directly connects to the annual integrated planning and resource allocation process. SDCCE SWP adds two further priorities to the regional priorities.

### Ongoing SDCCE SWP priorities (in addition to regional priorities):

- » Supporting the implementation of an equity-minded Guided Pathways approach at SDCCE in support of further improving the students’ journey with a focus on student retention strategies.
- » Supporting Distance Education new and continuous improvement initiatives for faculty and students.

## SDCCE-Impacting Funding Plans

### Student Equity and Achievement Program (SEAP)

The Student Equity and Achievement Program (SEAP) was established in July 2018 with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. It combined funding from three distinct programs into one bucket with the goal of providing colleges more flexibility in spending related to equity and student services. The funding sources include the Student Services and Support Program (SSSP) funds, Student Equity funds and Basic Skills funds. SEAP funds may be used to support noncredit services and programs. Additionally, per Education Code 78222 (c)(5)(B), districts fund for faculty and staff development to assist in the implementation of equitable placement.

As a condition of receiving funds, the SDCCD must comply with the following: maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705; credit colleges) and provide all students with an education plan. The program is an ongoing categorical funding source for colleges.

The 2022 – 2025 SEAP Plan will be developed and submitted in fall 2022. Its' goals are the institutional goals. SEAP work is to support institutional work, systems, and goals through equity processes, policies and strategies. Objectives will be grounded in SEAP.

### Workforce Innovation and Opportunity Act (WIOA, Title II) Adult Education Family Literacy Act (AEFLA)

SDCCE has been the recipient of competitive federal Workforce Innovation and Opportunity Act (WIOA, Title II) Adult Education and Family Literacy Act (AEFLA) funds from the California Department of Education since the inception of the Act. The purpose of this grant is to provide funding to states to provide adult basic skills programming, including ESL, Citizenship, Adult Basic Education, Adult High School Diploma and adult High School Equivalency instruction. Funds include a component of Integrated Education and Training for English Language Learners where students receive English language instruction and coursework delivered with a single set of learning objectives that identify workforce preparation activities and workforce training competencies with program activities organized to function cooperatively.

SDCCD is in the second year of a three-year grant funding cycle that spans Program Years from 2020-23. Between 2016/17 and 2021/22, SDCCE received \$9,554,422. Allocated funds supplement program services and do not supplant services required by the State. Part of the state requirement for funds is to have a formal Memorandum of Understanding (MOU) with

the Local Workforce Development Board, San Diego Workforce Partnership, in order to coordinate services benefiting adult learners in the AEFLA program.

SDCCE currently provides programming in the following approved WIOA AEFLA areas: ESL, Vocational ESL (VESL), Citizenship, Adult Basic Skills, HSD/HSE and Basic Skills; ESL/Citizenship.

The WIOA AEFLA program is evaluated through the following student outcomes:

1. Enrollments
2. Paired CASAS testing
3. Educational Functional Level increases
4. Completion of High School Diplomas/ High School Equivalency
5. Achieving Citizenship objectives,
6. EL Civics Objectives
7. Co-enrollment in CTE courses

Goals derive from the WIOA AEFLA Annual Continuous Improvement Plan. An application for a new cycle will be submitted in 2023.

## Institutional Infrastructure Plans

### SDCCE Communications Plan

SDCCE's Communication Plan helps the organization focus on identified goals for improving communication internally among employees and work units. When people are fully informed, they are able to make better decisions that improve work and ultimately improve the student's access to teaching and learning, and to a student's overall academic success. The

Communication Plan includes opportunities to communicate to external or secondary constituencies including District employees, community partners, current students, and potential students. This plan contains short and long-term objectives, designed to occur over six years. Review and assessment of progress will be conducted annually by the Office of the President.

Goals	Objectives
1. Conduct employee survey(s) to determine the current level of satisfaction with internal communication.	<ul style="list-style-type: none"> <li>» Within years 1-2, conduct employee survey(s) to determine employees' preferences on 1) how to receive information about the organization, 2) the frequency of information, and 3) the types of information to receive. (IO 4.1)</li> <li>» Use survey results to determine resources needed to take action. (IO 4.1)</li> <li>» Determine how, and how often, progress will be measured. (IO 4.1)</li> <li>» Confirm that all planning includes diversity equity and inclusion. (IO 4.1)</li> </ul>
2. Develop an intranet for employee use and to distribute information.	<ul style="list-style-type: none"> <li>» Within year 2, research software platform options and purchase. (IO 4.1)</li> <li>» Establish timeline for project. (IO 4.1)</li> <li>» Determine and assign employees to provide and maintain content. (IO 4.1)</li> <li>» Determine how user experience will be measured and reported. IO 4.1)</li> </ul>
3. Develop training presentations on topics of interest.	<ul style="list-style-type: none"> <li>» Within years 2-3, survey employees to determine areas of interest (e.g. program information; institutional priorities; employee benefits). (IO 4.1)</li> <li>» Establish timeline and assign employees to present information. (IO 4.1)</li> <li>» Develop goals for integrating community partnerships into various elements of campus work. (IO 4.1)</li> <li>» Continue to measure progress on this work. (IO 4.1)</li> </ul>
4. Empower employees to be the top ambassadors for SDCCE as a great place to work and for students to learn.	<ul style="list-style-type: none"> <li>» In year 4, survey employees to determine areas of knowledge and identify gaps. (IO 4.1)</li> <li>» Assign employees as ambassadors. (IO 4.1)</li> <li>» Report successful examples of communication. (IO 4.1)</li> <li>» Reward employees. (IO 4.1)</li> </ul>
5. Maintain an accurate and informative intranet for employee use.	<ul style="list-style-type: none"> <li>» During years 4-6, establish protocols for posting content. (IO 4.1)</li> <li>» Report successful examples of communication. (IO 4.1)</li> </ul>

## Institutional Infrastructure Plans

### SDCCE Distance Education Plan

The distance education action plan was developed from long standing conversations among faculty, administrators, and classified professionals over the past year. In addition, national, state, and local census and SANDAG data was reviewed to inform these action items. The intent is to continuously improve the quality of distance education and support staff development and student support. There is an emphasis on diversity, equity, inclusion, social justice, and anti-racist lenses

with an expectation that data will inform and lead to quality and continuous improvement. This is a 10-year plan (2022/23 - 2031/32) to be continuously updated. There will need to be disaggregated data provided for online classes to determine student outcomes. These student outcomes will inform what institutional changes might be required to lead to improvements.

Goals	Objectives
1. Increase student digital literacy and digital participation.	<ul style="list-style-type: none"> <li>» Provide Student Equity Tutoring. [ACTIVITY: Tutors (Instructor and Classified) to provide embedded instruction with line of sight to class on campus as well as online tutoring. Tutoring for digital literacy skills includes Canvas, Zoom, and other instructional software; Hire Student Equity Tutoring Coordinator] (IO 3.1)</li> <li>» Explore feasibility of mobile digital literacy support (example: bus equipped with technology and broadband). (IO 3.3; IO 5.4)</li> <li>» Support off campus online accessibility [ACTIVITY] Explore feasibility of providing Wi-Fi devices (to faculty) that offer internet connectivity at off-site classrooms. (IO 3.3)</li> </ul>
2. Deliver high quality distance Education.	<ul style="list-style-type: none"> <li>» Continue to stay informed and respond to DE policy in collaboration with participatory governance for accessibility, accreditation, other standards, and best practices. (IO 3.3)</li> <li>» Continue to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plan across all units to ensure the college keeps up with emerging best practices (IO 3.3)</li> <li>» Create a culture of inquiry and accountability. Conduct continuous improvement assessment cycle by gathering, analyzing student data (i.e. student outcomes) to identify recommendations for exemplary DE practices for faculty and staff. (i.e. present/discuss multiple measures/metrics including student disaggregated data, course data, rubric results with faculty.) (IO 3.1)</li> <li>» Develop and provide standardized Canvas shell templates. (IO 3.3)</li> <li>» Continue to develop, implement, and evaluate POCR Process with Course Design Rubric while collaborating with CVC. (IO 3.3)</li> <li>» Continue to support online course design training and content development (including DesignPLUS) with faculty support, including as an example, 2.0 FTEF technologist/instructional designers and team of 1.7 FTEF online faculty mentors (including counselor mentor). (IO 3.3).</li> <li>» Explore feasibility of offering fee-based DesignPLUS training. Revenue could support online faculty mentoring. (IO 5.4)</li> <li>» Distance Education Instructional Resource Spaces (DEIRS). Develop DEIRS, a room, at each SDCCE campus. Finalize buildout of North City DEIRS room January 2022. Pilot DEIRS spring 2022 and use results to design DEIRS at other campuses for future. Provide workspace for DE faculty to develop online instruction, teach online, as well as mentoring for faculty mentees. (IO 3.3)</li> </ul>

# Institutional Infrastructure Plans

## SDCCE Distance Education Plan

Goals	Objectives
<p>3. Increase the systemic inclusion and development of DEI content and inclusionary teaching methods.</p>	<ul style="list-style-type: none"> <li>» Continue support to provide comprehensive and responsive equity-minded training and professional development for online educators. Current: Online Equity/Cultural Curriculum Audit Faculty team. Example to support: Hire 0.5 FTEF Equity Coordinator. (IO 3.3)</li> <li>» Design, develop, implement, and evaluate equity framework for digital learning environments at SDCCE. This concept is based on the “Equity framework for digital learning environments” by Dr. Anika Anthony, Dean of Academic Affairs, Ohio State University. (IO 3.3)</li> <li>» Develop and implement plan for empathy training in DE faculty and staff. (IO 3.3)</li> <li>» Continue FELI training for DE faculty and staff. (IO 3.3)</li> </ul>
<p>4. Develop comprehensive student onboarding and virtual student support services for distance education.</p>	<ul style="list-style-type: none"> <li>» Streamline registration/enrollment/attendance processes and enterprise software to improve class enrollment, student persistence and success (Drop policy, Reinstate, DE terms in class schedule). Develop/implement early alert student follow-up process to provide services as needed. (IO 1.1; IO 1.2)</li> <li>» Emerging equitable instructional and counseling model development. Identify new ways to use hardware, software, and pedagogy that supports equity, student access and success in various DE learning and counseling modalities: Cranium Cafe for student services/counseling, Virtual student support services, one to one, Pre-enrollment, orientation is program-specific, HyFlex/Hybrid orientation w/web conferencing, Link on website and enter virtual office, schedule appointment, chat function, Collaborate w/office managers, One to one counseling with students in private FERPA compliant setting. (IO 3.3)</li> <li>» One Faculty/Counselor to serve as Counselor Online Faculty Mentor for Cranium Café, Canvas, Zoom and as a DesignPLUS developer for public facing Canvas sites. (IO 3.3)</li> <li>» Collaborate with CVC to promote noncredit learning. (IO 5.4)</li> <li>» Disseminate and present findings, honors, awards regularly with the field. (IO 4.1)</li> </ul>
<p>5. Increase student retention and success.</p>	<ul style="list-style-type: none"> <li>» Continue support for Universal Design Learning (UDL) and accessibility. (IO 3.3)</li> <li>» Continue to collect, analyze student data and examine diversity, equity, inclusion, anti-racism, and social justice outcomes using disaggregated data. Take actions based on findings. (IO 3.1; 3.3)</li> </ul>

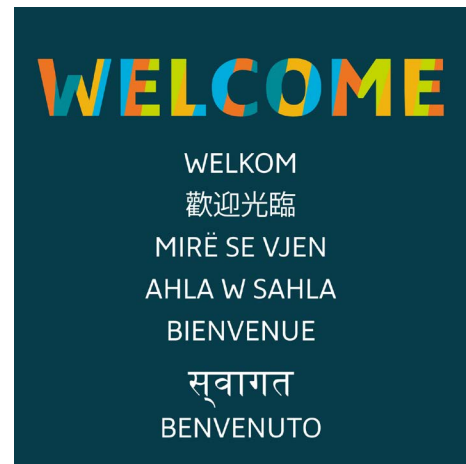
## Institutional Infrastructure Plans

### SDCCE Diversity, Equity, Inclusion, Anti-Racism and Accessibility Plan

SDCCE is imbedding diversity, equity, inclusion, antiracism and accessibility (DEIAA) throughout the institution. Intentionality is essential as we move beyond talking about equity and taking action to remove the systemic barriers that continue to be identified. Instructional and Student Services have been intentional in their strategic plans calling out DEIAA priorities.

The development of the Equity Minded Strategic Enrollment Management Planning (SEMP) process is going to be a significant vehicle for inclusion. The SEMP process itself is inclusive, with all constituency involvement in five task forces. The process is inclusive in terms of actionable participation in SEMP convenings. SDCCE is intentionally facilitating working sessions for folks to contribute to dialogue, experiences, perspectives, and solutions. We are changing the culture for inclusivity and enabling folks to contribute their perspectives anonymously.

We will create a process to develop an integrated institutional DEIAA plan.



# Institutional Infrastructure Plans

## SDCCE Strategic Enrollment Management Plan

The intent of the Strategic Enrollment Management Plan is to engage all constituents to drive quality improvements throughout the institution. The plan Goals and objectives were developed by the Access, Retention and Completion Committee and are in alignment with SDCCE's institutional goals. The committee recommended a task force structure to build out five focus areas of the plan. The background for this plan is as follows:

We approach the development of our institutional enrollment management plan thinking about the loss of over 50% of our students, the systemic challenges we face as an institution, and the need to build back to the future. There is an urgent need to serve our communities which will require us to re- envision and redesign the way we do our work. Given our unique organizational structure, this will

require significant cross-divisional collaboration in all that we do. This is not easy work. As we engage in these conversations it is important to recognize that this does not dismiss the work that has been done, but rather builds upon the hard work, dedication, and innovation of faculty, classified professionals, and administrators in service of our students. We acknowledge and honor the conditions in which much of this work took place. Our goal is to work together across the institution to develop an ideal plan to guide our work and our resources moving forward.

It is expected that a draft plan including action steps and the identification of short, mid, and long-term goals will be developed by each committee in March of 2022. The plans will be reviewed to identify a timeline and required resources. The ARC committee will review the plan regularly.

Goals	Objectives
1. Improve student onboarding.	<ul style="list-style-type: none"> <li>» Increase standardization across Campus/Programs and develop clear processes. (IO 1.1; 1.2; 2.1; 3.1; 5.1)</li> <li>» Increase response time (to student inquiry, issues, enrollment process, etc.). (IO 1.1; 5.1)</li> <li>» Develop high touch hand-offs. (IO 1.2; 3.2)</li> <li>» Effectively use technology. (IO 1.2; 1.5; 3.2)</li> <li>» Produce consistent and professional visuals of program and services information. (IO 1.3)</li> <li>» Create a welcoming environment (first class student experience). (IO 2.4; 3.2)</li> </ul>
2. Improve marketing and outreach.	<ul style="list-style-type: none"> <li>» Clearly document and communicate academic and career pathways in a way that is easy for students to understand. (IO 1.3; 2.1; 3.2)</li> <li>» Revise website to for intuitive navigation and enhanced internal and external communication. (IO 1.3; 1.6; 2.1; 3.2; 4.1)</li> <li>» Identify communities to engage. (IO 1.6; 1.7; 3.2)</li> <li>» Increase opportunities for training and collaboration between program/subject matter experts, outreach, counseling, and instructional faculty. (IO 2.1; 3.2)</li> <li>» Develop a strategic marketing and outreach plan with focus on certain programs and/or populations each semester. (IO 1.1; 1.3; 1.6; 2.1; 3.2)</li> <li>» Evaluate current communication tools including "outside" program websites and determine how to bring inside to meet the same needs. (IO 1.1; 1.3)</li> <li>» Develop employer communication tools. (IO 2.3; 5.2; 5.4)</li> </ul>

# Institutional Infrastructure Plans

## SDCCE Strategic Enrollment Management Plan

Goals	Objectives
3. Improve student-centered scheduling.	<ul style="list-style-type: none"> <li>» Understand and address the short and long-term needs (skills and schedule) of our adult students. (IO 1.1; 2.2; 5.2)</li> <li>» Understand and address the needs of our local employers (Competencies, skills gaps) and communities (Parents, new immigrants, opportunity youth, Black students). (IO 2.2; 3.1; 3.2; 3.3)</li> <li>» Consider the scheduling needs of students in relation to other needs (work schedules, HSD program, incumbent worker, students who want to pursue multiple programs, transition between programs). (IO 1.1; 1.4; 3.3)</li> <li>» Create stackable shorter-term programs/classes. (IO 2.2; 1.4)</li> <li>» Obtain systems support from the District Office. (IO 4.2)</li> <li>» Be flexible using multiple modalities. (IO 1.4; 4.4; 4.5; 6.3)</li> <li>» Enhance collaboration and information exchange and process between career services and instructional services. (IO 1.1; 2.2; 2.3; 3.1; 4.1; 5.1)</li> <li>» Develop a structure for quick responses to employer demand with curriculum. (IO 1.4; 2.2)</li> <li>» Ensure student access to classes for program/pathway completion. (IO 2.4; 3.3)</li> <li>» Align with credit program scheduling for transitions. (IO 2.3)</li> <li>» Address accessibility needs of various student groups. (IO 1.4)</li> <li>» Communicate scheduling information. (IO 1.5; 2.1; 3.3; 4.1; 4.2)</li> </ul>
4. Increase and improve transitions and the student journey.	<ul style="list-style-type: none"> <li>» Clarify how students transition into, through and out of our institution (SDUSD, general population other partners). (IO 2.1; 2.2; 3.2; 5.1; 5.3; 5.4)</li> <li>» Identify infrastructure, communication needs to support students transition along their defined path (Retention). (IO 1.5; 2.1; 3.2; 5.1)</li> <li>» Identify infrastructure and communication needs for student transitions within CE. (IO 1.1; 2.1; 5.1; 5.3)</li> <li>» Identify how SDCCE can support student transition out of CE, including partner needs (Workforce, credit colleges). (IO 1.7; 2.3; 5.1; 5.3; 5.4)</li> </ul>
5. Increase program development and innovation	<ul style="list-style-type: none"> <li>» Identify structure for creating strategy and identifying programs. (IO 1.4; 3.3; 4.1; 4.3; 4.5; 5.1; 5.4; 6.1)</li> <li>» Include industry, community and faculty and student voices. (IO 1.4; 3.3; 4.3; 5.1; 5.4)</li> <li>» Look at trends in San Diego and gaps, especially in advanced manufacturing. (IO 3.3; 4.3; 5.4)</li> <li>» Increase Workforce Preparation as a model. (IO 2.2; 3.3; 4.3; 4.4; 5.1; 5.4)</li> <li>» Increase interdisciplinary work. (IO 2.2; 4.4; 4.5; 5.1; 5.4)</li> <li>» Increase innovation related to special population curriculum needs. (IO 3.1; 3.3; 4.5; 5.4)</li> <li>» Ensure inclusion of curriculum supporting student transitions/transfer. (IO 2.3; 4.3; 4.5)</li> <li>» Define advisory committees (including non-CTE). (IO 3.3; 4.5; 5.2; 5.4)</li> </ul>



# Institutional Infrastructure Plans

## SDCCE Facilities Plan

Campus Facilities are critical to the experience and success of students at San Diego College of Continuing Education and are in need of renewal and modernization. The Facilities Action Plan establishes a framework for planning, designing, and constructing new facilities while also improving operations in existing areas with a commitment to providing students and community with safe, modern, and sustainable spaces to learn and build community. The Facilities Action Plan focuses on environmental justice and sustainability to balance the College's growth with campus and community preservation to create a more equitable campus and reduce carbon footprint.

The plan is a seven-year plan, reviewed yearly by the Safety and Facility Committee.

Goals	Objectives
1. Renewal and Modernization	<ul style="list-style-type: none"> <li>» Improve campus navigation. (IO 3.3)</li> <li>» Improve wayfinding. (IO 3.3)</li> <li>» Maximize utilization. (IO 6.4)</li> </ul>
2. Sustainability	<ul style="list-style-type: none"> <li>» Develop flexible spaces. (IO 6.4)</li> <li>» Develop Multi-purpose spaces. (IO 6.4)</li> <li>» Create sustainable campus. (IO 6.4)</li> </ul>
3. Health and Safety	<ul style="list-style-type: none"> <li>» Improve accessibility. (IO 2.4)</li> <li>» Equitable facilities. (IO 2.4)</li> <li>» Maintain safe learning, social, work spaces. (IO 2.4)</li> </ul>

The SDCCE Facilities Plan is tied to the Facilities Master Plan, which contains the following strategic themes:

- » Identity and Wayfinding
- » Access, Mobility, and Circulation
- » Safety and Security
- » Campus Life
- » Maintenance, Operations, and Service
- » Sustainability and Resiliency
- » Technology
- » Capacity and Expansion
- » **Diversity, Equity, and Inclusion (DEI)** is integrated at the center of all facilities strategic themes.

## Institutional Infrastructure Plans

### SDCCE Technology Plan

Campus Technology is critical to the experience and success of students, faculty, and staff at San Diego College of Continuing Education, and is in need of updating. The Plan establishes a framework for planning, updating, and improving technology with operations in existing areas, with a commitment to ensuring students and campuses have access to technology that is updated, relevant and accessible to deliver services and produce successful outcomes. The Technology Committee is charged with exploring and encouraging innovation in the use of technology.

The three-year (2022/23 - 2024/25) plan presents focused goals and supporting strategies that will move the institution closer to realizing its vision.

#### Goals

1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.

2. Collaborate with the District on projects that are beneficial to all.

#### Objectives

- » Maintain and adhere to minimum standards for campus technology. (IO 6.3)
- » Provide the campus with the latest information on the trends in emerging technologies. (IO 6.3)
- » Determine the technology needs of students, faculty, staff, and administrators and incorporate the data into technology planning. (IO 6.3)

- » Collaborate with District Technology to identify, implement, and support the technologies that serve all of our users. (IO 1.2)
- » Promote initiatives that lead to district-wide best practices. (IO 6.3)
- » Educate the campus community regarding available technology resources. (IO 6.3)



## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Automotive Program

Program Webpage: [sdcce.edu/automotive](http://sdcce.edu/automotive)

**Mission:** Our mission is to empower all students with the knowledge and skills necessary for a successful career in automotive technology and other related fields. We reinforce each student's personal attributes to help them lead productive lives and become contributing members of our community.

The Automotive Certificate Programs provide opportunities to complete various career training certificates that create pathways to entry-level employment in the automotive industry or transition to college. The programs provide students access to a combination of instruction and hands-on learning with state-of-the-art equipment. Programs include industry safety practices, and soft-skills such as professionalism, communication and computer skills. Measures are in place to ensure that students are taught the necessary skills and knowledge needed to not only meet industry standards but to surpass them.

#### Program Pathway Student Learning Outcomes

1. Accurately diagnose and repair light duty automotive systems and components.
2. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.
3. Research automotive repair data, instructions, and specifications using printed material as well as computer database systems.

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Auto Body and Paint Technician	600	Auto Body Technician; Painter's Helper
Automotive Technician	920	Automotive Technician; Lubrication Technician; SMOG Technician
Quick Service Inspection Technician	162	Lab Technician
Service Advisor	300	Service Advisor; Service Writer

Goals	Objectives
1. Increase student access and marketing through outreach to the community.	<ul style="list-style-type: none"> <li>» Create pathways and a support structure with area employers for our students and program. (IO 2.3; 2.2; 5.1)</li> <li>» Create online and in person marketing materials for employers and students (IO 1.3)</li> </ul>
2. Increase student access, retention, and completion.	<ul style="list-style-type: none"> <li>» Split the current 507 series block classes into individual classes and create stackable certificates. (IO 1.4; 2.2; 3.3)</li> <li>» Hire replacement contract faculty and instructional support staff. (IO 6.2; 2.4)</li> </ul>
3. Create dedicated technology classroom and lab spaces for different subject areas.	<ul style="list-style-type: none"> <li>» Convert the engine machine room into an advanced classroom/electrical lab space. (IO 2.2; 6.4; 2.4)</li> <li>» Create a Green Technology classroom/lab and a new Green Technology/Alternative Fuels curriculum and stackable certificate. (IO 2.2)</li> <li>» Increase classroom and lab space to accommodate existing and future automotive classes. (IO 6.4)</li> <li>» Increase connectivity in the classroom and lab to improve sustainability. (IO 6.3; 4.1)</li> <li>» Maintain Lab Equipment Standards. (IO 2.2; 2.3; 3.1)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Business and Accounting

Program Webpage: [sdcce.edu/job-training/business](http://sdcce.edu/job-training/business)

**Mission:** To provide in-person and remote access to courses and programs that equip students with workplace skills identified by relevant data introducing, developing, and enhancing workplace and foundational academic skills.

Business and Accounting certificate programs provide the skills and knowledge to work in an office, manage projects, and to build and run a small business. Project planning and management classes are also popular. Programs prepare students by developing the business technology skills employers need for entry-level and mid-level jobs in occupations across all industries bringing efficiency and productivity to the workplace.

#### Program Pathway Student Learning Outcomes

1. Students completing a Business and Accounting software course will be able to demonstrate use of software tools to be effective in a workplace in person or remote, with paper documents, or online.
2. Work individually and in diverse teams to effectively apply Information Technology solutions to problems.
3. Use Information Technology and software tools to support decision-making processes and critical thinking.
4. Pursue Information Technology education to strengthen foundational office skills and to continue with advanced programs that will keep them current in this rapidly changing field.

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Business Information Worker: Entry Level Skills	180	Customer Service; Municipal Clerk; Office Support Staff; Receptionist; Secretary
Business Information Worker: Communication Skills	162	Customer Service; Municipal Clerk; Office Support Staff; Receptionist; Secretary
Business Information Worker: Technical Skills	150	Customer Service; Municipal Clerk; Office Support Staff; Receptionist; Secretary
Account Clerk	376	Accounting Clerk; Bookkeeper
Administrative Assistant	324	Administrative Assistant
Project Management	120	Project Manager
Small Business Planning	108	Entrepreneur
Small Business Growth	135	Marketing Coordinator; Sales Representative

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Business and Accounting

Program Webpage: [sdcce.edu/job-training/business](http://sdcce.edu/job-training/business)

#### Goals

#### Objectives

- |   |   |
|---|---|
| 1. Support professional development for faculty to ensure they stay current with industry trends. | <ul style="list-style-type: none"> <li>» Promote participation on PD events to help Faculty grow as instructors. (IO 4.5)</li> <li>» Encourage Faculty participation in the industry advisory board meetings to ensure engagement and stay informed about industry trends. (IO 4.5)</li> </ul>  |
| 2. Update office skills certificate program.  | <ul style="list-style-type: none"> <li>» Modify the BIW program to update the messaging and content to focus on office skills and customer service so that students are prepared for a wider set of fields. (IO 3.3)</li> <li>» Develop clearer pathways for students to follow toward an office professional career. (IO 2.1)</li> </ul> |
| 3. Increase the number of faculty using data to inform instruction.                               | <ul style="list-style-type: none"> <li>» Improve faculty's use of and understanding of enrollment and industry data. (IO 2.2, 1.2)</li> <li>» Strengthen the relationship with the PRIE office to increase data awareness among faculty. (IO 3.1)</li> </ul>  |
| 4. Hire contract faculty.   | <ul style="list-style-type: none"> <li>» Hire a contract faculty member for the project management program to ensure there is oversight and continued development of the program. (IO 6.2)</li> </ul>   |



## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Child Development

Program Webpage: [sdcce.edu/child-development](http://sdcce.edu/child-development)

**Mission:** Child development students acquire an understanding of their important role as a primary teacher of the children in their care. Through exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs, students learn lifelong skills leading to careers in child development, as well as successful and effective parenting.

The Child Development Certificate Program provides opportunities to complete various career training certificates that create pathways to entry-level employment in the child care industry or transition to college. The certificate program pathways are designed to prepare students for professional or learning support positions in education, child care settings, and various other child, adolescent, and family career opportunities. Emphasis is placed on the study of child growth and development; related standards and regulations; positive guidance techniques; health and nutrition practices; indoor and outdoor enrichment; and developmental learning strategies.

#### Program Pathway Student Learning Outcomes

- Students critically assess significant systems that influence the development and well-being of children, families and communities.*
- Students demonstrate the skills necessary to provide nurturing and ethical caregiving based on theory, practice and recent research in the field of child development.*
- Students effectively communicate with children, families and industry professionals across diverse populations and lifestyles.*
- Students examine specialized vocational paths to integrate caregiving strategies that support inclusion and respect to their career and life goals.*

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Child Care Provider	144	Childcare Home Business Owner; Childcare Home Business Worker
Infant Care Specialist	198	Childcare Home Business Owner; Childcare Home Business Worker
Child Home Care	288	Childcare Home Business Owner; Childcare Home Business Worker
Infant and Toddler Development	108	Nanny/Caregiver
Early Learner Development	216	Assistant Preschool Teacher; Preschool Aide/Helper
Infant and Toddler Enrichment	99	Child and Youth Program Assistant
Early Learner Enrichment	117	Activities Coordinator; Camp Counselor; Paraeducator/Instructional Aide
School-Age Care & Leadership	56	Childcare Workers

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Child Development

Program Webpage: [sdcce.edu/child-development](http://sdcce.edu/child-development)

Goals	Objectives
1. Collaborate with student services to assist in the development of community partnerships.	<ul style="list-style-type: none"> <li>» Develop procedures for every child development student to receive orientation and a curricular pathway plan prior to entry to the program. (IO 2.1)</li> <li>» Support CD Faculty to acquire understanding of career technical possibilities and success to assist students in employment and transfer outcomes. (IO 2.1)</li> </ul>
2. Update and revise and/or re-write child development course outlines to reflect CTE emphasis, grouping courses to create program certificates and pathways.	<ul style="list-style-type: none"> <li>» Develop and maintain aligned CD course outlines, CD programs, student learning outcomes and competencies as pathways to credit or employment. (IO 1.7)</li> <li>» Align instructional practices with CD course outlines, student learning outcomes, and competencies. (IO 2.1)</li> </ul>
3. Meet the needs identified by the community, CD advisory committee, LMI and students through the development of new courses and revisions of course scheduling to ensure effective pathways and equitable access.	<ul style="list-style-type: none"> <li>» Develop new courses that meet the needs identified by the community, CD advisory committee and LMI. (IO 1.7)</li> <li>» Utilize CD specific procedures, systems committees and/or evaluations to glean information regarding community, industry and student need to make data informed decisions. (IO 3.1; 4.1)</li> </ul>
4. Collaborate with credit colleges.	<ul style="list-style-type: none"> <li>» Maintain and increase credit-by-exam agreements. (IO 1.7)</li> <li>» Increase student attainment of child development units through credit-by-exam. (IO 1.7)</li> </ul>
5. Develop awareness of industry-informed certificate competencies and achievement.	<ul style="list-style-type: none"> <li>» Develop student and community awareness of certificate course competencies. (IO 1.3)</li> <li>» Understand procedures/means of tracking student progress develop and post student success stories. (IO 1.6)</li> <li>» Align instructional practices with CD course outlines, student learning outcomes, and competencies. (IO 4.5)</li> </ul>
6. Develop user friendly program website for student access or as a community communication tool.	<ul style="list-style-type: none"> <li>» Develop website. (IO 6.3)</li> <li>» Utilize CD specific procedures, systems, tools, committees and/or evaluations to glean information regarding community, industry and student need to make data informed decisions. (IO 4.1; 3.1)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Clothing and Textiles

Program Webpage: [sdcce.edu/job-training/clothing-textiles](https://sdcce.edu/job-training/clothing-textiles)

**Mission:** The San Diego College of Continuing Education's Clothing and Textile Program prepares a diverse community of students for employment, entrepreneurship, further education and advancing skills within the clothing and textile product industries. The principles of maker-centered learning, cultural diversity, sustainability and ethical practices are woven into our curriculum providing the opportunity to integrate critical and creative thought with technology.

Clothing and Textiles certificate programs provide students the skills and knowledge necessary to build Clothing and Textiles careers and businesses. Students learn skills needed to create, manufacture, and market clothing and other textile products. They also learn the history and sociology surrounding the economics and relevance of clothing and textiles in our global world, as well as the environmental impact sewn products have. Best practices for sustainable and earth friendly manufacturing and consumption are explored. Students are emerged in the digital transformation of the cut and sew industry through the use of digital sewing equipment and digital manufacturing equipment in the Textile Technology Lab. The program fosters creative thinking, critical inquiry and the development of technical skills through in-person, hybrid and online instructional platforms.

#### Program Pathway Student Learning Outcomes

1. Upon completion of the Clothing Construction Program students will be able to perform beginning to advanced sewing construction skills needed for entry level positions in the Fashion industry.

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Clothing Construction	216	Alterations Expert; Clothing Production Worker; Costume Attendant; Fabric and Apparel Patternmaker; Seamstress (Casino)
Sewn Products Business	324	Small Business Owner

Goals	Objectives
1. Build awareness across SDCCE community and the San Diego service area for the CLTX program through outreach activities.	<ul style="list-style-type: none"> <li>» Develop targeted outreach and marketing regarding career pathways. (IO 1.3; 1.6)</li> <li>» Collaborate with other disciplines to provide pathways from CLTX to other instructional programs. (IO 2.2)</li> <li>» Partner with other credit institutions and industry employers to provide additional digital technology training. (IO 5.4; 5.2)</li> <li>» Explore feasibility of adding classroom space to increase access. (IO 1.1; 1.4)</li> <li>» Explore development of mobile program experiences. (IO 3.3; 2.1)</li> </ul>
2. Ensure CLTX programming remains relevant in a competitive 21st Century workforce and industry to promote and support enrollment, retention, and completion.	<ul style="list-style-type: none"> <li>» Foster local entrepreneurship in the industry to assist in economic development through Clothing and Textiles career pathways. (IO 5.4; 3.3)</li> <li>» Provide innovative and engaging learning experiences. (IO 2.2; 3.3)</li> <li>» Develop articulation opportunities that link to the workforce, through certificates, college credit, or industry credentialing. (IO 2.1; 2.3)</li> </ul>
3. Increase retention and timely progress through completion.	<ul style="list-style-type: none"> <li>» Build a community between students, employers, alumni, and other SDCCE stakeholders through the usage of technology platforms. (IO 3.1; 2.4)</li> </ul>
4. Advance community and CLTX industry connections.	<ul style="list-style-type: none"> <li>» Increase employment and work-based learning opportunities through innovative problem-solving. (IO 2.1; 5.2)</li> </ul>



# Educational Strategic Plans (Academic Programs)

## Career Technical Education

### Digital Media and Programming

Program Webpage: [sdcce.edu/job-training/digital-media](http://sdcce.edu/job-training/digital-media)

**Mission:** Digital Media and Programming offers an interdisciplinary course of study at the intersections of computer science, art, and communications. It equips students with foundation theories and procedures to develop sound multi-communication structures integrating graphics, text animation, video and audio, and code to entertain, educate, and inspire ideas through meaningful human interaction.

Digital Media and Programming certificate programs provide opportunities to complete career training certificates that create pathways to entry-level employment in digital media, web development, software development or transition to college. Digital Media classes help the San Diego community acquire and maintain digital literacy skills. A variety of courses are offered from beginning through advanced levels empowering adult learners to use technology to meet business, personal, and professional goals. The program serves students interested in graphic design, motion graphics and video production, web and application development, mobile application development, and general computer programming.

### Program Pathway Student Learning Outcomes

1. Students completing a Digital Media & Programming course will be able to use current tools and methodologies in computing practice.
2. Work effectively in small groups on small to medium scale computing projects.
3. Communicate effectively the technical concepts of Digital Media and Programming in oral and written form, including the social and ethical implications of working as a professional in the field.
4. Critically analyze a problem and design, implement, and evaluate a computing solution that meets the established requirements.

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Digital Design	875	Animator, Graphic Designer, Multimedia Artist, Search Engine Optimization Specialist, User Interface Designer, Web Application Developer, Web Design
Front-End Web Developer	360	Search Engine Optimization Specialist, User Interface Designer, Web Application Developer, Web Design
Mobile Application Development	84	Software Application Developer, Web Application Developer,
Programming with Python	378	Geographic Information System (GIS) Analyst, Python Software Developer, Quality Assurance Engineer

Goals	Objectives
1. Support a strong instructional team	<ul style="list-style-type: none"> <li>» Support professional development for faculty to ensure they stay current with industry trends. (IO 4.5)</li> <li>» Encourage Faculty participation in the industry advisory board meetings to ensure engagement and stay informed about industry trends. (IO 4.5)</li> </ul>
2. Develop new programs to align with industry trends.	<ul style="list-style-type: none"> <li>» Develop new pathways for emerging fields within the digital media, web development and programming fields. (IO 2.2)</li> <li>» Develop internships and job opportunities for students (IO 2.2)</li> </ul>
3. Increase the number of faculty using data to inform instruction	<ul style="list-style-type: none"> <li>» Create realistic strategies to ensure all faculty within the program are using data to improve the student experience. (IO 4.2, 2.4)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Healthcare

Program Webpage: [sdcce.edu/job-training/health-career-training](http://sdcce.edu/job-training/health-career-training)

**Mission:** Healthcare Careers will offer a variety of entry level courses to a diverse student body to enable the student to gain the knowledge and skills necessary to access entry level positions in the healthcare industry and build an educational and professional foundation to be successful in their transition to college or employment.

Healthcare Careers certificate programs provide the basic knowledge required for entry level positions in the healthcare profession.

The Personal Care Assistant/Caregiver program is a foundation program that teaches basic hands-on caregiving skills that would enable the graduate to be employed by Assisted Living, Memory Care facilities, and Home Care agencies. Nursing Assistant programs provide pathways to specialized healthcare areas of employment and increase students' ability to market themselves for employment. These programs offer current CNA's the opportunity for career advancement or transition to another area of employment. Upon successful completion, students may apply to take the State Certified Nurse Assistant Examination by the California Department of Public Health (CDPH). Upon completion of the Home Health Aide course, students are certified by the CDPH.

#### Program Pathway Student Learning Outcomes

- 1. Healthcare Career students will perform relevant competent skills in an entry-level healthcare career.*
- 2. Be able to critically evaluate information and apply it to their personal and professional lives.*
- 3. Apply the knowledge and skills extracted from courses to pass required California state certification examinations or transition to other health care programs at SDCCE and college.*
- 4. Work cooperatively in a diverse environment. .*
- 5. Perform responsibly, accountable, and professionally while fostering and recognizing professional growth.*

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Personal Care Assistant/Caregiver	230	Personal and Home Care Aide
Nursing Assistant	394	Nursing Assistant, Home Health Aide
Nursing Assistant (Rehabilitative)	400	Restorative Nurse Assistant
Nursing Assistant (Acute Care)	480	Acute Care Nurse Assistant
Home Health Aide	50	Home Health Aide
Behavioral Health Aide	405	Behavioral Health Aide
Health Unit Coordinator	275	Unit Clerk

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Healthcare

Program Webpage: [sdcce.edu/job-training/health-career-training](https://sdcce.edu/job-training/health-career-training)

Goals	Objectives
1. Expansion of healthcare careers to additional campuses/zip codes	<ul style="list-style-type: none"> <li>» Determine community needs using results from the Civilian report 2022 to identify service areas with growth potential for Healthcare by Spring 2023 (IO 2.2)</li> <li>» Determine feasibility for expansion in areas of potential growth using the Facilities master plan and hosting conversations with the Facilities team to inform expansion plan by Fall 2023 (IO 2.2)</li> <li>» Develop formal partnerships with City and Mesa College to promote implementation of student career pathways (IO 2.3)</li> <li>» Develop expansion plan using available information by Spring 2025 (IO 2.2)</li> </ul>
2. Stay abreast of trends and industry needs for healthcare careers	<ul style="list-style-type: none"> <li>» Hold a minimum of one annual advisory meeting and attend at least one external advisory meeting per year to solicit feedback on trends and industry needs (IO 5.2)</li> <li>» Identify and determine curricular focus and desired outcomes to meet the needs of industry according to advisory committee recommendations (IO 2.2)</li> </ul>
3. Revise lesson plans and curriculum to reflect trends and changes in the healthcare industry	<ul style="list-style-type: none"> <li>» Revise BHA lesson plans and curriculum to reflect trends and changes in the healthcare industry by Spring 2023 (IO 2.2)</li> <li>» Revise CNA lesson plans and curriculum to reflect trends and changes in the healthcare industry by Spring 2023 (IO 2.2)</li> <li>» Revise HUC lesson plans and curriculum to reflect trends and changes in the healthcare industry by Spring 2023 (IO 2.3)</li> </ul>
4. Develop strategies to increase student recruitment, retention, and completion in programs	<ul style="list-style-type: none"> <li>» Establish a department wide sub-committee to work on technology program improvement plans (IO 4.4)</li> <li>» Identify a minimum of one lead to develop content information to add to website to improve and enhance student access to information (IO 1.5)</li> <li>» Develop strategies to promote collaborative marketing strategies to identify, recruit, and retain HCC students (IO 5.1)</li> </ul>
5. Professional Development - Healthcare	<ul style="list-style-type: none"> <li>» Research potential funding sources to fund professional development for Healthcare Careers faculty (IO 4.4)</li> <li>» Maintain current skills and knowledge according to Industry needs (IO 4.5)</li> </ul>
6. Collaborate with CCR and SD MedTech High to Career Bridge Planning for high school seniors	<ul style="list-style-type: none"> <li>» Collaborate with CCR and SD MedTech High to design an introduction to healthcare career curriculum for high school seniors (IO 1.7)</li> <li>» Review existing enrollment and identify gaps to support the collaboration with CCR and SDMedTech Career Bridge Program (IO 1.7)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Hospitality and Culinary Arts

Program Webpage: [sdcce.edu/job-training/culinary-arts](https://sdcce.edu/job-training/culinary-arts)

**Mission:** Students enrolled in Hospitality and Culinary Arts courses and programs will gain an understanding and knowledge of concepts and techniques within the hospitality and foodservice industry through in-depth, hands-on technical training. The purpose of the Hospitality and Culinary Arts department is to prepare our diverse student body for a prosperous and fulfilling career within the hospitality and foodservice industry, embrace our district's lifelong learners, articulate our students to college, and positively affect our student's quality of life through inspiring them to achieve their academic goals. We strive to create a positive learning environment in which our students thrive by embracing diversity and culture while nurturing their individual creativity.

Hospitality and Culinary Arts certificate programs provide students the skills and knowledge needed to expertly prepare food in a professional kitchen. Programs encompass a wide variety of topics including culinary arts, baking and pastry arts, nutrition, hospitality, and business planning. Students are immersed in hands-on, technical vocational training that is currently relevant to their respective discipline of study. On-campus, hybrid, and fully online programs are offered that range in length. This structure allows students to choose the program length and modality that best fits their schedule and needs.

#### Program Pathway Student Learning Outcomes

1. *Work cooperatively in a diverse team environment during hands-on cooking labs, which allows them to demonstrate and apply culinary concepts, techniques and related skills through hands-on food preparation and demonstration.*
2. *Be prepared to pass the County of San Diego Food Handler's Exam and industry certifications.*
3. *Develop and enhance personal and professional soft skills to prepare them for transition to credit college or employment within the hospitality industry.*
4. *Gain the ability to critically evaluate information and analyze a problem in order to determine an appropriate solution in a timely manner.*

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Introduction to Hospitality Industry	130	Hospitality and Culinary Industry exploration/workforce prep; Program pathway entry
Culinary Arts	900	Banquet Chef, Caterer, Kitchen Manager, Line Cook, Personal Chef, Prep Cook, Private Chef
Advanced Culinary Arts	200	Banquet Chef, Caterer, Kitchen Manager, Line Cook, Personal Chef, Prep Cook, Private Chef
Culinary Nutrition	162	Caterer, Personal Chef, Private Chef
Baking & Pastry Arts I	225	Pantry Chef, Pastry Chef
Baking & Pastry Arts II	225	Pantry Chef, Pastry Chef

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Hospitality and Culinary Arts

Program Webpage: [sdcce.edu/job-training/culinary-arts](http://sdcce.edu/job-training/culinary-arts)

Goals	Objectives
1. Increase industry engagement and involvement.	<ul style="list-style-type: none"> <li>» Create mentorship program and internship opportunity for our department's student population. (IO 2.3; 2.2; 5.4)</li> <li>» Increase guest speaker opportunities in all programs. (IO 2.2; 2.3)</li> <li>» Diversify and enhance existing Hospitality and Culinary Arts Advisory Board. (IO 5.2)</li> <li>» Increase professional development opportunities to faculty members. (IO 4.4; 4.5)</li> </ul>
2. Increase community engagement and department specific marketing materials for community outreach. Provide timely updates to PIO for use in collateral materials and website.	<ul style="list-style-type: none"> <li>» Participate in the Community Garden Partnership for students. (IO 2.4; 5.3)</li> <li>» Create an alumni association for Hospitality and Culinary Arts programs. (IO 4.2)</li> <li>» Increase program and student visibility through community event participation. (IO 2.4; 2.3; 5.3)</li> <li>» Develop and implement a marketing plan for Hospitality and Culinary Arts department. (IO 1.3)</li> <li>» Develop and implement high school outreach and recruitment program for discipline. (IO 2.3; 2.1; 1.7)</li> </ul>
3. Establish an internal student recruitment campaign with other SDCCE departments and programs.	<ul style="list-style-type: none"> <li>» Increase marketing to current students enrolled in SDCCE programs. (5.1; 4.1; 4.2)</li> </ul>
4. Continuously perform a deep equity analysis of our department and programs offered	<ul style="list-style-type: none"> <li>» Equitize curriculum, syllabi, lesson plans, and classroom practices across all Hospitality and Culinary Arts programs. (IO 3.3; 3.1; 3.2)</li> </ul>
5. Expand culinary and pastry arts facility classroom at West City and ECC.	<ul style="list-style-type: none"> <li>» Identify new potential spaces for culinary classrooms at WCC and ECC. (IO 6.4)</li> </ul>



## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Information Technology

Program Webpage: [sdcce.edu/job-training/information-technology](http://sdcce.edu/job-training/information-technology)

**Mission:** Prepare students for high demand Information Technology careers offering good wages for skilled talent. Promote student participation in Cybersecurity competition. Develop industry partnerships to stay current with trends and skill gaps, industry training and professional development. Pursue opportunities with workforce development partners and demonstrate leadership in preparing students for IT career opportunities.

The Information Technology (IT) certificate programs provide opportunities to complete career training certificates that provide the practical and analytical skills needed to thrive in a modern IT workplace. The programs focus on providing IT workforce skills in configuring and supporting infrastructure components such as Web Servers, Routers, Switches and Firewalls to support Internet technologies that power most modern businesses. Courses and programs are aligned with IT industry certifications to prepare students for today's IT careers.

#### Program Pathway Student Learning Outcomes

1. Demonstrate the capability to research, configure and troubleshoot Information Technology solutions to a problem.
2. Implement protocols from the OSI and TCP/IP models to establish secure connectivity between computer systems.
3. Navigate graphical and command line environments to install applications and services common to local area networks and the Internet.
4. Pursue industry certifications and continued Information Technology education in rapidly changing IT environments.

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Cisco Certified Network Associate (CCNA)	288	Field Engineer, Network Administrator or Analyst, Network and Computer Systems Administrator
Cloud Solutions AWS-Associate	110-142	Computer Network Support Specialist, Computer Operator, Web Developer, Web Developer
Cybersecurity Analyst	135	Cybersecurity Analyst
Desktop Technician	399	Computer Network Support Specialist, Computer Systems Administrator, Computer User Support Specialist
Linux Server Administration	270	Computer Network Support Specialist, Computer Operator, Database Administrator, Web Developer
Network Technician	240	Network Technician
Security Essentials	240	Computer Network Support Specialist, Computer User Support Specialist, Information Security Analyst, Network and Computer Systems Administrator
Server Essentials	270	Computer Network Support Specialist, Computer Operator, Database Administrator, Web Developer
Virtual Datacenter	126	Computer Network Support Specialist, Database Administrator, Web Developer
Windows System Administration	245	Computer Network Support Specialist, Computer Operator, Database Administrator, Web Developer

## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Information Technology

Program Webpage: [sdcce.edu/job-training/information-technology](http://sdcce.edu/job-training/information-technology)

Goals	Objectives
1. Support a strong instructional team.	» Professional Development for Faculty-Support professional development for faculty to ensure they stay current with industry trends. (IO 4.5)
2. New Course Development - develop new pathways to align with emerging technologies.	» Develop new pathways for emerging fields within the networking, cloud computing, and cybersecurity fields. (IO 2.2)
3. Data Informed Enrollment Management - strategies for understanding and using data.	» Data Informed - Improve faculty's use of and understanding of enrollment and industry data. (IO 2.2, 2.1)



## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Skilled and Technical Trades

Program Webpage: [sdcce.edu/skilled-and-technical-trades](http://sdcce.edu/skilled-and-technical-trades)

**Mission:** Provide accessible, high-quality, industry-relevant training in trade-specific technical skills and fundamental principles as well as training in job search and soft skills necessary for employment and professional growth in the electronics, HVAC, plumbing, and welding industries.

Skilled and Technical Trades certificate programs provide hands-on training from top-rated instructors in the fields of electronics, HVAC, plumbing, and welding. Students acquire entry-level skills and knowledge of industry tools, equipment, and fundamental principles as well as training in job search and soft skills to assist in career preparation.

#### Program Pathway Student Learning Outcomes

- 1. Demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.*
- 2. Demonstrate effective communication skills.*
- 3. Critically process information, make decisions, and solve problems independently or cooperatively.*
- 4. Pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.*
- 5. Identify workplace health and safety compliance using regulations published by the Occupational Safety and Health Administration, and Environmental Protection Agency.*

Courses Fulfill Reqs for Program Certificates of Competency in:	Program Hours	Career Pathways
Electronics Technician	900	Electronics Engineer's Assistant, Electronics Production Assistant
Air Conditioning and Heating I	72	HVAC Technician (entry level)
Air Conditioning and Heating II	48	HVAC Technician (entry level)
Plumbing I	120	Plumber's Assistant
Plumbing II	120	Plumber's Assistant
Plumbing III	120	Plumber's Assistant
Shielded Metal Arc Welding	600	Welder
Gas Tungsten Arc Welding	600	Welder



## Educational Strategic Plans (Academic Programs)

### Career Technical Education

#### Skilled and Technical Trades

Program Webpage: [sdcce.edu/skilled-and-technical-trades](http://sdcce.edu/skilled-and-technical-trades)

Goals	Objectives
1. Upgrade equipment, technology, and facilities to increase student retention and provide more hands on experience relevant to industry standards.	<ul style="list-style-type: none"> <li>» Upgrade electrical, computers, water supply and work on schedule alternative days for labs. (IO 6.4)</li> <li>» Advocate for larger lab space. (IO 6.4)</li> <li>» Incorporate latest energy efficiency equipment or tools for HVAC and Plumbing certificate programs. (IO 6.3)</li> </ul>
2. Modernize program and curriculum to stay current with emerging trends and industry requirements.	<ul style="list-style-type: none"> <li>» Build a third HVAC course for installation and maintenance. (IO 2.2)</li> <li>» Implement streamed on-campus classes for quick alternative online meeting options when needed. (IO 6.4)</li> <li>» Review and implement Plumbing and HVAC industry trends for course curriculum, instruction, materials and labs. (IO 2.2)</li> <li>» Engage in a curriculum and materials update for Welding. (IO 2.2)</li> </ul>
3. Create access and opportunity for our diverse student population.	<ul style="list-style-type: none"> <li>» Continue the increase in female students in welding through faculty encouragement of word-of-mouth marketing. (IO 1.6)</li> <li>» Explore continuous social media and media production outlet marketing through PIO to female students in trades. (IO 1.6)</li> <li>» Connect with the Outreach Coordinator to increase enrollment and diversity within our student population. (IO 1.6; 1.3)</li> </ul>



## Educational Strategic Plans (Academic Programs)

### ESL/Citizenship, High School and Basic Skills

#### English as a Second Language (ESL)/Citizenship

Program Webpage: [sdcce.edu/esl](http://sdcce.edu/esl)

**Mission:** English as a Second Language offers up-to-date English language instruction to learners seeking to communicate in English, acquire basic literacy, and gain digital literacy skills. Through our ESL, Pre-vocational ESL, and ESL/Citizenship programs, students develop language skills as well as increasing cross-cultural competence and diversity awareness to fulfill their goals as family and community members, workers, students and lifelong learners.

The ESL/Citizenship program offers ESL, VESL and Citizenship programs at six main campuses (Chavez, ECC, Mid-City, West City, CE at Mesa and CE at Miramar), at off-campus locations in the community, and online. To maximize access, instructional modalities include fully online, hybrid, HyFlex and fully onsite courses which are offered at a variety of times.

#### Program Pathway Student Learning Outcomes

- 1. Effectively listen to and speak with people of diverse backgrounds to fulfill communication tasks as workers, family members, community members, and/or lifelong learners.*
- 2. Demonstrate effective writing skills to fulfill writing tasks as workers, family members, community members, and/or lifelong learners.*
- 3. Demonstrate appropriate reading and critical thinking skills to process information related to their roles as workers, family members, community members, and/or lifelong learners*



## Educational Strategic Plans (Academic Programs)

### ESL/Citizenship, High School and Basic Skills

#### English as a Second Language (ESL)/Citizenship

Program Webpage: [sdcce.edu/esl](http://sdcce.edu/esl)

#### Goals

#### Objectives

- | Goals  | Objectives  |
|--|---|
| 1. Enhance ESL student access and experience by improving our on-site and online enrollment systems and scheduling processes.  | <ul style="list-style-type: none"> <li>» Streamline and improve consistency of assessment, placement, registration, enrollment process - online and in person - at all sites. (IO 1.2)</li> <li>» Advocate for SDCCE and/or SDCCD support to adapt or create sustainable master sheet system. Include Student Services representatives to assist in this process. (IO 1.2)</li> <li>» Collaborate with student services to ensure sufficient staffing and equitable access to ESL enrollment services across all sites. (IO 1.2)</li> <li>» Guide program offerings/modalities through data collection such as internal and external focus groups, surveys etc. (IO 1.1)</li> <li>» Engage leadership team in professional development to improve internal communication systems. (IO 4.1)</li> <li>» Increase the number of co-sponsored initiatives and activities between ESL and student support services (counseling, CalWORKs, DSPS, Career &amp; College Transitions, Outreach, etc.) to improve ESL student access and experience. (IO 5.1)</li> </ul>  |
| 2. Foster relationships within SDCCD and in the community to promote our current offerings and inform program development to better serve current and potential students.  | <ul style="list-style-type: none"> <li>» Increase awareness and better serve our community by partnering with community groups and organizations (re-settlement agencies, schools, childcare agencies, credit colleges, etc.). (IO 5.3)</li> <li>» Increase headcount by twenty percent to re-connect with population lost due to the pandemic. (IO 1.1)</li> <li>» Increase connections and collaboration between Pre-Vocational ESL and CTE/ Counseling/Job Developers and Transition to College and the credit colleges. (IO 2.3; 2.2)</li> <li>» Develop interdisciplinary classes and/or learning communities with other programs, such as Keyboarding, Child Development, and Emeritus. (IO 2.4)</li> </ul>   |
| 3. Develop up-to-date, high quality ESL courses and programs that are accessible and aligned with the diverse needs of current and future adult English language learners. | <ul style="list-style-type: none"> <li>» Engage in faculty inquiry to identify our strengths, weaknesses and gaps in achieving our mission. (IO 4.3)</li> <li>» Review our practices around synchronous and asynchronous lessons. (IO 4.5)</li> <li>» Evaluate, revise, and/or create curriculum for Adv ESL. (IO 3.3)</li> <li>» Evaluate, revise, and/or create curriculum for Int ESL. (IO 3.3)</li> <li>» Evaluate, revise, and/or create curriculum for Special Topics courses. (IO 3.3, 2.2)</li> <li>» Evaluate, revise, and/or create curriculum for EL Civics. (IO 2.2)</li> <li>» Evaluate, revise, and/or create curriculum for Beg ESL. (IO 3.3)</li> <li>» Review existing digital literacy materials and develop additional on-site and video workshops for students. (IO 1.2)</li> <li>» Make resources and materials more easily available for faculty. (IO 4.5)</li> <li>» Provide meaningful and relevant professional development that capitalizes on our strengths to address weaknesses and gaps. (IO 4.5)</li> <li>» Update and create new VESL content and offerings through collaboration with CTE programs and Career &amp; College Transitions (i.e. culinary; IT). (IO 5.1)</li> </ul> |

# Educational Strategic Plans (Academic Programs)

## ESL/Citizenship, High School and Basic Skills

### High School Diploma/High School Equivalency (HSD/HSE) and Basic Skills

Program Webpage: [sdcce.edu/hsged](http://sdcce.edu/hsged)

**Mission:** Adult Secondary Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED/HSE, competency in the English language, citizenship, vocational skills or enrichment

The High School Diploma/High School Equivalency and Basic Skills Program offers students multiple pathways to obtain a high school diploma or the skills required to receive a high school equivalency certificate from the State of California in a flexible online format. Students requiring remediation in reading, spelling, communication, math, writing, and critical thinking can be supported in the Level 1 High School Equivalency Preparation (HSEP) certificate program.

### Program Pathway Student Learning Outcomes

1. Apply knowledge of a course objective by applying it to a current event/issue.
2. Work cooperatively in a group to resolve/reconcile an issue relating to the topic of study within the specific course.
3. Formulate a goal, set-up a plan of action, and evaluate success.
4. Describe how they would integrate a course principle into a real-life situation.
5. Be prepared to pass the High School Equivalency exams or meet the competencies to earn a High School Diploma.
6. Be prepared to successfully transition to credit or employment.

Goals	Objectives
1. Grow all programs within the department to meet student needs by using marketing consultants and data-informed decision making.	<ul style="list-style-type: none"> <li>» Support the development of a research agenda for HSD/HSE and Basic Skills. (IO 4.2; 5.1)</li> <li>» Support the hiring of marketing and branding specialists to help us determine effective messaging. (IO 1.3)</li> </ul>
2. Establish a Deep Equity framework to help the department establish a climate, the protocols, common language, and common goal of implementing culturally responsive practices.	<ul style="list-style-type: none"> <li>» Develop deep equity action plans. (IO 3.3; 3.1; 1.5)</li> </ul>
3. Train and support Student Navigator(s) to facilitate student transitions between SDUSD to SDCCE and AHSDP/HSEP to CTE programs.	<ul style="list-style-type: none"> <li>» Create job description and hire a Student Navigator. (IO 2.1; 1.7; 1.5)</li> </ul>
4. Program coordinators for Accelerated High School and High School Equivalency.	<ul style="list-style-type: none"> <li>» Hire a Coordinator to support the expansion of the High School Equivalency Certificate Program and the Accelerated High School Diploma Program. (IO 4.2; 4.1; 4.3)</li> <li>» Develop direct supports and digital literacy assistance for HSD/HSE students, including equipment such laptops, hotspots, open computer labs. (IO 1.2; 3.2)</li> <li>» Work with the Business office to develop a job description for online and face-to-face tutors by fall 2023. (IO 3.3)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Lifelong Learning

#### Disability Support Programs and Services (DSPS)

Program Webpage: [sdcce.edu/dsps](https://sdcce.edu/dsps)

**Mission:** The Disability Support Programs and Services (DSPS) mission is to offer a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal, and vocational goals.

The Disability Support Programs and Services (DSPS) department aims to provide access to SDCCE's courses and campuses, in compliance with federal and state laws. DSPS includes both instructional programming and services at SDCCE. Counselors, resource instructors, assistive technology, and learning disability services are available. Accommodations, instruction, and technology provided to students with disabilities allow students to participate in lifelong learning, vocational skill attainment, and gain workforce advancement.

#### Program Pathway Student Learning Outcomes

1. *Students will make progress toward mastering skills addressed in class.*
2. *Use self-advocacy skills to cope with changing situations in their lives.*
3. *Manage the positive and negative forces in their lives to persist in class as they pursue lifelong learning. (Also Student Support Outcome)*
4. *Establish a goal and make progress toward that goal.*

Goals	Objectives
1. Increase the number of CTE students served by DSPS by 5%.	<ul style="list-style-type: none"> <li>» Increase the number of CTE faculty trained through targeted DSPS flex workshops over five years. (IO 3.2; 2.3)</li> <li>» Formalize and track targeted outreach to community-based agencies that serve people with disabilities. (IO 1.6)</li> </ul>
2. Create a partnership with culinary program and community partner to offer a co-requisite DSPS CTE course by 2024/25.	<ul style="list-style-type: none"> <li>» Identify faculty partners within culinary and DSPS to create course outlines by 2022/23. (IO 5.1; 2.2)</li> <li>» Develop co-requisite culinary and DSPS course outlines. (IO 2.2; 5.1)</li> <li>» Create an MOU with community partner that would provide classroom space and students for co-requisite culinary and DSPS course. (IO 2.2; 5.1; 5.2)</li> </ul>
3. Ensure DSPS support for ESL students across all campuses.	<ul style="list-style-type: none"> <li>» Hire additional DSPS faculty fluent in more than one language to increase the number of ESL student contacts within two years. (IO 3.2)</li> <li>» Increase Learning Disability testing in languages other than English to support ESL students. (IO 3.2; 3.3)</li> </ul>
4. Expand services to deaf and hard of hearing students.	<ul style="list-style-type: none"> <li>» Create a campus club for deaf students. (IO 2.4)</li> <li>» Provide in reach opportunities for current deaf students to learn about CE programs. (IO 2.3)</li> </ul>

## Educational Strategic Plans (Academic Programs)

### Lifelong Learning

#### Emeritus (for age 55+)

Program Webpage: [sdcce.edu/emergitus](http://sdcce.edu/emergitus)

**Mission:** The Emeritus Program provides adults 55+ with lifelong learning opportunities specifically designed to promote positive aging. Emeritus courses take a holistic approach to physical and mental well-being and focus on supporting healthy choices, improved brain health, personal growth, critical thinking, self-advocacy, creativity, community engagement, economic self-sufficiency, and independence.

SDCCE established its “Older Adult” Program in 1978 to promote educational opportunities specifically designed to meet the needs of SDCCE students (age 55+). With an emphasis on lifelong learning and healthy aging, SDCCE’s Emeritus courses challenge adults to stay intellectually stimulated, socially engaged, creatively inspired and include the many facets involved in maintaining physical and mental health. Instruction helps students maintain independence, rejoin the workforce and be actively engaged in the community.

#### Program Pathway Student Learning Outcomes

1. SDCCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment by comparing and evaluating their work in a respectful manner.
2. Communicate facts, ideas, and feelings clearly by practicing verbal and non-verbal techniques.
3. Analyze their progress toward lifelong learning goals through engaging in interactive communicative activities that promote critical thinking.
4. Prioritize, select, and engage in learning activities to promote positive aging in the 21st century.



## Educational Strategic Plans (Academic Programs)

### Lifelong Learning

#### Emeritus (for age 55+)

Program Webpage: [sdcce.edu/emergitus](http://sdcce.edu/emergitus)

Goals	Objectives
1. Increase overall Emeritus Enrollments by implementing more Distance Education (fully online, hybrid, HyFlex).	<ul style="list-style-type: none"> <li>» Create a video conferencing/streaming system for distance education from/for off-campus locations and students. (IO 1.4)</li> <li>» Contract Liaisons for Partnership(s)/Site(s) for greater access to technology for new courses. (IO 1.6)</li> <li>» Develop Distance Education courses (fully online, hybrid, HyFlex, etc.) and coordinate resource requirements. (IO 1.4)</li> </ul>
2. Offer courses to Emeritus students to promote healthy and successful aging.	<ul style="list-style-type: none"> <li>» Update existing course outlines of record (CORs) for older adults based on needs/interests of current and future populations of seniors. (IO 3.3)</li> <li>» Create new classes/CORs based on community needs and student requests. (IO 2.2; 1.1)</li> <li>» Research curriculum repository options. (IO 2.2; 3.3)</li> <li>» Create One Activity Director training course in Workforce Partnership. (IO 5.1; 2.2)</li> <li>» Design/ameliorate new Workforce Development course(s) for seniors in collaboration with other SDCCE program(s). (IO 2.2; 5.4)</li> </ul>
3. Increase student access and learning in Emeritus classes.	<ul style="list-style-type: none"> <li>» Increase liaisons for partnership(s)/site(s) for greater access to Emeritus courses. (IO 1.3; 1.6)</li> <li>» Meet the demands for more Brain Fitness (BF) classes. (IO 1.1; 1.6)</li> <li>» Meet student needs by identifying and acquiring technology to increase access to Emeritus classes. (IO 1.4; 3.3)</li> <li>» Meet the technology and trainings needs of older adult students. (IO 1.2)</li> <li>» Improving SDCCE marketing efforts and materials (class schedule, websites, PR videos, flyers, eBlasts, social media, etc.). (IO 1.6)</li> <li>» Ease and assist SDCCE registration process for Emeritus students. (IO 1.1; 1.2)</li> </ul>
4. Improve teaching methods of Emeritus faculty and effectiveness of Emeritus program.	<ul style="list-style-type: none"> <li>» Offer Professional Development opportunities for Emeritus Instructors' teaching seniors. (IO 4.5; 4.4)</li> <li>» Secure a computer lab at each SDCCE campus for Emeritus technology-based courses. (IO 1.4)</li> <li>» Develop and offer Emeritus leadership training opportunities and committee involvement. (IO 4.2; 4.1)</li> <li>» Staying connected (by design) within Emeritus program, SDCCE and SDCCD. (IO 4.1)</li> </ul>
5. Increasing and strengthening community collaborations.	<ul style="list-style-type: none"> <li>» Enhance community collaborations for off-campus hosting sites with senior stakeholders (e.g.; housing facilities, libraries, county's recreation centers, aging and independence services, etc.). (IO 1.3; 5.2)</li> <li>» Increase external partnerships. (IO 5.4)</li> </ul>
6. Improve efforts to attract and retain new hires.	<ul style="list-style-type: none"> <li>» Recruit and hire retired faculty from other SDCCE programs or SDCCD colleges. (IO 1.6)</li> <li>» Recruit/hire new instructors to replace upcoming faculty retirements. (IO 2.2; 5.1)</li> <li>» Develop and disseminate faculty handbook (digital and/or other). (IO 4.1; 4.4)</li> </ul>
7. Identify adequate funding for Emeritus students, faculty, resources, etc.	<ul style="list-style-type: none"> <li>» Advocate for and identify sufficient funding for needed human, technology and facility resources. (IO 1.1)</li> </ul>

# Educational Strategic Plans (Academic Programs)

## Non-State Supported Education

### Community Education

Program Webpage: [sdcce.edu/organization/faculty-staff-resources/programs/community-education](http://sdcce.edu/organization/faculty-staff-resources/programs/community-education)

**Mission:** Provide diverse, affordable personal and professional enrichment workshops to the San Diego community including courses in a wide variety of areas.

Community education classes are self-supporting, fee-based classes, based on the number of hours the class meets. Course areas include:

- » Arts & Crafts
- » Baby Boomer Topics
- » Business & Career
- » Dance, Fitness & Exercise
- » Foreign Language
- » Jewelry Making
- » Music
- » Personal Development
- » Personal Finance
- » Safety Education
- » New courses are always being added

Goals	Objectives
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<p>1. Develop plan to expand courses offerings.</p>	<ul style="list-style-type: none"> <li>» Expand the Community Education Healthcare related Continuing Education (CEU) offerings by 15%. (IO 2.2)</li> <li>» Design and implement a plan to provide a minimum of 10 scholarships to students enrolling in Healthcare Careers related CEU courses. (IO 1.4)</li> <li>» Recruit 5 new instructors to teach in the program with a focus on expanding the offerings into areas of community interest. (IO 6.2)</li> <li>» Explore community education creation of kids' summer programs/camps. (IO 3.3)</li> <li>» Grow Community Educations online offerings with new online class offerings. (IO 1.4)</li> </ul>
<p>2. Redesign of Community Education operations.</p>	<ul style="list-style-type: none"> <li>» Develop a comprehensive marketing plan that incorporates 3 technology-driven strategies which support a 5% increase in enrollments per year. (IO 1.3)</li> <li>» Position the Community Education program as a research and development arm for SDCCE Career Technical Education courses. (IO 1.3)</li> <li>» Develop process for bringing Community Education classes back in person with proper protocols in place for both on campus and off campus locations. (IO 6.4)</li> <li>» Increase Community education revenue by 20% annually to cover program costs and ancillary salaries. (IO 5.4)</li> <li>» Ensure that the Community Education Program is pricing courses affordably and competitively for maximum appeal to the San Diego community by benchmarking course pricing with other institutions. (IO 1.4)</li> </ul>



## Educational Strategic Plans (Academic Programs)

### Non-State Supported Education

#### ETi/Contract Education

Program Webpage: [sdcce.edu/foundation](http://sdcce.edu/foundation) and <http://trainwitheti.com/>

**Mission:** Provide expertise and skill development to organizations and individuals, helping you do whatever you do, and do it better; to contribute to the economic development of San Diego region; to offer programs and services that complement those of the San Diego Community Colleges

SDCCE and SDCCE Foundation partner with SDCCE's Employee Training Institute (ETi) to provide fee-based education and contract education programs to the San Diego region and beyond. Courses empower students and the business community to earn degrees and skills certificates within many local industries. ETi provides customized training for nonprofit organizations and public entities. Instruction can take place either at the workplace or in ETi classrooms and learning labs. Day, evening and weekend training are developed around organizations' needs. ETi can also deliver comprehensive state-approved, accredited degree and certificate programs to organizations' employees or clients. Contract Education courses are grant-based courses and housed at special facilities that are closed to the general public (incarceration facilities, corporate facilities, etc.).

Goals	Objectives
1. Build on current successes and expertise in providing specialized training to our military partners optimizing the military presence in the region.	» Maintain Relationships with Naval Consolidated Brig Miramar and Brig Pendleton. (IO 2.4)
2. Build infrastructure that supports expansion of ETi through business, social media, marketing and other means.	» Increase funding and investment in social media and marketing websites. (IO 1.3; 1.6; 1.5)
3. Position ETi's reach to become the go-to "upskill" provider for training in the City of San Diego and the San Diego Region.	» Research the potential for providing noncredit or credit hours for the Contract Education classes. (IO 3.3; 4.2; 1.1)
4. Work with SDCCD Curriculum committee to give noncredit or credit hours for the Contract Ed classes offered at the Brig and other locations.	» Work with SDCCD to get ETi/Contract Education recognized throughout San Diego county. (IO 5.3; 4.4; 5.2)

## Student Support Services Strategic Plans

### Career and College Transitions

Program Webpage: [sdcce.edu/services/cctc](http://sdcce.edu/services/cctc)

**Mission:** SDCCE's Career and College Transition Centers commit to student success by promoting career development, self-exploration, and employment strategies for students and recent graduates. Through job search assistance, coaching, and employer engagement, we help students define educational or career pathways and empower them to reach academic and career potential.

Partially funded through the Strong Workforce Program, Career and College Transitions is a sustainable department that supports students' employment endeavors. Career and College Transitions provides oversight to SDCCE's seven career centers for career and employment services to students who are completing their career pathways and will be looking for employment, students seeking employment in necessary jobs, and students who intend to transfer to further educational opportunities. Career and College Transitions works with businesses and organizations of all sizes and sectors to deliver students' very best employment opportunities. Partnerships formed with employers allow SDCCE to connect student and alumni communities' abundant and diverse talents to local employment needs. Industry collaboration allows a full range of services, resources, and programs available to students.

### Program Pathway Student Learning Outcomes

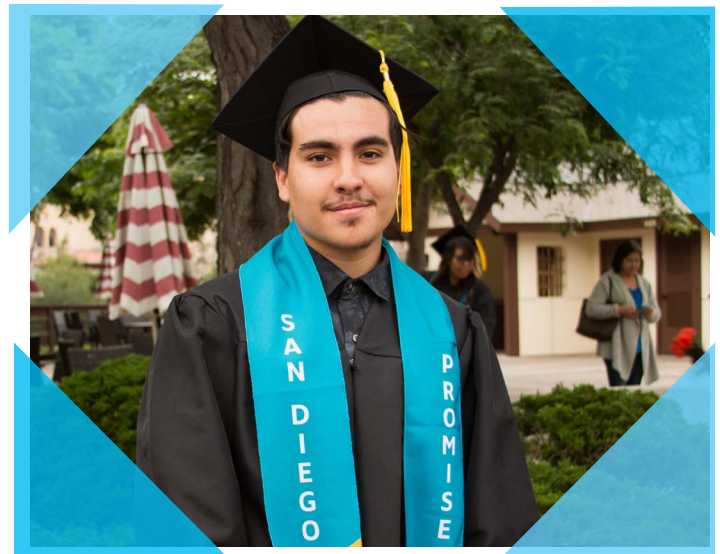
1. *CCT students clarify their values, interests, strengths, and skills.*
2. *Identify and research a wide variety of career fields and opportunities.*
3. *Cultivate a professional network and engage in interviews leading to employment.*
4. *Gain experience from various job opportunities by participating in employer spotlights, career fairs, hiring events, and employer informational activities.*
5. *Market themselves efficiently to prospective employers (through written documents, online presence, and skillful interview processes).*
6. *Process information and plan for future educational pursuits (post-secondary, career certifications, professional development).*
7. *Identify and use relevant tools in the job search, including activating social media platforms to aid in an employment search.*
8. *Communicate and engage in self-advocacy in selecting career education and career employment.*
9. *Engage in career counseling that includes career assessments and workshops to help determine their career interests.*

## Student Support Services Strategic Plans

### Career and College Transitions

Program Webpage: [sdcce.edu/services/cctc](http://sdcce.edu/services/cctc)

Goals	Objectives
1. Implement post-pandemic employer work ready round table.	<ul style="list-style-type: none"> <li>» Invite San Diego Employers to participate in the round table. (IO 5.2; 5.1; 4.3)</li> <li>» Work with employers to create new processes for working with students to support job readiness. (IO 5.3; 5.2)</li> <li>» Increase the number of workshops, employer spotlights and job shadowing by 20% per year to support student employment. (IO 5.4; 5.2)</li> <li>» Increase the current network of employers that will support students in the 70 CTE pathways offered at SDCCE. (IO 5.2; 5.4)</li> </ul>
2. Engage in department professional development.	<ul style="list-style-type: none"> <li>» Maintain Department CWDP certification. (IO 5.4; 4.4)</li> </ul>
3. Comprehensive career planning before educational planning.	<ul style="list-style-type: none"> <li>» Develop a career planning process infrastructure to support implementation of career ed planning by 2023/24. (IO 1.2; 3.2)</li> <li>» Institutionalize career counseling/career assessment before ed planning to increase student persistence in classes. (IO 1.2; 3.2)</li> </ul>
4. Enhance the Promise Scholarship Program.	<ul style="list-style-type: none"> <li>» Increase the number of FASFA Workshops conducted by 15% annually within three years. (IO 2.3)</li> <li>» Streamline the Promise program process and increase number of students participating to 50 annually within the next three years. (IO 2.3; 3.2)</li> <li>» Facilitate the process of the credit college Promise outreach team working with students before credit college application. (IO 2.3)</li> </ul>



# Student Support Services Strategic Plans

## Counseling (with SSSP integrated)

Program Webpage: [sdcce.edu/services/counseling](http://sdcce.edu/services/counseling)

**Mission:** Counseling ensures student success by providing support services in the following areas: orientation; assessment for placement into classes; educational planning, follow-up, academic, career, college transition, referral to appropriate resources, and personal counseling. Counselors support students' educational and career goals.

Counselors assist SDCCE students with identifying their educational goals, completing their courses, persisting to the next academic term, and achieving their educational objectives. The goal is to increase student retention and to provide a student support foundation through the delivery of coordinated services. Students have access to support services at all seven SDCCE campuses.

In addition to general counseling, students have access to dedicated counselors through additional student services offices for career counseling, CalWORKS, and Disability Support Programs and Services.

## Student Support Outcomes

1. *Students identify the steps, resources and/or choices they have to define or clarify their educational goals during orientation or individual appointments.*
2. *Utilize basic information regarding registration procedures and educational options offered through SDCCE.*
3. *Identify basic information on student rights and responsibilities.*

Goals	Objectives
1. Enhance student success through steam-lined onboarding and retention practices.	<ul style="list-style-type: none"> <li>» The counseling department will develop materials for onboarding, enrollment, and clarifying student pathways. (IO 1.2; 1.5; 3.3)</li> <li>» The counseling department will utilize enhanced practices to promote student retention and program completion. (IO 1.2; 1.5; 5.1)</li> <li>» Implement informed student-counselor educational planning: clarify student goal, intentionality, and how to succeed (IO 2.1)</li> </ul>
2. Develop collaborative partnerships to increase successful student transition.	<ul style="list-style-type: none"> <li>» Counselors will collaborate to provide student centered transition services. (IO 2.3)</li> <li>» The counseling department will collaborate to enhance internal and external partnerships on an annual basis. (IO 5.1)</li> </ul>
3. Promote a diversity, equity, and inclusion lens through continuous participation in professional development activities.	<ul style="list-style-type: none"> <li>» The counseling department will participate in professional development activities on an annual basis. (IO 4.4)</li> <li>» The counseling department will engage in annual review of counselor training manual and mentoring plan. (IO 4.4)</li> </ul>

## Student Support Services Strategic Plans

### Office of Student Equity (formerly Rising to Success)

Program Webpage: [sdcce.edu/services/r2s](http://sdcce.edu/services/r2s)

**Mission:** To foster supportive and inclusive environments designed to inspire and empower people, cultivate lifelong learning, create lasting solutions for racial inequities and social justice, and strengthen communities by facilitating unparalleled access to student supports and referrals to resources to complete their educational and career goals at SDCCE.

San Diego Rising to Success (R2S) has moved through a sustainability analysis and migrated supported programming and services to the Office of Student Equity. The Office of Student Equity serves prospective and current students by providing an inclusive environment that fosters the advancement of access for all students, targets the breaking down of barriers to retention and completion, strives to meet student basic and direct needs, and provides referrals to resources and external programs and services through partnerships with Health &

Human Services Agency, San Diego Food Bank, Legal-aid, Jewish Family Services, and other community agencies. SDCCE's Office of Student Equity targets disproportionately impacted student populations and outreaches to San Diego communities.

The Office of Student Equity is embedded in institution-wide projects from marketing, online student services platforms, website projects, and professional learning opportunities. The Office of Student Equity continues to focus on aligning programs and services with instructional and campus departments to meet the institution's strategic plan goals.

#### **The Office of Student Equity Embodies:**

CalWORKs, Outreach Services, SDCCEats!, PATHWAYS, Retention Services, Veterans Services, the Technology Access Project (TAP), the Digital Literacy Project, Basic Needs and Direct Student Supports, the Immigrant-based Support Program (ISP), and the recently launched Black Student Success Program.

### Program Pathway Student Learning Outcomes

- 1. SDCCE students are aware of student support programs and services available at SDCCE.*
- 2. SDCCE students access academic and student support programs.*
- 3. SDCCE students actively participate and engage in class, programs, and services including extracurricular activities and events.*
- 4. SDCCE students enrolled in support programs feel connected and a part of inclusive campus communities.*
- 5. SDCCE students' skills, talents, abilities and experiences are recognized and honored to increase opportunities to contribute to culture of the institution.*

# Student Support Services Strategic Plans

## Office of Student Equity (formerly Rising to Success)

Program Webpage: [sdcce.edu/services/r2s](http://sdcce.edu/services/r2s)

Goals	Objectives
1. Support the development and implementation of equitable and inclusive institutional processes and policies to increase access, retention, and completion.	<ul style="list-style-type: none"> <li>» Develop and implement best practice outreach strategies to increase access to enroll in SDCCE's programs and support services. (IO 1.6; 1.2; 5.3)</li> <li>» Evaluate, revise, and update annual outreach plan. (IO 2.1; 6.4)</li> <li>» Expand Outreach services to better support SDCCE's service areas, programs, support services, and campuses. (IO 1.6; 1.3; 5.3)</li> <li>» Collaborate with institution instruction and student support programs to increase coordinated outreach strategies and efforts. (IO 5.3; 1.6; 5.1)</li> </ul>
2. Provide direct supports for students facing basic needs and other financial barriers to success.	<ul style="list-style-type: none"> <li>» Design, implement, and maintain basic needs program for SDCCE students. (IO 1.7; 2.3; 3.3)</li> <li>» Rebuild and expand food insecurity programming through SDCCEats! (IO 3.2; 3.3)</li> <li>» Provide direct support grants for students facing financial barriers to retention and completion. (IO 3.3; 2.3; 3.2)</li> <li>» Implement clothes closet model type program through basic needs program. (IO 3.2; 3.3)</li> </ul>
3. Support professional development and learning opportunities for faculty, staff, leadership, and students to create an institution-wide culture of equity and inclusion.	<ul style="list-style-type: none"> <li>» Develop and implement Black Student Success Program. (IO 2.4; 3.3; 2.1)</li> </ul>
4. Foster and support equitable and inclusive instructional and student support programs and services.	<ul style="list-style-type: none"> <li>» Improve and expand Immigrant-based Support Program (ISP). (IO 2.1; 2.4; 3.3)</li> <li>» Increase the number of programs certified for use students' of Veteran Educational Benefits. (IO 2.1; 2.2; 3.3)</li> <li>» Provide students technology (computers and/or hot spots) to enroll and/or re-enroll at SDCCE. (IO 1.2; 3.3; 3.2)</li> <li>» Provide digital literacy workshops for students distributed computers and/or hotspots through TAP. (IO 3.2; 3.3)</li> <li>» PATHWAYS will provide a retention model for homeless students through intensive and intrusive case management. (IO 3.2; 3.3; 3.1)</li> <li>» CalWORKs will continue to enroll and serve students receiving CalWORKs through advocacy, case management. (IO 3.2; 3.3; 3.1)</li> <li>» CalWORKs will collaborate with institutional departments and programs to support access and enrollment, address attendance challenges, and ensure students have learning materials and resources to successfully complete classes. (IO 4.1; 3.3; 3.2)</li> <li>» Provide professional learning opportunities for CalWORKs assigned staff and faculty. (IO 4.4; 6.4)</li> <li>» CalWORKs will increase work study opportunities and placements. (IO 5.4; 3.3; 2.3)</li> <li>» Complete the build-out of ConexEd for Office of Student Equity programs and services. (IO 1.2; 1.5; 2.4)</li> <li>» Retention Specialists will research, develop, and implement specific strategies to increase student retention at SDCCE. (IO 2.1; 4.1; 5.1)</li> <li>» Retention Specialists will provide intensive follow-up services, early alert type strategies, and carefully work with instruction and support programs. (IO 5.1; 3.2; 2.1)</li> <li>» Update SDCCE's Student Equity and Achievement Plan. (IO 5.1; 4.1; 4.2)</li> </ul>

# Institutional Support Strategic Plans

## Office of Administrative Services

**Mission:** Administrative Services supports the efficient and effective utilization of college resources to further the educational mission of the college. We provide support and assistance for the College in the areas of finance, budget management, human resources, safety, facilities, information technology, and professional development. We strive to provide exceptional service while maintaining high ethical standards and promoting responsible stewardship of college resources.

SDCCE’s Administrative Services Department is responsible for overseeing the financial and administrative services; budget development and management, expenditure control, purchasing control; facilities operations maintenance and planning; human resources services, technology services, and business services, and safety and security of the educational institution. The department’s purpose is to ensure that each campus, program and department has the necessary tools and support that they need in order to best serve our students. This includes important components such as payroll, budget management, processing all human resources paperwork and payroll, enhancing and maintaining learning environments, and encouraging professional development for our employees.

Goals	Objectives
<p>1. Manage technology services and facilitate technology planning in coordination with the Information Technology Services Department to Improve technology throughout SDCCE.</p>	<ul style="list-style-type: none"> <li>» Advocate for additional human resources to support IT. (IO 6.2)</li> <li>» Support the implementation of Voice over Internet Protocol (VoIP) to complement current campus landlines. (IO 6.3)</li> <li>» Create current technological standards for institutional purchasing and support. (IO 6.3)</li> <li>» Update the technology plan for SDCCE. (IO 6.3)</li> <li>» Provide Faculty training and support for the delivery of instructional technology resources to students on and off-campus. (IO 4.4)</li> <li>» Update all wireless and the district token ring to ensure online connectivity. (IO 6.4)</li> <li>» Upgrade classrooms with smart technology (HyFlex). (IO 6.4; 6.3)</li> </ul>
<p>2. Manage college operation activities including for new facilities and renovations, maintenance of college buildings and facilities services, and administer safety and emergency programs in collaboration with police and district staff.</p>	<ul style="list-style-type: none"> <li>» Coordinate the development of the SDCCE Facilities Master Plan. (IO 6.4)</li> <li>» Plan and coordinate the 35-million dollar renovation of the historic ECC theatre. (IO 6.4)</li> <li>» Develop and manage the COVID-19 safety protocols and safe return to campus. (IO 6.4)</li> </ul>
<p>3. Develop and administer the college's financial, business, and operations policies, procedures, and regulations, including coordinating the preparation and expenditure of the annual operating budget.</p>	<ul style="list-style-type: none"> <li>» Streamline the Resource Allocation Process for SDCCE. (IO 6.1)</li> <li>» Ensure resources are used according to allowable use guidelines in order to maintain compliance with state and federal grants. (IO 6.1)</li> <li>» Promote the responsible stewardship of college resources. (IO 6.1; 6.3; 6.4)</li> </ul>
<p>4. Coordinate with District HR on employment and personnel services to support SDCCE human resources needs.</p>	<ul style="list-style-type: none"> <li>» Recruit, develop and retain an outstanding, diverse, and innovative workforce. (IO 6.2)</li> </ul>

## Institutional Support Strategic Plans

### Office of Instructional Services

Program Webpage: [sdcce.edu/organization/instructional-services](https://sdcce.edu/organization/instructional-services)

**Mission:** The mission of the Instructional Services Office (ISO) is to provide leadership, management, information, expertise, process, and resources that support student learning, retention, success, and innovative instructional program development and teaching through the support of faculty, staff, and administrators.

The SDCCE Instructional Services Office (ISO) includes all instructional programs and instructional operations supports. Each of the SDCCE instructional pathways are led by an Instructional Dean within the ISO, led by the Vice President of Instructional Services. These programs provide high-quality education and learning opportunities for adult students and support transfer to both work and further education, including to credit colleges.

Goals	Objectives
1. Inspire and Support Creative and Innovative Instructional Programming to support community needs.	<ul style="list-style-type: none"> <li>» Support curriculum development through a lens of DEI and anti-racism. (IO 5.1)</li> <li>» Support the infusion of a Diversity Equity &amp; Inclusion (DEI) and anti-racist lens throughout programming and work. (IO 3.3; 4.4) Support interdisciplinary program development. (IO 5.1)</li> <li>» Develop and implement a Strategic Enrollment Management Plan. (IO 1.1)</li> <li>» Support and implement faculty and staff, and teaching and learning supports. (IO 4.5; 4.1; 4.4)</li> <li>» Brand and integrate faculty teaching and learning supports. (IO 4.5; 4.4; 2.1)</li> <li>» Provide student opportunities to engage and prepare for employment while in instructional programs. (IO 2.2; 2.3)</li> <li>» Meet local employer and community skills needs: new programs, pathways, courses developed. (IO 2.2; 3.3)</li> <li>» Implement a curriculum criteria rubric. (IO 3.3)</li> <li>» Support Student Transitions: whole Transition Continuum. (IO 1.7; 2.3; 5.1)</li> <li>» Evaluate support and training needs for Curriculum Committee members. (IO 2.2; 3.3; 4.5)</li> <li>» Incorporate Categorical Funds planning processes (CAEP, Perkins, SWP, WIOA II) to establish annual KPIs for new programming for enrollment growth. (IO 2.2; 4.1)</li> </ul>
2. Data will lead to action (data driven action oriented decisions).	<ul style="list-style-type: none"> <li>» Increase identification of WBL courses. (IO 2.2)</li> <li>» Covid 19 and our future: understand trends and how to support constituents (DEI). (IO 3.1; 3.3)</li> <li>» Continue to identify data requirements to support program, scheduling and auditing activities and explore automation. (IO 3.1; 5.1)</li> <li>» Partner with PRIE to host 5 PD opportunities that take data into action. (IO 3.1; 3.3; 5.1)</li> <li>» Actionable strategies are implemented to improve student outcomes. (IO 2.2; 3.1)</li> </ul>
3. Support flexible, accessible and (strategical/intentional) scheduling.	<ul style="list-style-type: none"> <li>» Offer student-centered class scheduling. (IO 1.4; 3.1)</li> <li>» System changes/improvements. (IO 1.1; 1.4)</li> </ul>
4. Promote and support collaboration to model a quality student experience.	<ul style="list-style-type: none"> <li>» Increase institutional collaboration/integration. (IO 5.1; 5.4)</li> <li>» Increase cross-department collaboration. (IO 1.7; 2.1; 5.1)</li> <li>» Collaborate with Flex Advisory Sub-Committee Members provide input for planning of Flex related activities throughout the year. (IO 4.4; 4.5)</li> </ul>
5. Communicate stories of innovation (to forge connections).	<ul style="list-style-type: none"> <li>» Develop and implement ISO newsletter. (IO 2.1; 5.1; 4.1)</li> <li>» Communication of instructional innovation, achievements, initiatives, policies and procedures (IO 5.1; 2.4)</li> </ul>



## Institutional Support Strategic Plans

### Office of Student Services

Program Webpage: [sdcce.edu/services](http://sdcce.edu/services)

**Mission:** The Mission of the Office of Student Services is to foster student success and create a culture of engagement through holistic, equitable, student-centered, high-quality support services and programs.

**Vision:** To put students first by providing person-centered services that are collaborative, compassionate, and inclusive.

Student Services is dedicated to cultivating empowering, inclusive, and engaging environments for our students to succeed. We do this by providing programs and services that inspire students to take the next step in their educational and career journey. We support and celebrate our diverse communities through values steeped in equity and excellence. We support students at every step of their journey at SDCCE from outreach to admissions, engagement, and obtainment of a certificate or diploma, graduation, all the way through their transition to a credit college or into the workforce.

This support can be found in our offices, including – Outreach, Admissions, Associated Students, Career, Counseling and Orientation, Evaluations, Student Affairs, Student Success and Equity, and the Vice President of Student Services Office. Support is also found through programs for students with varied abilities, first-generation, low-income and diverse populations, including: AB 540, Immigrants, Refugees, Black Student Success, CalWORKs, DSPS, and SDCCEats!

#### Goals

#### Objectives

- |   |   |
|---|---|
| 1. Foster a positive and collaborative work environment with shared vision.   | <ul style="list-style-type: none"> <li>» Increase professional development and team building opportunities for student services leadership team and campus student services staff. (IO 4.4)</li> <li>» Collaborate with college stakeholders to develop and implement a comprehensive and streamlined student onboarding process. (IO 1.2)</li> <li>» Work within the ARC committee and the strategic enrollment management taskforce to develop and implement new student onboarding process. (IO 1.2; 1.5)</li> <li>» Expand and streamline virtual student support center. (IO 1.2)</li> <li>» Complete a comprehensive assessment of the student experience from onboarding to completion with the goal of documenting the student journey. (IO 1.2)</li> </ul> |
| 2. Collaborate with college stakeholders to develop and implement a comprehensive and streamlined student onboarding process. | <ul style="list-style-type: none"> <li>» Hire Admissions and Director position to oversee the process of documenting and standardizing admission processes and student records. (IO 3.2)</li> <li>» Review each departments job aids, processes, and work manuals to ensure comprehensive documentation of all activities, processes, and policies. (IO 1.2)</li> <li>» Develop a comprehensive student communication plan. (IO 1.3)</li> </ul>   |

# Institutional Support Strategic Plans

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

Program Webpage: [sdcce.edu/organization/institutional-effectiveness](http://sdcce.edu/organization/institutional-effectiveness)

**Mission:** Provide leadership and coordination for institutional research, accreditation, and institution-wide integrated planning, including program review, strategic planning and assessment. PRIE supports effective planning and decision-making through facilitated data-sharing and professional development for integrated planning, in collaboration with departments and programs. Through our work we strive to enhance student success and support SDCCE's achievement of its mission and goals.

The Office of Planning, Research, and Institutional Effectiveness (PRIE), established in 2016, conducts institutional research to support improvement of programs and services. PRIE provides leadership and training support for program review, strategic planning, accreditation, assessment outcomes tracking, and institutional-level professional development.

PRIE provides information to support data-informed decision making across the institution, including for enrollment management; student needs and outcomes information; diversity, equity and inclusion improvements for students; governance effectiveness; accountability reporting; program review, planning and assessment; categorical, grant and special program student outcomes; and community and labor market information.

Goals	Objectives
1. Build and maintain a <b>data-informed culture</b> that addresses enrollment management, DEI, student outcomes, and other critical institutional priorities.	<ul style="list-style-type: none"> <li>» Develop a culture of SLO assessment and action based on results. (IO 4.2)</li> <li>» Foster increased awareness, use, and evidence-based engagement with existing research and data provided by the Office of PRIE. (IO 4.2)</li> <li>» Build and implement an action research framework to connect data to actions to improve student outcomes that is responsive to the institution's challenges, priorities, and available resources. (IO 3.1; 4.2; 6.3)</li> </ul>
2. Build and maintain a <b>data infrastructure</b> that supports enrollment management, DEI, student outcomes, and other critical institutional priorities.	<ul style="list-style-type: none"> <li>» Support success along the student journey stages (access, retention, completion, and transition) through research that addresses institutional priorities. (IO 4.2; 4.3; 1.1)</li> <li>» Fortify institutional research processes and report formats for efficiency, continuous quality improvement, and enhanced user interface within next several years. (IO 4.2; 3.1)</li> <li>» Advocate for increased research infrastructure (multilingual surveying, incentives to support focus groups, action research, PRIE growth) to support SDCCE research priorities (DEI, CTE, enrollment, transition). (IO 6.2; 4.2; 4.3)</li> <li>» Increase the institution's body of research focused on measuring intervention effectiveness that supports planning and continuous improvement across the institution over the next five years. (IO 4.3; 4.2)</li> </ul>

## Institutional Support Strategic Plans

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

Program Webpage: [sdcce.edu/organization/institutional-effectiveness](http://sdcce.edu/organization/institutional-effectiveness)

Goals	Objectives
3. Coordinate institutional effectiveness activities for SDCCE self-reflection and planning, including integrated planning and accreditation.	<ul style="list-style-type: none"> <li>» Create/refine a reflective and streamlined process for the self-study, accreditation action plan development and monitoring, and annual reports within two years. (IO 6.1)</li> <li>» Refine the SLO repository/data dashboard system within two years. (IO 6.1; 4.4)</li> <li>» Simplify unit strategic planning and program review forms/process and clarify continued connection to resource allocation within two years. (IO 6.1; 4.4)</li> <li>» Facilitate annual Program Review and Improvement and Strategic Planning across SDCCE and maintain software platforms.(IO 3.1; 4.2; 6.1)</li> </ul>
4. Provide SDCCE employees with resources and trainings to enhance institutional effectiveness.	<ul style="list-style-type: none"> <li>» Annually identify, promote, and recruit for institutional cross-functional team conferences, workshops, and trainings for SDCCE personnel that support institutional priorities. (IO 4.4; 4.5; 6.1)</li> <li>» Promote professional development for customer service, DEI, fiscal processes, leadership, teaching and learning, and technology with guidance from classified professionals, managers and faculty. (IO 4.4; 4.1)</li> <li>» Support institutional planning with PD and training for program review, strategic planning, and accreditation activities. (IO 4.4; 4.1)</li> <li>» Institutionalize Spring FLEX as the annual kick-off of SDCCE's SLO PD and assessment cycle. (IO 4.2)</li> <li>» Provide PRIE personnel internal and external professional development opportunities to remain current in technology and best practices in the research field, in SLO assessment, accreditation, strategic planning, facilitation, onboarding, and embedding DEI. (IO 4.4)</li> </ul>
5. Advocate for SDCCE and Noncredit Education across the California Community College System.	<ul style="list-style-type: none"> <li>» Develop and share research projects based on cutting-edge methods and techniques that increase the array and depth of research for decision-making and to mitigate outcomes gaps for SDCCE students and noncredit statewide. (IO 5.4)</li> <li>» Continue to support the voice and recognition of noncredit research through work on local, regional, and statewide groups. (IO 5.4)</li> </ul>

## Institutional Support Strategic Plans

### Office of Public Information

Program Webpage: [sdcce.edu/sdcce.edu/newsroom](https://sdcce.edu/sdcce.edu/newsroom)

The Public Information Office holds the institution's mission statement as its own: **San Diego College of Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement and pathways to college.**

The Public Information Office establishes priorities that support organizational goals outlined in various documents, including the SDCCD Strategic Plan and the SDCCE Strategic Plan. The Public Information Office helps focus communications-related projects on the established priorities. The Public Information Office aligns projects with support for student access, success and equity.

Goals	Objectives
1. Support enrollment management.	<ul style="list-style-type: none"> <li>» Support enrollment management efforts by integrating promotion with email marketing and social media. (IO 1.3)</li> <li>» Develop a campaign that focuses on specific earnings and jobs that a person could achieve upon completion of a career training program. (IO 1.3)</li> </ul>
2. Improve communication to current and potential students.	<ul style="list-style-type: none"> <li>» Support student recruitment and orientation processes. (IO 1.2)</li> <li>» Continue user research on website navigation. (IO 1.2)</li> <li>» Continue to build the pathways project on the web, based on continued user research. (IO 2.1)</li> <li>» Create visual graphics to show pathways for career training programs. (IO 2.1)</li> <li>» Develop program videos for career training programs. (IO 1.3)</li> <li>» Optimize and update website navigation based on user research. (IO 1.2)</li> <li>» Assess SDCCE's current content management system (CMS) and potential replacements for the ability to meet organizational needs, including consideration of changing the CMS to a system the District can support. (IO 6.3)</li> <li>» Develop/Increase student success stories for external communications. (IO 1.3)</li> </ul>
3. Support SDCCD communication objectives.	<ul style="list-style-type: none"> <li>» Serve on the District Marketing and Outreach Committee (DMOC). (IO 1.3)</li> <li>» Provide funding for District-wide marketing. (IO 1.1)</li> <li>» Create content for SDCCD print and online publications. (IO 1.1)</li> </ul>
4. Support efforts to collaborate and promote community partners for the purpose of increasing awareness of SDCCE.	<ul style="list-style-type: none"> <li>» Promote off-campus locations. (IO 5.3)</li> <li>» Create promotion targeted toward industries. (IO 5.4)</li> <li>» Support organizational efforts that build stronger relationships with community members. (IO 5.3)</li> <li>» Support outreach efforts. (IO 5.1)</li> <li>» Develop and distribute a digital newsletter for SDCCE's community network. (IO 5.4)</li> <li>» Distribute SDCCE content to newsletters in San Diego. (IO 5.4)</li> </ul>

# Institutional Support Strategic Plans

**Office of Public Information** Program Webpage: [sdcce.edu/sdcce.edu/newsroom](http://sdcce.edu/sdcce.edu/newsroom)

Goals	Objectives
5. Support efforts that strengthen internal communication.	<ul style="list-style-type: none"> <li>» Support the President’s office specifically during a time of transition for interim and permanent presidents. (IO 4.1)</li> <li>» Update SDCCE’s participatory governance digital and print materials. (IO 4.1)</li> <li>» Update SDCCE’s strategic planning digital and print materials. (IO 4.1)</li> <li>» Update SDCCE’s accreditation digital and print materials. (IO 4.1)</li> <li>» Support faculty convocations. (IO 4.1)</li> <li>» Support internal events hosted by the President’s office. (IO 4.1)</li> <li>» Produce employee spotlight videos. (IO 4.1)</li> </ul>
6. Encourage a professional communications environment that follows best practices in communication for large, public organizations.	<ul style="list-style-type: none"> <li>» Support professional development opportunities for communications staff. (IO 4.4)</li> <li>» Increase and refine the collection, reporting, and use of data to inform decision-making for website updates and ad campaign strategies. (IO 1.3)</li> </ul>

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## Institutional Support Strategic Plans

### Office of the President

Program Webpage: [sdcce.edu/organization/president](http://sdcce.edu/organization/president)

The President's Office holds the institution's mission statement as its own: San Diego College of Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement and pathways to college.

The President's Office provides executive leadership within a shared governance environment, providing a supportive environment for faculty, classified professionals, and administration that focuses on collaborative and innovative ways to encourage and ensure social justice and student success (lifelong learning, training, career advancement, and pathways to college).

Goals	Objectives
1. Weave diversity, equity, and inclusion into all of the functions which make up the fabric of SDCCE.	<ul style="list-style-type: none"> <li>» Recruit, support, and retain diverse employees in all classifications. (IO 6.2)</li> <li>» Provide professional development opportunities that support awareness, growth, and knowledge in areas of diversity, equity and inclusion. (IO 3.3; 4.4)</li> </ul>
2. Improve internal and external communication at the institutional level.	<ul style="list-style-type: none"> <li>» Reassess the modes and media through which the campus communicates in an effort to increase the overall effectiveness of communication of our organization. (IO 4.1; 1.5; 2.4)</li> <li>» Develop a monthly President's newsletter, to assist in improving communication with faculty, classified professionals, and administrators throughout the college. (IO 4.1)</li> </ul>
3. Expand and Increase community and industry partnerships for mutual benefit.	<ul style="list-style-type: none"> <li>» Reach out to new and existing community partners, communicate goals of CCE, and find creative ways to collaborate on projects that are mutually beneficial to them and our students. (IO 5.3; 5.2; 2.2)</li> </ul>
4. Support new program development, and partner with the three credit colleges to for credit by examination and credit for prior learning pathways.	<ul style="list-style-type: none"> <li>» Work with advisory groups to ensure currency of existing programs and identify potential high demand occupational training programs. (IO 5.2; 2.2)</li> <li>» Maintain inventory of credit by exam agreements between CCE and the credit colleges; strive to reach goal of increasing agreements by 20%/year. (IO 2.3)</li> <li>» Compile and submit annual report of students and programs involved in credit by exam and share with credit colleges. (IO 4.2)</li> <li>» Create agreements with credit colleges for credit for prior learning. (IO 2.3)</li> </ul>
5. Engage in public service and support professional development opportunities for all SDCCE employees.	<ul style="list-style-type: none"> <li>» Identify community organizations to support through memberships and sponsorships. (IO 5.4)</li> <li>» Support Staff Development Coordinator position to share professional development opportunities for all employee groups. (IO 4.4)</li> <li>» Attend at least one state and one national professional organization conference. (IO 5.4)</li> <li>» Serve on local nonprofit boards. (IO 5.4)</li> </ul>
6. Support and guide activities throughout the college.	<ul style="list-style-type: none"> <li>» Support student activities. (IO 2.4; 1.6)</li> <li>» Guide ECC theater renovation project to completion. (IO 6.4)</li> <li>» Support San Diego College of Continuing Education Foundation activities which increase student support and success. (IO 2.3; 5.1)</li> <li>» Fully reopen the seven SDCCE campuses, keeping employees, students, and the community safe. (IO 4.1)</li> </ul>

## SDCCE Participatory Governance Goals

The SDCCE governance structure assures the effective participation of all constituencies in decision-making and fulfills the intent of state law and regulations. The governance structure encourages the representation of our constituencies. Committees are an avenue to bring together members from all constituencies and components of the administrative structure.

Members represent various interests and levels of expertise. Committee responsibilities may include making recommendations, identifying and studying institutional issues, and reviewing services and programs to achieve strategic goals.

Four primary bodies work together in committees and administrative divisions to further the work of SDCCE:

Academic Senate	The Academic Senate allows faculty to have the opportunity to express their opinion and to ensure that those opinions are given every reasonable consideration, and that faculty assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
Administration	The administration consists of the president, vice presidents, deans, and managers. The President's Cabinet and President's Executive Cabinet are advisory groups to the president.
Classified Senate	The Classified Senate actively collects, evaluates, and disseminates information for classified professionals and represents the collective interests of classified professionals before or on any governance, college or District committee.
Students	The Associated Student Body promotes the interests and welfare of students and the campus community. Membership is open to all students and is voluntary.

## SDCCE Governance Structure

The highest-level governance group, the Executive Governance Council (EGC), accepts recommendations that pass through the operational and executive committee structure. EGC accepts and reviews committee recommendations, rendering an executive recommendation to the President. Recommendations are brought before EGC if the matter changes current policy or procedure, temporarily or permanently; or if the matter establishes a new policy.

### Executive governance groups include:

- Executive Governance Council
- Academic Senate
- Classified Senate
- Access, Retention and Completion Committee
- Budget Committee
- Professional Development Committee
- Safety and Facility Committee
- Technology Committee

### Operational Committees include:

- Associated Student Body Committee
- California Adult Education Program
- Curriculum Committee (Academic Senate)
- Diversity, Equity and Inclusion Committee
- Faculty Priority Hiring Committee
- Perkins Committee
- Planning and Institutional Effectiveness Committee
- Program Review Committee
- Student Services Council
- WIOA Title II Committee

*Note. Governance bodies and operational committees are subject to change according to the current Governance Handbook.*

# SDCCE Participatory Governance Goals

## Executive Governance Groups

The Participatory Governance Handbook provides a visual overview of SDCCE's structure, and detailed specifics about governance committees and supporting work groups. The handbook is revised twice during the planning cycle and SDCCE's accreditation cycle. Committees may propose changes to goals, composition/membership, quorum requirements, and calendar through the participatory governance process at any point, so input can be turned into action. Descriptions of Governance Groups and Committees' goals herein were established in spring 2020 and will continue through summer 2023.

### Executive Governance Council

The Executive Governance Council (EGC) is the highest level participatory governance committee in Continuing Education. Accordingly, members of the committee are the highest level executives in the institution, representing Presidents and Vice Presidents from the Academic and Classified Senates.

The primary function of EGC is to promote governance participation and engagement by vetting concerns and topics through appropriate committee structure for detailed review, analysis, and recommendation to EGC. EGC accepts and reviews committee recommendations, rendering an executive recommendation to the SDCCE President.

### Goals

1. Promote participation and engagement in the governance structure
2. Rely primarily on participatory governance committee recommendations from the Academic and Classified Senates
3. Act as a final check and review that committee recommendations are based on a non-partisan analysis and review of the facts and data, promoting student success as the primary goal, disclosing and subordinating all other interests
4. Make sound, non-partisan recommendations on important concerns and topics to the SDCCE President



# SDCCE Participatory Governance Goals

## Executive Governance Groups

### Academic Senate

The Academic Senate is open to all SDCCE faculty members and provides the opportunity to participate in the Continuing Education participatory governance structure. The primary function of the Academic Senate is to allow faculty the opportunity to express their opinion and to ensure that those opinions are given every reasonable consideration, that faculty assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The Academic Senate serves as the representative of the faculty in making recommendations to the administration of SDCCE and to the Board of Trustees. It also serves to interact with the Academic Senate for California Community Colleges and senates of other California community colleges.

### Sub-Committees

Academic Senate Executive Council  
 Appointments Committee  
 Curriculum Committee  
 Elections Committee  
 Environmental Stewardship

Program Chair Committee  
 Professional Advancement Committee  
 Distance Education Committee  
 Policy and Procedures Committee

## Goals

The Academic Senate makes recommendations in the formation and implementation of policies on academic and related professional matters. Goals are to address academic and professional issues including:

1. Curriculum, including establishing prerequisites and courses within disciplines;
2. Certificate requirements;
3. Grading policies;
4. Educational program development;
5. Maintaining the highest standards or policies regarding student preparation and success including Student Learning Outcomes (SLOs);
6. District and SDCCE governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including related reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.

## SDCCE Participatory Governance Goals

### Executive Governance Groups

#### Classified Senate

The Classified Senate Executive Council represents classified professionals at all levels in the participatory governance structure of SDCCE. The primary function of the Classified Senate Executive Council is to provide SDCCE Classified Professionals a leadership voice in the institution. The Classified Senate Executive Council is an equal partner in the governance of SDCCE.

The Classified Senate maintains internal committees to review, research and analyze specific matters as governed by the Senate Bylaws. These committees make recommendations to the Senate for implementation and final recommendation via the participatory governance process. The Classified Senate also serves to represent the classified professionals of SDCCE at District-wide governance meetings, such as the District Governance Council.

#### Sub-Committees

Governance, Elections, Professional Development, and Social Events committees

#### Goals

1. Make recommendations in the formation and implementation of administrative procedures related to operational matters, especially those which impact Classified Professionals
2. Make appointments and recommendations for hiring committees and other participatory governance committees from among all Classified Professionals

#### Access, Retention and Completion (ARC) Committee

In accordance with SDCCE mission and core goals, the Access, Retention and Completion Committee (ARC) serves in an advisory capacity to support SDCCE 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. ARC is a cooperative effort where representatives from constituent groups across SDCCE work to set the tone for the student experience from application and access, through completion and success.

#### Goals

1. Review on-going institution-wide enrollment trends, activities and initiatives
2. Evaluate changes to student enrollment patterns, retention and completions rates
3. Use qualitative and quantitative data to inform recommendations
4. Support the development of institution-wide enrollment goals
5. Assess, and make recommendations on student support strategies that enhance student access, retention, and goal completion
6. Analyze and make recommendations on student diversity enrollment trends
7. Review and make recommendations on SDCCE procedures and practices that impact access, retention and completion

# SDCCE Participatory Governance Goals

## Executive Governance Groups

### Budget Committee

The role of the Budget Committee is to review and report out on the resource allocation processes and financial position for SDCCE including educating and informing Faculty and Classified constituencies. Additionally the Budget Committee will respond to other financial related information requests from EGC to increase financial transparency related to accomplishing the institutional priorities and mission.

#### Goals

1. Annually review the results of the resource allocation process and provide recommendations for improvements, as needed
2. Periodically review annual SDCCE resources to determine trends and patterns
3. Encourage full participation and communication regarding the state, District and SDCCE's budgets
4. Review and research budget projections and fiscal policies at a national, state, and local level that may impact the institution

### Professional Development Committee

The purpose of the SDCCE Professional Development Committee is to support the professional growth of faculty, staff, and administrators with the ultimate goal of maintaining the highest quality of service for our students. The committee seeks to ensure that professional development opportunities provide relevant educational topics for the entire institution.

#### Sub-Committees

Flex Advisory Committee and Professional Development Advisory Committee for Classified Professionals (approved January 2021)

#### Goals

1. Assess and identify institution-wide professional development needs
2. Provide recommendations and direction for enrichment opportunities in the identified areas of need for all employees
3. Foster a cohesive, effective and proactive organization
4. Support a range of strategic professional development opportunities to better prepare all employees to respond to student needs
5. Monitor and evaluate progress toward, and completion of, the committee's strategic goals

# SDCCE Participatory Governance Goals

## Executive Governance Groups

### Safety and Facility Committee

The Safety and Facility Committee promotes campus safety, security and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The Committee provides a venue to discuss facility planning and improvement.

#### Goals

1. Update and implement an annual plan that is integrated with the Strategic Plan
2. Maintain a proactive approach to promote campus safety and emergency preparedness
3. Facilitate relevant training as requested or required

### Technology Committee

The Technology Committee assesses the current status of technology in the delivery of services to SDCCE students and develops a strategic information technology plan. The committee serves in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications and other technologies.

#### Goals

1. Update and maintain an annual plan that is integrated with the Strategic Plan
2. Discuss and make recommendations to EGC on Technology and Equipment resource requests
3. Discuss and make recommendations for all technology, including instructional, operational and communication technology
4. Collaborate with district technology-oriented committees
5. Evaluate student services, enrollment, and retention patterns as influenced by technology
6. Support distance education instruction

## SDCCE Participatory Governance Goals

### Operational Committees

#### Associated Student Body Committee

The Associated Student Body (ASB) Committee is comprised of representation from SDCCE faculty, administration, staff, and students.

##### Goals

1. Serve an advisory function
2. Provide coordination, guidance, communication, and leadership for the active ASB at each campus
3. Promote the interests and welfare of the students and the campus community

#### California Adult Education Program Committee

The San Diego California Adult Education Program (CAEP) Committee ensures collaboration and transparency among stakeholders. The committee will take into consideration the integration between the CAEP Committee plan and other institutional plans, including program review, strategic planning and accreditation action plans.

##### Goals

1. Oversee implementation of the plan outlined for CAEP funding
2. Consider integrated planning efforts with other organizational plans including program review, strategic planning and accreditation action plans

#### Curriculum Committee (Academic Senate)

The Curriculum Committee supports the development and implementation of curriculum to fulfill the educational needs of the institution's diverse student population and the community served.

##### Goals

1. Support development of curriculum via review and approval of new and revised course outlines and program
2. Ensure alignment of curriculum with institutional and district goals and mission
3. Provide guidance and resources including templates, guidelines, and related curricular information to faculty and staff
4. Support institution-wide efforts to continually improve program pathways and promote interdisciplinary discussions
5. Support District-wide efforts to continually improve instruction and curriculum
6. Post regular reports/minutes of Curriculum Committee meetings/activities

## SDCCE Participatory Governance Goals

### Operational Committees

#### Diversity, Equity and Inclusion Committee

In support of the institution's Mission and Core Values, the Diversity, Equity and Inclusion Committee goals and activities embrace the rich foundation of the culturally and ethnically diverse student body, faculty, classified professionals and administration. Knowing that educational experiences in inclusive environments best prepare students to thrive in a global society, the Diversity, Equity and Inclusion Committee works to eliminate barriers and obstacles while creating opportunities for people to engage, understand and respect others' perspectives, values, beliefs, traditions and world views as different from their own, especially those from historically marginalized and underrepresented groups.

#### Goals

1. Assure that diversity, equity and inclusion are embedded into the fabric of the institution, including the structure, the curriculum and the campus environment
2. Develop, initiate and support programs and activities that increase understanding of social justice and equitable practices
3. Support the removal of barriers to student success and provide resources for historically underrepresented groups
4. Improve cross-cultural relations
5. Foster campus climates that are inclusive, supportive and welcoming for everyone
6. Exemplify the mandates contained in Board Policies related to the District's Commitment to Diversity and Inclusion

#### Faculty Priority Hiring Committee

The Faculty Priority Hiring Committee oversees development of the contract faculty hiring priorities for SDCCE. Recommendations from this committee are directed to EGC for final recommendation to the President.

#### Goals

1. Develop a contract faculty priority hiring list based on program review materials
2. Revise priority hiring list on an annual basis to reflect institutional needs
3. Represent constituencies, collaborate with colleagues, and remain objective during meetings

## SDCCE Participatory Governance Goals

### Operational Committees

#### **Perkins committee**

Perkins IV Section 134(b) (5) requires that a group of individuals be involved in the development, implementation, and evaluation of Career Technical Education (CTE) programs, which are assisted with Perkins IV funds. This group of stakeholders has been expanded to include academic and CTE faculty. The majority of faculty members on the Local Planning Team should be representatives of CTE programs. Administrators of CTE programs should be integral members of the CTE Local Planning Team. The team may be augmented with other representatives and individuals, as needed, for additional planning advice and expertise.

When revisions to the Perkins fund requirements are released, the VTEA District Dean and SDCCE Coordinators review the requirements and additional accountability issues. SDCCE's appointed Dean determines the portion of the Perkins funding that will be available for distribution to all programs that have funding requests that meet the criteria. Each discipline's Request for Proposal (RFP) for the following year's funding will be submitted to the committee, at which time the committee will review and discuss the merits of each RFP in the context of the goals of Perkins, and funds will be awarded accordingly. Committee members cannot vote on RFP from their department. Funding recommendations are then forwarded to the Budget Committee for recommendation to EGC.

#### Goals

1. Reviews requests for funding for the CTE programs within SDCCE
2. Provides recommendations for the allocations of the Perkins IV/VTEA funds

# SDCCE Participatory Governance Goals

## Operational Committees

### Planning and Institutional Effectiveness Committee

The Planning and Institutional Effectiveness (PIE) Committee advances integrated planning. The committee is responsible for assuring the institution's planning framework is consistent with accreditation criterion, and guides the institutional assessment, evaluation and coordination of activities leading to institutional effectiveness and improvement. The PIE committee may establish sub-committees to carry out specific objectives of the committee. These sub-committees will report directly back to the PIE committee. The committee shall serve in an advisory capacity.

#### Sub-Committees

Accreditation Sub-Committee/Accreditation Steering Committee and Research Committee.

#### Goals

1. Support integrated planning and accreditation efforts
2. Support the development and maintenance of the institutional strategic plan
3. Support the ongoing connection between program and department integrated planning activities and institutional integrated planning processes
4. Recommend systematic mechanisms to assess the institution's progress toward meeting its goals
5. Annually review the institution's progress toward its strategic plan and accreditation action plan goals and make recommendations to create or revise existing goals
6. Inform the campus about institutional effectiveness efforts
7. Support District strategic planning efforts

### Program Review Committee

The Program Review Committee maintains the process of formative and summative (summary) assessments of departments, programs and services for the purpose of data informed program reflection and improvement. The process will determine how well programs meet specific goals and objectives through qualitative and quantitative summary data analysis. Programs are reviewed annually and at the seventh year in the formal Program Review to coincide with the seven year cycle of institutional accreditation.

#### Goals

1. Review instructional and administrative programs annually and at the seventh year in a full Program Review
2. Improve instructional and administrative program functionality through regular and responsible program review
3. Encourage stakeholder participation and feedback
4. Maintain a program review process that is aligned with integrated planning at SDCCE
5. Maintain an environment that is receptive and supportive
6. Maintain a program review process that informs new programs, program growth, and program discontinuance



# SDCCE Participatory Governance Goals

## Operational Committees

### Student Services Council

The Student Services Council (SSC) reviews matters concerning Student Services and makes recommendations to the Vice President and EGC. SSC is responsible for institutional program review and planning for Student Services, such as reviewing and summarizing documents and utilizing them to develop and guide recommendations involving budget, staffing needs, equipment, technology, facilities and other resources essential to support Student Services and the success of students.

The committee delegates tasks to sub-committees for recommendations and implementation of plans. The committee also serves as a connection to the District Student Services Council for District-wide student services issues.

### Sub-Committees

Career Development

High School Diploma Program

SARS Workgroup

Scholarships and Awards

Transitions/Transfer (TBD)

## Goals

Responsible for reviewing issues concerning:

1. Associated Student Body
2. Student Attendance Cards
3. Veterans
4. Counseling procedures and communications
5. Professional development for Crisis Prevention Intervention
6. Collaboration with San Diego Unified School District: waivers, processes, High School Diploma Program
7. Career Development Services
8. Data Collection Processes
9. Grants and Special Projects
10. Implementation of the SEA Plan
11. Input on commencement and special activities
12. Any effort or process within the scope of Student Services

# SDCCE Participatory Governance Goals

## Operational Committees

### WIOA Title II Committee

The WIOA Title II Committee (formerly known as the 231 Committee) oversees the Workforce Innovation and Opportunity (WIOA) Title II: Adult Education and Literacy Act federal grant awarded to the Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) programs on a yearly basis. This grant funds coordination of the ABE, ESL and ASE programs, including placement and orientation of students, hiring and selection of new faculty, faculty staff development activities, assessment and collection of data, instructional activities, and purchasing of instructional materials.

#### Goals

1. Coordinate the annual state grant application submission and fulfillment of required deliverables
2. Make recommendations to the administration regarding grant issues
3. Plan for and allocate funds to carry out adult education and literacy activities in ESL, ABE and ASE programs based on program needs assessments
4. Implement required program components, (e.g. competency based system of instruction, placement and orientation, pre- and post-assessment, data collection, technology plan, etc.)
5. Plan for and facilitate staff development activities for ABE, ESL and ASE faculty and staff
6. Monitor WIOA Title II grant expenditures
7. Supervise and analyze collection of assessment data and disseminate regular reports
8. Coordinate activities of instructional support staff (e.g., instructional assistants)
9. Develop career pathways for students

# 05

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## Resources



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## Acronyms

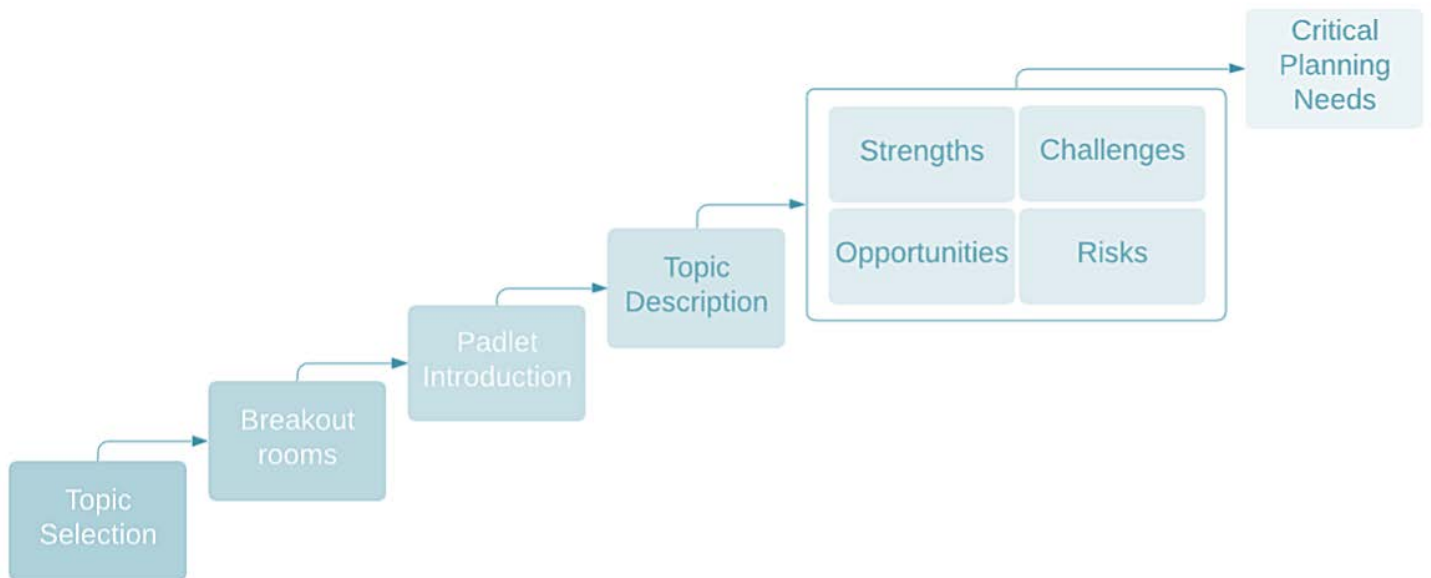
ABE/ASE	Adult Basic and Secondary Education (instructional program)	DSPS	Disability Support Programs and Services
AEFLA	Adult Education and Family Literacy Act	ECC	Educational Cultural Complex (SDCCE campus)
ARC	Access, Retention and Completion (governance committee)	EDD	California Employment Development Department
ASB	Associated Student Body (governance group)	EEO	Equal Employment Opportunity
B&D	Brailsford & Dunlavey (planning consultants)	EGC	Executive Governance Council (governance group)
BSI	Basic Skills Initiative	ERP	Enterprise Resource Planning (system)
CAEP	California Adult Education Program (formerly Adult Education Block Grant)	ESL	English as a Second Language (instructional program)
C&CT	Career and College Transitions (student services program)	ETi	Employee Training Institute
CalWORKS	California Work Opportunity and Responsibility to Kids	FMP	Facilities Master Plan
CCCCO	California Community Colleges Chancellor's Office	FTES	Full Time Equivalent Student
CCR	College and Career Readiness	GED	General Education Diploma
CCT	Career and College Transitions	HSD	High School Diploma
CDCP	Career Development and College Preparation	HSE	High School Equivalency
CDPH	California Department of Public Health	HVAC	Heating, Ventilation, and Air Conditioning
CLNA	Comprehensive Local Needs Assessment	HyFlex	Hybrid-Flexible course design
CNA	Certified Nurse Assistant	ICOM	Interactive Competency-Based Online Micro credentialing
COE	Centers of Excellence	ICT	Information and Communication Technologies
CTE	Career Technical Education (also known as career education)	IO	Institutional Objective
CTEOS	Career Technical Education Outcomes Survey	ISMP	Institutional Strategic Master Plan
DEIAA	Diversity, Equity, Inclusion, Anti-Racism and Accessibility	ISO	Instructional Services Office
DEIRS	Distance Education Instructional Resource Spaces	ISP	Institutional Strategic Plan

## Acronyms (cont.)

ISP	Immigrant-based Support Program	SEAP	Student Equity and Achievement Program
IT	Information Technology	SLO	Student Learning Outcomes
KPI	Key Performance Indicator (assessment)	SMART	Specific, Measurable, Attainable, Relevant and Time Bound
LMI	Labor Market Information	SSC	Student Services Council
MRY	Moore Ruble Yudell (facility planning consultants)	SSSP	Student Success and Support Program
OER	Open Educational Resources	SWOT	Strengths, Weaknesses, Opportunities, and Threats
PD/FLEX	Professional Development and Faculty Development (coordinator)	SWP	Strong Workforce Program
PIE	Planning and Institutional Effectiveness (operational committee)	TAP	Technology Access Project
PPIC	Public Policy Institute of California	UDL	Universal Design Learning
PRIE	Planning, Research, and Institutional Effectiveness	ULI	Urban Land Institute
SDCCD	San Diego Community College District	VESL	Vocational English as a Second Language
SDCCE	San Diego College of Continuing Education	VOP	Veteran's Opportunity Program
SDCCEF	San Diego College of Continuing Education Foundation	VTEA	Vocational and Technical Education Act
SDICRC	San Diego Imperial Counties Regional Consortium	WASC	Western Association of Schools and Colleges
SDUSD	San Diego Unified School District	WBL	Work-Based Learning
SDWP	San Diego Workforce Partnership	WIOA	Workforce Innovation and Opportunity Act

## Appendix A. Planning Conversations

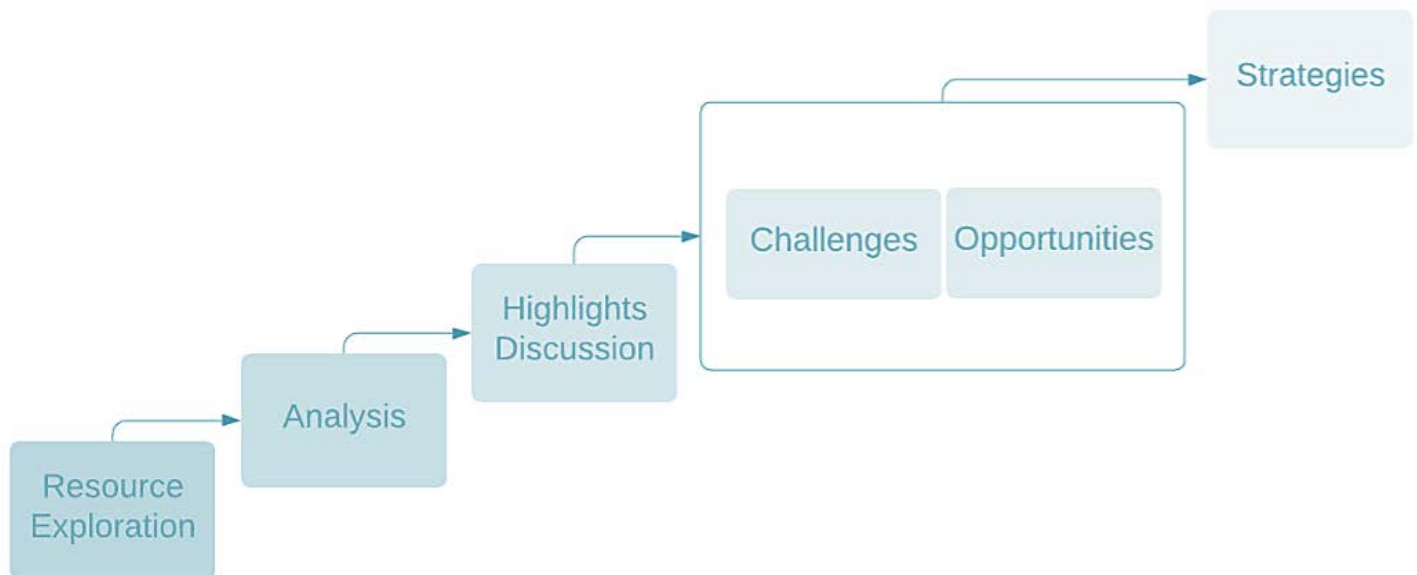
In April 2021, the Office of Planning, Research, and Institutional Effectiveness (PRIE) facilitated a series of planning conversations to identify needs that should be addressed in the Institutional Strategic Master Plan. Faculty, classified professionals, and administrators participated in five planning sessions, where they selected topic-based conversation rooms to identify, discuss, and prioritize critical planning needs. The PRIE team worked with the Planning and Institutional Effectiveness Committee to review data and outcomes from these planning sessions and began to synthesize the controlling ideas into goal and objective statements.





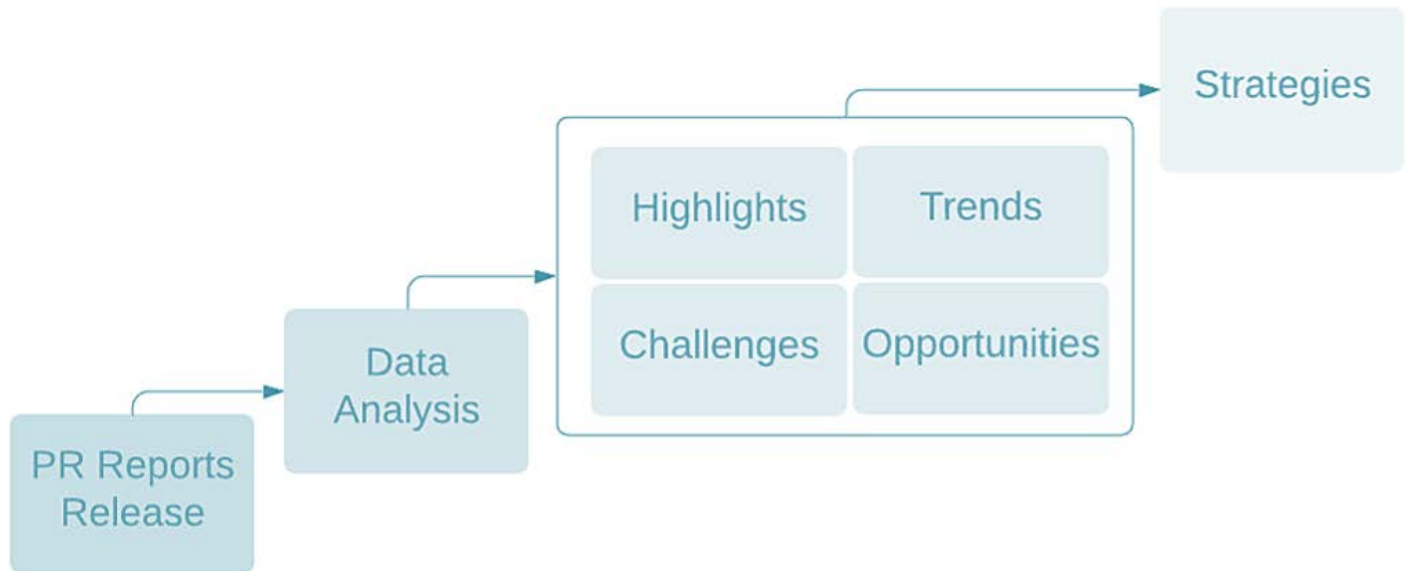
## Appendix B. Data-Informed Discussions with Managers

Between June and August 2021, the Office of PRIE facilitated a series of data-informed discussions using environmental scan facilitation techniques to identify challenges and opportunities for the institution. PRIE reviewed and created a curated list of regional, local, and institutional reports useful for this conversation, including topics such as economic, demographic, digital, and education trends. The PRIE team, managers, and the PIE Committee further synthesized the institutional goals and objectives based upon input from these meetings.



## Appendix C. Program Review Process

Between September and November 2021, the SDCCE instructional departments participated in a Program Review process focused on analyzing data to for program self-reflection. The Office of PRIE released Program Review data reports and provided data coaching to support this activity. Program Review writers analyzed this information, and identified highlights, trends, challenges and opportunities for their programs and the institution based on the data, and developed a set of strategies that were used by the PRIE office to support strategic master planning.



## Appendix D. Challenges and Opportunities

The following challenges and opportunities were identified by SDCCE stakeholders through three activities facilitated by the Planning, Research, and Institutional Effectiveness Office: 1) a series of facilitated planning conversations hosted in April 2021, 2) a series of facilitated data-informed discussions hosted between June and August 2021, and 3) the outcomes from the 2021 Program Review process (see appendices A, B, and C for more details about these activities). The combination of opportunities and challenges supported the development of strategies that informed Strategic Planning discussions in 2021.

C# - Challenges identified; O# - Opportunities identified; S# - Strategies identified; ISG# - Institutional Strategic Goals in SDCCE's Strategic Master Plan.

CHALLENGES	OPPORTUNITIES	STRATEGIES
<p>C1 - California's population growth rate has been in decline (Public Policy Institute of California [PPIC], 2022), which has shrunk the pool of potential students SDCCE can access, including high school graduates that would be candidates to join SDCCE's CTE programs.</p> <p>C2 - A more competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).</p>	<p>O1 - Engage with untapped populations by identifying members of the community SDCCE has not served (e.g., potential students interested in pathways that were recently created or are in development).</p> <p>O2 - Identify members of the community that SDCCE has served before, and may be able to serve again, through new offerings (e.g., work-gearred emeritus offerings).</p> <p>O3 - Develop and implement marketing and promotional campaigns that support enrollment management and increase awareness in the community about SDCCE programs that support industry and employment.</p> <p>O4 - Build external partnerships and visibility within the community through off-campus events and advisory meetings.</p>	<p>S1 - Overcome C1 and C2 leveraging O1, O2, O3, and O4.</p> <p>ISG1 - Grow enrollment to support our community and meet district targets.</p>

## Appendix D. Challenges and Opportunities

CHALLENGES	OPPORTUNITIES	STRATEGIES
C3 - Increased cost of living and lack of affordable housing in the San Diego region in comparison to other metro areas in the country (Urban Land Institute [ULI], 2021). This phenomenon forces potential students and enrolled students to migrate out of the region.	<p>O4 - Build external partnerships and visibility within the community through off-campus events and advisory meetings.</p> <p>O5 - Leverage existing community partnerships and build new partnerships to connect students with external services using a soft handoff to ensure SDCCE students do not get lost in cross-agency processes or communication.</p>	<p>S2 - Overcome C3 leveraging O4 and O5.</p> <p>ISG5 - Enhance internal and external partnerships.</p>
C3 - Increased cost of living and lack of affordable housing in the San Diego region in comparison to other metro areas in the country (ULI, 2021). This phenomenon forces potential students and enrolled students to migrate out of the region.	O6 - Develop new instructional pathways that are job-resilient and ensure students job entry at or above living wage.	<p>S3 - Overcome C3 leveraging O6.</p> <p>ISG2 - Enhance the student experience and clarify student pathways.</p>
C4 - Limited digital literacy and access to technology, including devices and broadband (San Diego College of Continuing Education [SDCCE], 2021).	O7 - Continue supporting digital equity through funding efforts and by leveraging community partnerships.	S4 - Overcome C4, C5, and C6 leveraging O7, O8, and O9.
C5 - Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).	O8 - Equitize and standardize student services protocols to reduce barriers for marginalized communities.	ISG3 - Cultivate a culture of diversity, equity, inclusion and anti-racism.
C6 - Transportation system constraints prevent students from accessing education and job opportunities across the region (ULI, 2021).	O9 - Continue to consider diversity of our student population in decision-making about enrollment processes, schedule and modality of course offerings, and curriculum.	

## Appendix D. Challenges and Opportunities

CHALLENGES	OPPORTUNITIES	STRATEGIES
<p>C2 - A more competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).</p> <p>C7 - Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020). This situation increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study.</p>	<p>O6 - Develop new instructional pathways that are job-resilient and provide students job entry at or above San Diego's living wage.</p> <p>O10 - Maintain, update, and create new curriculum using the highest educational standards and in alignment with industry and community needs.</p> <p>O11 - Ensure program offerings are competitive for students that already have certain job skills.</p> <p>O12 - Expand industry advisory boards to inform curriculum development and strengthen partnerships that result in work-based learning opportunities in or out of the classroom.</p>	<p>S5 - Overcome C2 and C7 leveraging O6, O10, O11, and O12.</p> <p>ISG2 - Enhance the student experience and clarify student pathways.</p>
<p>C4 - Limited digital literacy and access to technology, including devices and broadband (San Diego College of Continuing Education [SDCCE], 2021).</p> <p>C5 - Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).</p>	<p>O13 - Continue incorporating the variables <i>class modality, day, and time</i> into enrollment management work.</p> <p>O14 - Determine the instructional modalities (on campus, HyFlex, hybrid, fully online) that best support student access and success.</p>	<p>S6 - Overcome C4 and C5 leveraging O13 and O14.</p> <p>ISG1 - Grow enrollment to support our community and meet district targets.</p>
<p>C6 - Transportation system constraints prevent students from accessing education and job opportunities across the region (ULI, 2021).</p>	<p>O15 - Consider student transportation constraints during enrollment management work.</p> <p>O16 - Keep up-to-date on improvements to the transportation infrastructure in San Diego that may impact students' commute to different campuses and job locations.</p>	<p>S7 - Overcome C6 leveraging O15 and O16.</p> <p>ISG3 - Cultivate a culture of diversity, equity, inclusion and anti-racism.</p>

## Appendix D. Challenges and Opportunities

CHALLENGES	OPPORTUNITIES	STRATEGIES
C7 - Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020). This situation increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study.	O17 - Develop supports that inform students about the work environment and job skills needed in their pathways of interest.	S8 - Overcome C7 leveraging O17. ISG2 - Enhance the student experience and clarify student pathways.
C8- Internal communication challenges manifested in the form of reduced participation in public forums, group activities or committee work. More actions around increased communication and collaboration could be taken up, especially in the long-term and cross-departmentally (SDCCE, 2021).	O18 - Improve internal communication by developing systems to ensure units are aware of each other's efforts to support the student journey, reducing redundancy of efforts and maximizing impact.  O19 - Develop structures to facilitate interdisciplinary, interdepartmental, and institutional collaboration for student success.  O20 - Foster cross departmental discussions and collaboration to support a strategic resource and efforts distribution by developing cross departmental collaboration frameworks.  O21 - Develop internal communication infrastructure that includes an internal communication assessment, plan development and execution, and re-assessment.	S9 - Overcome C8 leveraging O18, O19, O20, and O21.  ISG4 - Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities.
C9 - Limited ability to track student performance and act on it quickly to prevent students from dropping classes (SDCCE, 2021).	O22 - Increase communication channels to between students and student services.  O23 - Expand infrastructure to increase use and sharing of student outcomes data for program planning and resource allocation, including information to support equity, enrollment management, retention, completion, and transition.	S10 - Overcome C9 leveraging O22 and O23.  ISG4 - Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities.