San Diego College of Continuing Education Seven-Year Accreditation Action Plan 2023/24
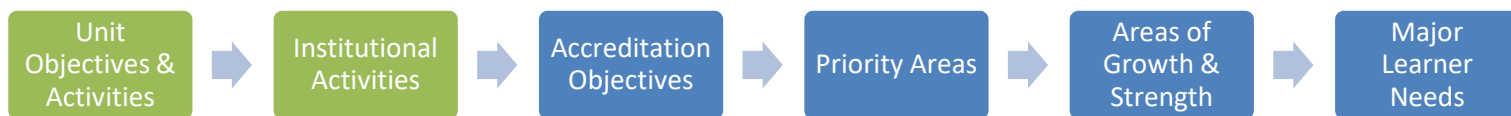
Accreditation Action Plan Development and Monitoring Framework

The following action plan was developed from the accreditation self-study activities which provided SDCCE employees the opportunity to analyze student major learner needs, identify strengths and growth areas to address them, and then synthesize them into a series of priority areas. SDCCE will rely on its Annual Integrated Planning system to monitor the progress achieved in completing the Accreditation Action Plan over the next years. Activities stated by departments, divisions, programs, and committees in their strategic plans may occur all year-long with a major part of reporting occurring every fall semester. The information reported by these entities will be utilized to assess the level of progress achieved in the Accreditation Action plan.

Development

Student Major Learner Needs → Areas of Growth & Strenth → Priority Areas → Institutional Activities → **Accreditation Action Plan**

Monitoring

Unit Objectives & Activities → Institutional Activities → Accreditation Objectives → Priority Areas → Areas of Growth & Strength → Major Learner Needs

Source: SDCCE Strategic Master Plan Monitored through Annual Integrated Planning

Student Major Learner Needs Identified

ACCESS
Equitable and Enhanced Access to SDCCE's Educational Offerings
Priority strategies that build back enrollment and support for impacted populations and programs will be critical moving forward, including student-centered class scheduling, new and relevant curriculum, communication of online and on-campus services, and support programs to bridge digital equity gaps. Enrollment management, student support, outreach, and marketing are of utmost importance to bringing students back, attracting new prospective students, and equitably providing educational access to all communities in San Diego.

RETENTION AND SUCCESS
Enhanced Retention and Success
Equitable support programs will be key to enhance course retention and success for all students in SDCCE. Faculty should employ learner-centered teaching strategies and provide timely feedback to foster engagement and learning. Regular assessment of student learning outcomes, course outcomes and adjustments in curriculum design can enhance overall course effectiveness. Communication and awareness campaigns should inform students about course-specific learning objectives to empower them in achieving their academic goals, ultimately boosting retention and success rates.

COMPLETION AND TRANSITION
Expanded Completion and Transition
To improve program completion and transitions to the workforce and college, SDCCE must continue enhancing its support programs, regularly reviewing and updating its curriculum. Additionally, SDCCE must strengthen communication and collaboration with sister colleges to support noncredit to credit transitions and with industry partners to increase student internships and apprenticeship opportunities, providing more pathways to student success.

SDCCE Office of Planning, Research, and Institutional Effectiveness

Priority Area #1: Leading-Edge Curriculum

Goal #1: Modernize curriculum to meet workforce demands while emphasizing diversity, equity, inclusion, anti-racism, and access.

Student Major Learner Needs Addressed: Access (SMLN 1), Retention & Success (SMLN 2), and Completion & Transition (SMLN3).
Priority Focus Group (FG) Area Addressed: Curriculum (FG 4)
Focus Group (FG) Areas Addressed: Curriculum (FG 4); Teaching and Learning (FG 5)
Criterion (C) Addressed: Community/Educational Partnerships (C 9)

Areas of Growth Associated with Priority
- SDCCE needs to continue extending micro-credentialing options such as those provided through ICOM Academy to accommodate student accessibility needs (FG 4, Priority 1). SDCCE needs to continue expanding technology integration into instruction and programming that support our diverse student populations and workforce goals (FG 5, Priority 1).
- SDCCE needs to continue enhancing online curriculum options to support student goals (FG 4, Priority 2).
- SDCCE needs to continue expanding online education offerings, aligning with the evolving demands of the modern workplace (C 9, Priority 2)
- SDCCE needs to continue providing Open Education Resources (OER) training to enable the integration of OER content in course materials (FG 4, Priority 3).
- SDCCE needs to continue revisiting curriculum to incorporate digital elements that reflect the changing demands of the workforce and ensure our students are equipped with the necessary online skills to thrive in today's technology-driven world (C 9, Priority 3).
- SDCCE Instructional and Student Services divisions need to continue increasing work-based learning opportunities and awareness while collaborating with community and business leaders (FG 5, Priority 4).

Aligned Visiting Committee Key Recommendations (past visit):
- Expand and increase access to course offerings, support services, and workforce development opportunities to support student success.
- Maintain and secure technology in support of data-driven instruction, decision making, and student services.

Goals Addressed (SDCCE Institutional Goals): 1. Grow enrollment to support our community and meet district targets   2. Enhance the student experience and clarify student pathways   5. Enhance internal and external partnerships

SLO's impacted by Priority Area #1: 1. Social Responsibility   2. Effective Communication   3. Critical Thinking   4. Personal and Professional Development   5. Diversity, Equity, Inclusion, Anti-racism, and Access

ACTION STEPS	EXPECTED OUTCOME	PLANNED KPI'S (ASSESSMENT)	RESPONSIBLE PARTY	TIMELINE
Objective 1.1 Curriculum Integration and Alignment: Enhance educational relevance and alignment with future workforce needs by creating content associated with workforce needs and utilizing industry advisory boards to evaluate current and future needs.				
1.1.1. Integrate community and work force future needs into curriculum and programming (SP 2.2.2)	Identification of programs for growth and/or workforce & community need (Categorical Plans, WBL SG21); Curriculum and programming created that addresses future workforce needs; Programs for workforce & community needs tracked (WBL SG21) CTE programs developed, revised, and grown	Number of existing programs assessed in Labor Market Information Outcomes as part of the Program Review Process and the LMI Biennial Review Process (target 100%); Number of courses with at least one class reported with work-based learning outcomes under the data element SG21 (target, increase compared to value for 2022/23).	Primary: Instructional Services Office, Enrollment Management Plan Secondary: Instructional Units	2022/23 - 2028/29
1.1.2. Utilize industry advisory boards to evaluate current and future program needs (SP 5.2.2)	Use local industry employers to review current and future program needs; Understand workforce needs of local employers Increase participation in industry boards	Track participation in industry boards	Primary: Enrollment Management Plan, CTE Units, President's Office	2022/23 - 2028/29

Objective 1.2 Technology Integration and Alignment: Expand technology integration into teaching modalities, instruction, and programming that support our diverse student populations and workforce goals.				
1.2.1. Continue enhancing equitable student learning options through distance education modalities and online materials access **(NEW SP 1.8.1)** Aligns to new Institutional activity: **SP.1.8.** Implement equitable student learning options using on-campus and online technologies	Improved accessibility to online learning materials for all students; Increased engagement and interaction in online courses; Enhanced opportunities for flexible learning; Improved academic performance and satisfaction among students using distance education modalities.	Satisfaction and engagement reported in surveys by students enrolled in distance education modalities or utilizing online materials; Enrollment, retention, and success rates for online courses.	Instructional Services Office	2022/23 - 2028/29
1.2.2. Develop the Automation. Innovation. Robotics. Skilled Technical Trades and Workforce Development Center and associated skilled trades curriculum to address equity gaps **(NEW SP 1.8.2)** Aligns to new Institutional activity: **SP.1.8.** Implement equitable student learning options using on-campus and online technologies	Expanded facilities that provide students additional educational learning options in advanced manufacturing Students obtain practical training in skilled and technical trades (i.e. Electronics Technician, Air Conditioning and Heating, Heating Plumbing, Metal Arc Welding, Gas Tungsten Arc Welding) automotive, green technology, information technology. Automation, innovation, and robotics will leverage artificial intelligence to ensure that this new world does not further economic gaps, especially for students who are already living in low-income, first-generation, justice impacted, foster youth, veterans, and identify as BIPOC	Expanded facility completed Curriculum Industry 4.0 and 5.0 level certificates approved # of courses approved # of courses offered # of students by population groups enrolled in courses	Primary: Skilled and Technical Trades Secondary: Facilities, Curriculum Review Committee	2023/24-2026/27

Priority Area #2: Equitable Student Support Services

Goal #2: Maintain a welcoming and supportive environment for all students by providing support programs and resources and improving communication effectiveness. This will ensure SDCCE cultivates diversity, equity, inclusion, accessibility, and anti-racism across the institution.
Student Major Learner Needs Addressed: Access (SMLN 1) and Retention & Success (SMLN 2). **Priority Focus Group (FG) Area Addressed:** Student Support Services (FG 7) **Criterion (C) Addressed:** Community/Educational Partnerships (C 9)
Areas of Growth Associated with Priority • SDCCE needs to continue planning for the CCCApply implementation to facilitate the admissions process (FG 7, Priority 1) • SDCCE needs to continue increasing industry engagement initiatives, including industry mixers, placement support, and apprenticeships to foster meaningful connections (C 9, Priority 1). • SDCCE needs to continue streamlining and expanding registration, enrollment, student support services and orientations (FG 7, Priority 2). • SDCCE needs to continue expanding digital literacy support for students enrolling in online courses (FG 7, Priority 3).
Aligned Visiting Committee Key Recommendations (past visit): • Maintain and secure technology in support of data-driven instruction, decision making, and student services. • Use Integrated planning to support institutional and student success. • Expand and increase access to course offerings, support services, and workforce development opportunities to support student success.
Goals Addressed (SDCCE Institutional Goal): 1. Grow enrollment to support our community and meet district targets   2. Enhance the student experience and clarify student pathways   3. Cultivate a culture of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA)
SLO's impacted by Priority Area #2: 1. Social Responsibility   4. Personal and Professional Development   5. Diversity, Equity, Inclusion, Anti-racism, and Access

ACTION STEPS	EXPECTED OUTCOME	PLANNED KPI'S (ASSESSMENT)	RESPONSIBLE PARTY	TIMELINE
Objective 2.1 Enhance the Student Experience at SDCCE through a Comprehensive Strategic Approach.				
2.1.1. Complete an assessment of the SDCCE student experience to determine areas of improvement (SP 1.2.1)	Understanding of the student experience and gaps between the current experience and desired experience Review of departmental manuals and documentation of all activities to support student experience initiatives Technology that supports the student experience identified and implemented	Assessment completed Areas of improvement identified Action plan created to address gaps Manuals and departmental documentation reviewed and updated for compliance	Primary: Enrollment Management Plan, Student Services Office Secondary: Technology Plan, Administrative Services Office	2022/23 - 2023/24
2.1.2. Streamline access and information availability for students entering SDCCE (SP 1.2.2)	Gap identified in students' ability to access or collect information and opportunities created to address thereby increasing access to education Students easily locate information for entry and enrollment at SDCCE	Completed research on website navigation and documented changes made Number of events to support students through the registration process New/streamlined enrollment and onboarding processes documented that integrate equitable access for all students (e.g., virtual student support center)	Primary: Student Services Office, Communications and Creative Services Secondary: ESL/ Citizenship, Emeritus	2022/23 - 2025/26

Objective 2.2 Address Equity Gaps: Determine and address gaps in equity and access amongst the diverse SDCCE community.				
2.2.1. Determine and address gaps in equity and access amongst the diverse SDCCE community (SP 3.2.1)	Student experiences and resources at SDCCE based in equity Gaps in equity and access identified and addressed through student support programs (PATHWAYS; CalWORKS, SDCCEats!)	Track use of campus programs and services Develop plan to address gaps Conduct surveys and needs assessments as needed	Primary: Student Services Office, Student Equity Office Secondary: DSPS	2022/23 - 2028/29
Objective 2.3 Partnership and Transition Support: Engage industry and local partners to expedite successful transitions to college or career.				
2.3.1. Engage industry and local partners to expedite successful transitions to college or career (SP 2.3.1)	Increased job opportunities for SDCCE graduates in the local community Increased transfer opportunities to continued educational goals (Promise; Credit by Exam)	Track job placement data Increased number of industry partner internships Track transfer data Increased number of students in the Promise program Approval of curriculum Agreements created with credit college for credit for prior learning	Primary: C&CT Office (Career and College Transitions), Hospitality and Culinary Arts, Healthcare, Automotive, ESL/Citizenship Secondary: President's Office	2022/23 - 2028/29
2.3.2. Host industry mixers/job fairs to enable students meeting industry professionals **(NEW SP 2.3.3)**	Improved industry-student connections	Number of mixers/job fairs held; Attendee feedback through event feedback forms	Primary: Career and College Transitions	2023/24 - 2028/29

Priority Area #3 Faculty and Staff Excellence

Goal #3: Elevate teaching and learning quality by empowering faculty and staff with innovative teaching methods and student support practices.
Student Major Learner Needs Addressed: Retention & Success (SMLN 2) and Completion & Transition (SMLN3).   **Priority Focus Group (FG) Area Addressed:** Teaching and Learning (FG 5)   **Criterion (C) Addressed:** School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile (C 1); Governance, Organizational Infrastructure, and School Leadership (C 2); Faculty and Staff (C 3), Resource Management (C 8)
Areas of Growth Associated with Priority   • SDCCE needs to continue streamlining the current SLO assessment process by solidifying data collection/reporting, investing in faculty training, and garnering support from all departments involved in these activities (C 1, Priority 1).   • SDCCE needs to continue creating an environment that supports the growth and success of our valued classified professionals and faculty, through improved communication and well-defined evaluation procedures (C 3, Priority 1).   • SDCCE needs to continue enhancing its communication strategies to ensure that all stakeholders, including faculty, staff, and students, have a clear understanding of the budget allocation and how financial resources are being utilized to support student learning outcomes (C 8, Priority 1).   • SDCCE needs to provide additional resources, communication, channels, and support systems as part of the organizational infrastructure to ensure high level-services and employees development (C 2, Priority 2).   • SDCCE needs to continue promoting professional development and training opportunities to staff involved in financial management, ensuring they are equipped with the necessary skills and knowledge to effectively manage resources and comply with financial regulations (C 8, Priority 2).   • SDCCE Instructional and Student Services divisions need to continue cultivating diversity, equity, and inclusion through professional development to expand a welcoming and accessible learning environment (FG 5, Priority 3).   • SDCCE needs to enhance policies and procedures to promote cross-departmental and cross-committee collaboration (C 2, Priority 3)
Aligned Visiting Committee Key Recommendations (past visit):   Provide equal access to targeted professional development with mechanisms that track and measure impact.   Increase internal and external communication and collaboration.
Goals Addressed (SDCCE Institutional Goal): 3. Cultivate a culture of diversity, equity, inclusion, anti-racism, and accessibility (DEIAA)   4. Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities   5. Enhance internal and external partnerships   6. Develop sustainable, efficient, and transparent organizational and fiscal practices"
SLO's impacted by Priority Area #3: 1. Social Responsibility   2. Effective Communication   3. Critical Thinking   4. Personal and Professional Development   5. Diversity, Equity, Inclusion, Anti-racism, and Access

ACTION STEPS	EXPECTED OUTCOME	PLANNED KPI'S (ASSESSMENT)	RESPONSIBLE PARTY	TIMELINE
Objective 3.1 Professional Development: Support comprehensive professional development opportunities for all employees, including faculty, to enhance their skills, knowledge, and effectiveness in alignment with institutional goals.				
3.1.1. Provide and strategically support more professional development opportunities for all employees of SDCCE **(REVISED SP 4.4.1)**	Established PD Office Infrastructure and personnel resources to support PD for all employees; Increased PD programs and opportunities that support the growth of employees; Greater participation in leadership opportunities	PD Office Strategic Plan to build PD personnel and training resources Document internal PD standards Track PD participation, promotional materials, & survey PD satisfaction and benefit	Primary: PRIE Office, Secondary: Admin. Services Office; Instructional Services Office; Program and Department Units	2022/23 - 2028/29

3.1.2. Provide and support faculty professional development opportunities **(REVISED SP 4.5.1)**	Support SDCCE faculty through a range of professional development opportunities	Track faculty participation in industry advisory boards Document internal PD standards Track PD participation, promotional materials, & survey PD satisfaction and benefit	Primary: Instructional Services Office; PRIE Office Secondary: Instructional Units	2022/23 - 2028/29
3.1.3. Support faculty and programs in improving student assessment outcomes and implementing the new DEIAA SLO through trainings (**NEW SP 4.5.2**)	Enhanced alignment of student assessments with learning outcomes and institutional goals; Increased faculty and staff engagement in ongoing professional development related to DEIAA and SLO's.	Number of faculty and staff participating in DEIAA, SLO, and other assessment trainings; student feedback reported in surveys on the campus and cultural climate.	Primary: PRIE Office Secondary: Instructional Units	2023/24 - 2026/27
3.1.4: Integrate diversity, equity, inclusion, anti-racism, and accessibility throughout SDCCE's trainings **(REVISED SP 3.3.1)**	Diversity, equity, and inclusion embedded in the learning environment Greater understanding of how DEIAA impacts SDCCE and the community	Track participation in programs and events;	Primary: PRIE Office; Distance Education Plan; Secondary: Instructional Services Office	2022/23 - 2028/29
Objective 3.2 Enhance Faculty and Staff Communication				
3.2.1. Reassess the modes and media through which the campus communicates and provide regular, structured communication to the SDCCE community (SP 4.1.1)	SDCCE community receives regular, structured communications	Identify optimal communication methods Establish regular structure of communication to the SDCCE community Track townhalls, newsletters, and other regular methods of communication to SDCCE	Primary: Communication Plan, President's Office, Communications and Creative Services Secondary: Program and department Units	2022/23 - 2028/29
3.2.2. Create user-friendly interfaces and displays to enhance communication (SP 4.1.2)	Review and update how data and information is displayed to create effective communication Intranet for employee use implemented	Track updated materials and publish documents	Primary: Communication Plan, President's Office, Communications and Creative Services Secondary: Emeritus	2022/23 - 2028/29
3.2.3. Improve Internal communication channels, training, and updates to managers/ supervisors for administrative activities (e.g., classified evaluation, finance, hiring). **(NEW SP 4.1.4)**	Increased information sharing and collaboration among staff and faculty	User engagement metrics with communication channels; employee feedback surveys	Primary: Administrative Services Office	2022/23 - 2028/29
3.2.4. Create website/intranet with information and resources for employee PD **(NEW SP 4.1.5)**	Enhanced employee access to development resources and support	User feedback	Primary: PRIE Office	2024/25 - 2027/28
3.2.5. Engage in shared initiatives and collaborations that create student success (SP 5.1.2)	Student success is enhanced through collaborations and shared initiatives; SDCCE community is aware of instructional innovation, policies, and procedures	Track planning meetings for collaboration; Track shared initiatives; Documentation of communication related to innovation in instruction, policies, and procedures; Track training of employees in support of collaboration and shared initiatives	Primary: Instructional Services Office; Program and Department Units	2022/23 - 2026/27

Priority Area #4 Holistic Institution-wide Data Integration

Goal #4: Expand SDCCE's data infrastructure and consolidate a data-informed culture through data product development, data coaching, and professional development. These efforts will enhance institution-wide assessment and accountability practices, informing actions to elevate the quality of teaching and learning, fortify student support services, and advance curriculum development.

Student Major Learner Needs Addressed: Access (SMLN1), Retention & Success (SMLN 2), and Completion & Transition (SMLN3).
Priority Focus Group (FG) Area Addressed: Assessment and Accountability (FG 6)
Focus Group (FG) Areas Addressed: Teaching and Learning (FG 5); Assessment and Accountability (FG 6)
Criterion (C) Addressed: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile (C 1); Governance, Organizational Infrastructure, and School Leadership (C 2); Faculty and Staff (C3), Resource Management (C 8)

Areas of Growth Associated with Priority
- SDCCE needs to promote professional development in assessment methods for faculty and other stakeholders, ensuring data collection/reporting protocols are followed (FG 6, Priority 1).
- SDCCE needs to continue streamlining the current SLO assessment process by solidifying data collection/reporting, investing in faculty training, and garnering support from all departments involved in these activities (C 1, Priority 1).
- SDCCE needs to further improve communication channels to ensure student and other stakeholder voices are consistently heard and incorporated into decision-making process while leveraging internal communication infrastructure developed within the last 7 years (C 2, Priority 1).
- SDCCE needs to continue collecting student data and community input to make informed decisions that will lead to improved student outcomes (FG 5, Priority 2).
- SDCCE needs to continue expanding dashboards to enable additional disaggregation options, which will enhance our ability to understand student needs and outcomes, while also facilitating improved scheduling and support services (FG 6, Priority 2).
- SDCCE needs to continue building a culture of evidence by expanding the data coaching ecosystem, which will ensure data/information is used effectively to support decision-making (C 1, Priority 2).
- SDCCE needs to continue developing a symbiotic relationship between Professional Development initiatives and student success through integration of data (C 3, Priority 2).
- SDCCE needs to increase the use of assessment tools to determine if programs and departments are meeting strategic goals and objectives and to inform professional development (FG 6, Priority 3).
- SDCCE needs to continue developing data infrastructure to facilitate the interpretation of student impact data in decision-making (C 1, Priority 3).
- SDCCE needs to continue enhancing the quality and efficiency of its decision-making processes through active engagement and feedback from stakeholders (C 3, Priority 3).
- SDCCE needs to continue exploring opportunities to increase SDCCE engagement and involvement in financial planning, seeking input and feedback from stakeholders to align resource allocation with the needs and priorities of the community it serves (C 8, Priority 3).
- SDCCE needs to enhance the utilization of data and analysis within the resource allocation process (FG 6, Priority 4).

Aligned Visiting Committee Key Recommendations (past visit):
Maintain and secure technology in support of data-driven instruction, decision making, and student services.
Use Integrated planning to support institutional and student success.

Goals Addressed (SDCCE Institutional Goal): 4. Strengthen our commitment to students and employees by promoting internal communication and using data to inform decisions and professional development opportunities   6. Develop sustainable, efficient, and transparent organizational and fiscal practices

SLO's impacted by Priority Area #4: 1. Social Responsibility   2. Effective Communication   3. Critical Thinking   4. Personal and Professional Development   5. Diversity, Equity, Inclusion, Anti-racism, and Access

ACTION STEPS	EXPECTED OUTCOME	PLANNED KPI'S (ASSESSMENT)	RESPONSIBLE PARTY	TIMELINE
Objective 4.1 Data-informed Decision-making: Support a data-informed culture at SDCCE by developing robust metrics, promoting collaborative data engagement, enhancing resources and staff support for effective data utilization, and refining the SLO repository/data dashboard system for efficient outcomes reporting.				
4.1.1. Establish metrics for student outcomes and research that addresses institutional priorities for a clear understanding of needs, gaps, and success (SP 4.2.1)	Creation of key metrics to track gaps and verify success; Increased understanding of student journey	Track student data on success Produce reports and recommendations to address gaps Creation of dashboards and sharing of information Surveys and needs assessment	Primary: PRIE Office	2022/23 - 2028/29
4.1.2. Create opportunities to engage with data so the SDCCE community can jointly understand impacts and create strategies to address them (SP 4.2.2)	Implement action research framework to support faculty engagement with data, evaluation of data, and develop actionable and strategies to support student learning; Multiple modes of communication of research results Increased engagement in data trainings/meeting	Documented SLO assessment and action based on results Survey results Website traffic Tracking of meetings Data collection and analysis Track faculty participation in action research framework;	Primary: PRIE Office	2022/23 - 2028/29
4.1.3. Enhance resources and staff support to effectively gather, analyze, and act upon data (SP 4.2.3)	Sufficient resources and staff are available to gather, analyze, and act upon data; Obtain systems support and refinement from the District Office to fit noncredit needs	Increased data collection and collection methods Increased number of languages and methods tracked Track training programs for employees Systems changes implemented for noncredit	Primary: PRIE Office, Enrollment Management Plan, Instructional Services Office, Student Services Office Secondary: Instructional Units	2022/23 - 2028/29
4.1.4. Refine the SLO repository/data dashboard system for efficient and effective outcomes reporting within two years (SP 6.1.2)	Employees utilize centralized reports and data as evidence of or resources for improvement	Train employees on use and interpretation of information Generate reports Documented examples of how SLO assessment impacts refinement of programming	Primary: PRIE Office	2022/23 - 2023/24
Objective 4.2 Annual Integrated Planning: Streamline integrated planning and resource allocation forms/process and clarify alignment between integrated planning and resource allocation.				
4.2.1. Streamline integrated planning and resource allocation forms/process and clarify alignment between integrated planning and resource allocation within three years **(REVISED SP 6.1.3)**	Increased knowledge and usage of Anthology platform by faculty, administrators, and classified professionals evidenced by submission content and user input; Effective Resource Allocation Process that is informed by unit program review and planning	Surveys; Qualitative information analysis Track usage and satisfaction levels	Primary: PRIE Office, Administrative Services Office	2022/23 - 2024/25

SDCCE Planning Framework Definitions

Priority Areas: Defined as all-encompassing statements about the general direction of SDCCE (San Diego College of Continuing Education).

Objective: The methods for attaining growth areas; Good objectives are focused on outcomes or results and are S.M.A.R.T: specific, measurable, achievable, realistic, and time-related; an objective can be achieved through one or more action steps.

Action Steps: Projects or initiatives designed to reach objectives and to attain Growth Area(s), they may describe complex institution services functions involving multiple offices and/or departments; Action steps are re viewed and revised yearly.

Expected Outcome: Defined as to the result of the action.

Planned KPI: Key Performance Indicators (KPIs) are high level indicators that ensure progress on growth areas and/or objectives; KPIs may serve as targets: the desired level Assessment of a KPI at the end of the planning cycle.

Responsible Party: The person or group who will coordinate and/or complete the work.

Timeline: Defined as the expected date of completion to ultimately be replaced by the actual completion date; Dates are measured in terms or years.

Acronyms

BIPOC	Black, Indigenous, People of Color
C&CT	Career and College Transitions (student services program)
CTE	Career Technical Education (also known as Career Education)
DEIAA	Diversity, Equity, Inclusion, Anti-Racism, and Accessibility
DSPS	Disability Support Programs and Services
ESL	English as a Second Language (instructional program)
KPI	Key Performance Indicator (assessment)
LMI	Labor Market Information
OER	Open Educational Resources
PD	Professional Development
PRIE	Planning, Research, and Institutional Effectiveness (institutional support office)
SDCCE	San Diego College of Continuing Education
SLO	Student Learning Outcome
SMLN	Student Major Learner Need
SP	Strategic Plan
WBL	Work-Based Learning