

San Diego Continuing Education Six-Year Action Plan

Growth Area/Overarching Key Issue 1

Growth in Enrollment and Student Success

Rationale:

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

Key Issues Associated with Growth Area

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

Goals Addressed

- SDCE Institutional Goal(s)
 - Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services

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- Goal 3: Increase student academic success and workforce development
- SDCCD District Goal(s):
 - Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

Impact on Student Learning Outcomes:

The expansion and growth in programming is in support of student success and learning outcomes in the areas of: social responsibility, effective communication, critical thinking, and personal and professional development.

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

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| Objectives | Action Steps | Expected Outcome | KPI's (Key Performance Indicators -Assessment) | Responsible Party | Expected Start & Completion Date |
|--|---|--|---|---|--|
| 1.1 Identify and implement effective strategies, activities, and interventions using data (from new ERP system) and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually (SP 3.2) In progress | Hire additional Counselors Hire additional research staff to lead, manage, and develop institutional data and analysis planning and support. Provide Professional Development activities to faculty, counselors, and staff to maximize student persistence. | ➤ All counseling positions filled. ➤ Increase the number of counseling staff ➤ Offer workshops and/or mentor opportunities to improve persistence in programs. | ➤ 100% of desired positions filled (number of new positions filled divided by number of new positions approved by board). ➤ Counselor staffing (C) increase 2% (C in year 1 – C in year 5 divided by C in year 5) ➤ Professional Development workshops on persistence | VPSS VPI VPA | Fall 2016 Ongoing |
| | Determine method, infrastructure and funding to provide parents with childcare issues | ➤ Increased access and persistence | Increase in FTES | Instructional Dean/Program, Chair/Dean Student Equity VPA | Fall 2016 |
| 1.2 Grow SDCE Distance Education classes through the integration of hybrid and online course development by 10% annually (SP1.1) | Provide professional development opportunities for instructors to Increase knowledge and skills in developing online course materials, synchronous | ➤ Increase in activities focused on developing online course materials ➤ Plan developed for SSSP services to be delivered online | ➤ 5% increase in PD sessions (PD in year 1 – PD in year 5 divided by PD in year 5) ➤ 10% increase in instructors trained (IT in year 1 – IT in year 5 divided by IT in year 5) | ➤ Deans ➤ Faculty ➤ PD Coordinator ➤ VPI office | ➤ Fall 2016 (start) ➤ Ongoing In progress |

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| Objectives | Action Steps | Expected Outcome | KPI's (Key Performance Indicators -Assessment) | Responsible Party | Expected Start & Completion Date |
|--|---|---|---|-----------------------------------|----------------------------------|
| - Baseline = 2015/16 data: 121 | instruction, and assess outcomes | <ul style="list-style-type: none"> ➤ Increase in the number of instructors trained ➤ Well attended sessions (70% filled) ➤ Increased knowledge and skills in developing online course materials ➤ New/revised online course materials developed | <ul style="list-style-type: none"> ➤ 75% Fill rate of sessions: # of participants divided by training session capacity. ➤ 80% of participants felt increased their knowledge (exit survey) ➤ 50% of participants developed materials 3 terms after PD (post survey) ➤ 5% increase in number of students taking online courses | | |
| 1.3 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCE campuses locations by 5% in 5 years and maximize the use of campus space (SP1.2) - Baseline = 107 sites from 2015/16 data | Identify programs that can be taught offsite and increase offsite locations | <ul style="list-style-type: none"> ➤ Implementation plan developed for programs that can be taught offsite ➤ Increase in number of offsite facilities | <ul style="list-style-type: none"> ➤ Implementation Plan vetted ➤ Number of potential courses to be taught offsite ➤ Number of potential offsite locations ➤ Offsite facilities (OF) increase by 5% (OF in year 1 – OF in year 5 divided by OF in year 5) | Instructional Dean/Program Chairs | Spring 2017 Ongoing |
| | Conduct discussions with site personnel about SDCE, courses offered, communities served, and partnership expectations | | | Instructional Dean/Program Chairs | Spring 2017 Ongoing |

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|--|--|---|---|----------------------------|----------------------------------|
| In progress | Conduct an analysis of classroom space (facility utilization) | Increase number of classrooms available for classes | Reports developed and analysis conducted | VPI VPA | Spring 2017- Fall 2018 |
| 1.4 Maintain CTE curriculum to current industry standards while making accessible to a larger population of students and increasing CTE enrollment annually by the district's growth percentage (year 1 = 2%) (SP1.4) In progress | Hire additional curriculum support - i.e. Curriculum Analyst and identify funding | <ul style="list-style-type: none"> ➤ Support for instructors writing curriculum ➤ Support for interaction with the state office and updating programs in the state course inventory | ➤ Curriculum Analyst Hired and trained | VPI Faculty VPA | Fall 2016 ongoing |
| | Review syllabi and SLO's for courses offered by multiple instructors and across multiple sites for consistency/standardization | ➤ Syllabus inclusive or required information and SLO's included | ➤ 50% reviewed | Program Chairs/Faculty | Fall 2016 ongoing |
| 1.5 Increase student support services and access to those services and resources by 5% within 5 years where needed (SP 3.3) | Identify and plan for online student orientations. | <ul style="list-style-type: none"> ➤ Career counseling will be available to more students. | <ul style="list-style-type: none"> ➤ 100% implementation of online orientations ➤ 5% of transitioning students (from CE to CE, CE to workforce, CE to College) will receive career counseling | Dean of Counseling VPSS | Spring 2017- Spring 2018 |
| | Increase career counseling and placement services available for CTE students. | ➤ Prospective student increased knowledge in SDCE programs and services | | | |

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|---|---|---|--|---|----------------------------------|
| <p>Baseline = 2016/17 data (note: orientations based on face-to-face)</p> <p>In progress</p> | <p>Assess student access to core student services, and increase these services where needed.</p> <p>A student survey measuring access to core services will be administered to determine student need</p> | <p>➤ Data will be available to determine what services best would serve student needs.</p> | <p>➤ Development of a more robust schedule based on data management information</p> | Dean of Counseling/VPSS | Fall 2016 |
| <p>1.6 Increase workforce development resources and services by 10% over 5 years (SP3.4)</p> <p>Baseline = 2016/17 data</p> | <p>Determine workforce opportunities for priority populations as reflected in SEP.</p> | <p>➤ WD Plan reflects priority populations, including specific needs</p> | <p>➤ Grants are pursued based on priority student groups</p> | Special Projects Manager with input/direction from VP of Student Supports and appropriate Deans | Fall 2016 ongoing |
| | <p>Provide an analysis of student supports that may be needed, and not currently being provided, in order to infuse comprehensive workforce services into CE</p> | <p>➤ WD Plan outlines current supports and a personnel partnership plan to offer supports</p> | <p>➤ Grants support the provision of supports</p> <p>➤ Current funding/staffing/services are aligned</p> | Special Projects Manager with input/direction VPSS and Deans | Spring 2017 |

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| | (i.e. work related experiences) | | | | |
| | Develop a structure and model for employer services in order to provide an increase in the number of career related work experiences and work-based learning opportunities for students. | WD Plan identifies employer services model | ➤ New WD Grant applications and/or partnerships are secured to offer employer services | Special Projects Manager with input/direction from ETI and appropriate Administrators | Fall 2018 |
| 1.7 Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process (SP3.5) | Upgrade all campus classrooms which are not currently "smart" enabled with an instructor district standard podium and associated equipment. | Increase the number of "smart" enabled classrooms. | 80% of campus classrooms will be "smart" enabled | VPA & Site Dean/Office Manager IT | Fall 2016 |
| In progress | Identify utilization needs for student computer labs: Research options for establishing testing centers at each campus | SDCE students will have access to more computer labs. Students will have access to computers to be able to complete more work | | | |

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| Objectives | Action Steps | Expected Outcome | KPI's (Key Performance Indicators -Assessment) | Responsible Party | Expected Start & Completion Date |
|---|--|--|--|---|------------------------------------|
| | Identify labs for online testing | Students will develop computer skills that will be useful when they transition | | | |
| 1.8 Increase number of courses implementing open education resource (OER) materials | Identify courses and programs currently uses OER materials Provide professional development for faculty interested in implementing OER in their courses | Student completions will increase | Number of courses using OER materials will increase by 50% | OIE, VPI, Professional Development Committee, Academic Senate | Fall 2016 & Fall 2017 then ongoing |

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Growth Area/Overarching Key Issue 2

Increased Communication and Community Collaboration to Support Student Success

Rationale:

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

Key Issues Associated with Growth Area

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

Goals Addressed

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

Impact on Student Learning Outcomes:

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

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- **Effective Communication**
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- **Personal and Professional Development**
SDCE 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.

| Objectives | Action Steps | Expected Outcome | KPI's (Key Performance Indicator) | Responsible Party | Expected Start & Completion Date of Milestones |
|--|---|--|---|--|--|
| 2.1 Create an infrastructure and process for informing internal staff & faculty of new programs and services including the utilization of the new ERP student Dashboard as a point of reference to provide information to students (SP2.5) | Develop a process, associated infrastructure, and implement | Staff and all faculty are better informed about programs and accurate information disseminated to prospective students | ➤ 100% of constituents notified of new programs | VPI | Spring 2017 |
| 2.2 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years (SP2.2) | Develop interdisciplinary integration plan that identifies programs to explore interdisciplinary collaboration and promote programs from one discipline in the classes of other disciplines | ➤ Increased Interdisciplinary collaboration | ➤ Implemented interdisciplinary integration plan ➤ Implementation of one program per discipline completed. ➤ Course/program scheduled and students enrolled | Instructional Deans and Program Chairs | Spring 2017 - ongoing |

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| | Develop integration plan that identifies programs to explore CTE and Contract Ed/Community Ed collaborations and | ➤ Increased CTE & Contract Ed/Community Ed collaboration | ➤ Implemented community integration plan ➤ 25% implementation rate (Number of community collaborations attempted out of number of potential collaborations identified) | Instructional Deans and Program Chairs | Spring 2017 |
| 2.3 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate (SP2.3) - Baseline Data = 225 | Invite community groups to SDCE events, and to use facilities to provide additional avenues to promote SDCE programs. Examples: Resource Fair, Open house - annual | ➤ Increase in use of facilities by community groups. | ➤ Minimum of 2 community group meetings at SDCE facilities ➤ Programs promoted through community meetings | VPI, Deans, Program Chairs | Spring 2017 |
| | Identify associated costs and appropriate budget. | ➤ Increase in the opportunities for community leaders/partners to learn about our programs and participate in SDCE events | | | |
| | Formalize current informal relationships with business and community groups | ➤ Increased collaboration with community partners | ➤ Formal collaborative projects defined | Deans and Program Chairs | Fall 2018 |
| | Incorporate statement of the Mission and Vision during all | Community awareness of SDCE's Mission and Vision | ➤ Mission added to all SDCE committee agendas | Committee Chairs – communicated through | Spring 2017 |

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| | community and advisory meetings | | | VP's and Academic classified senates | |
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| Growth Area/Overarching Key Issue 3 |
| Professional Development to Support Student Success |
| Rationale: Professional development is both an area of strength for SDCE as well as a continued growth area as we use more data for decision making, and support our diverse community demographics. This work allows for the development of programming and services to support student success and growth. |
| Key Issues Associated with Growth Area <ul style="list-style-type: none">• Not enough Flex days to provide adequate professional development opportunities, especially for distance education and online learning [criterion 3, priority 4]• Need to provide further professional development to advance assessment understanding and practices [criterion 6, priority 1]• Faculty need additional professional development for synchronous online learning [criterion 3, priority 3]• Need to collect evidence of how faculty acquire new ideas through professional development activities and implement in classroom instruction [criterion 1, priority 8] |
| Goals Addressed <ul style="list-style-type: none">• SDCE Institutional Goal(s)<ul style="list-style-type: none">○ Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services• SDCCD District Goal(s):<ul style="list-style-type: none">○ Goal 1: Maximize student access, learning, and success through exemplary instruction and support services○ Goal 2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration |
| Impact on Student Learning Outcomes: Internal professional development supports the development of best practices to ensure the development of programming and services to support student success and growth in the areas of social responsibility, effective communication, critical thinking, and personal and professional development. |

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- **Social Responsibility**

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- **Effective Communication**

SDCE students demonstrate effective communication skills.

- **Critical Thinking**

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

- **Personal and Professional Development**

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

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| Objectives | Action Steps | Expected Outcome | KPI's | Responsible Party | Expected Start & Completion Date of Milestones |
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| 3.1 Current employees will have the opportunity to participate in professional development activities annually to enhance their teaching, customer service, technology, and leadership skills in alignment with SDCE's and SDCCD's strategic goals, and in support of student success - beginning in Spring, 2017 (SP4.2) | Provide faculty, staff and administrators professional development opportunities for implementation of best practices in teaching and learning, assessment, customer service and leadership | <ul style="list-style-type: none"> ➤ Increase in best practices PD activities ➤ Increase in the number of instructors trained in best practices. ➤ Well attended sessions (70% filled) ➤ Increased knowledge and skills in target subject ➤ Increased practice of skills learned | <ul style="list-style-type: none"> ➤ 5% increase in best practices PD sessions (PD in year 1 – PD in year 5 divided by PD in year 5) ➤ 5% increase in instructors trained in best practices (IT in year 1 – IT in year 5 divided by IT in year 5) ➤ 60% Fill rate of sessions: # of participants divided by training session capacity. ➤ 75% of participants felt increased their knowledge (exit survey) ➤ 65% of participants used best practices from PD within 6 month (post survey) | VPSS VPI VPA Office Managers Program chairs | Spring 2017 |
| | Modify membership and mission of the Professional Development Committee to include representation from all SDCE staff and review | <ul style="list-style-type: none"> ➤ Professional development coordinated and accessible to all faculty and staff | <ul style="list-style-type: none"> ➤ Shared governance manual modified and approved | VPI | Fall 2016 |

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| | current technology training opportunities | | | | |
| | Determine how to collect evidence and measure PD utilization in the classroom, and in the workplace, and apply to programming and curriculum development | ➤ SDCE able to determine impact of PD activities on student success | ➤ Measurement for assessment implemented | Professional Development Committee and Faculty | Spring 2018 |
| | Evaluate increasing the number of flex days and staff participation in PD (Baseline = 2016/17 data) | ➤ Increase in opportunities for distance education and online learning | ➤ Increased in paid PD time for faculty ➤ Increase in faculty and classified staff attendance in PD activities | VPI Academic Senate Classified Senate Flex coordinator | Spring 2017 |

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| Growth Area/Overarching Key Issue 4 |
| Maintaining and Securing Technology In Support of Instruction and Student Services to Support Student Success |
| Rationale: While one of our strengths has been in rebuilding support staff and full-time faculty, and upgrading technology resources, this is still an additional growth area. Student success is supported with accessibility to technology. |
| Key Issues Associated with Growth Area <ul style="list-style-type: none">• Lack of automated tracking of student assessment and course/program completion [criterion 6, priority 3]• Upgrading Mid City's classroom with smart classrooms using AEBG funding [criterion 8, priority 2]• SDCE is currently in the process of replacing B & F bungalows at Miramar College to house ESL and Parent Education programs using Prop S & N funding [criterion 8, priority 1]• Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment [criterion 8, priority 2]• Need to improve data collection to track students' success after they leave SDCE [criterion 9, priority 2]• Need to upgrade the existing data tracking technology [criterion 5, priority 1]• Need to upgrade the instructional and career technical resources and technology [criterion 5, priority 1] |
| Goals Addressed <ul style="list-style-type: none">• SDCE Institutional Goal(s)<ul style="list-style-type: none">○ Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services• SDCCD District Goal(s):<ul style="list-style-type: none">○ Goal 1: Maximize student access, learning, and success through exemplary instruction and support services <p>Look at 1.7</p> |
| Impact on Student Learning Outcomes: |

Student achievement, particularly in career technical education programs, can only occur with the use of current technology. It is through the use of technology in SDCE classrooms that students are able to work cooperatively in a diverse environment while mastering the skills in order to meet their learning outcomes.

- **Social Responsibility**

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- **Critical Thinking**

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- **Personal and Professional Development**

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

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| Objectives | Action Steps | Expected Outcome | KPI's (Assessment) | Responsible Party | Expected Start & Completion Date |
|--|--|---|--|---------------------------------|---|
| 4.1 Develop specifications and identify system for course and program completion tracking to improve access to student completion and success data by 2021. Expectation is to use the new ERP system.(SP4.4) | Determine access to data for student programs completers/non-completers and workforce placement | ➤ Student completions can be tracked and follow-up scheduled as needed | ➤ Students can be tracked in programs and persistence and program success data is accessible | ➤ VPI | Spring 2019 (in alignment with new student system implementation) |
| 4.2 Create and maintain an annual technology plan as part of the resource allocation process(SP4.3) | Conduct an inventory of current administrative equipment | ➤ Schedule of technology replacements determined along with resource allocation plans | ➤ Inventory assessed yearly and technology replaced according to schedule | ➤ VPA ➤ Technology Committee | Fall 2016 |
| | A technology plan will be created and updated yearly to develop a schedule and identify resources to keep employee and instructional technology upgraded and within warranty periods | | | | |
| 4.3 Automate student assessment (SP4.4) | Implement electronic CASAS testing | ➤ Immediate access to student test scores and analysis | ➤ 100% of campus based CASAS testers taken online (offsite remain on paper) | ➤ VPI/VPSS | Fall 2016- Spring 2017 |

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Growth Area/Overarching Key Issue 5

Integrated Planning to Support Student Success

Rationale:

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

Key Issues Associated with Growth Area

- Need to build a more robust and systematic SLO/SAO assessment program integrated into the newly established Office of Institutional Effectiveness [criterion 1, priority 2]
- We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution [criterion 2, priority 2]
- Lack of resources to facilitate faculty evaluations.
- Administrative procedures for hiring faculty and staff do not reflect the online job application process and the process for adjunct faculty hires is too complex [criterion 3, priority 2]
- We need more formal evaluations of our governance structure [criterion 2, priority 1]
- While the Mission Statement is commonly recognized throughout the campus community, it is less clear that the external community is meaningfully aware of SDCE's mission [criterion 1, priority 1]
- Need to analyze the current use of space to make best use of the facilities and make priority decisions about which programs to offer based on available space [criterion 1, priority 4]
- Need to improve the process of tracking program and course SLOs [criterion 1, priority 6]
- Making efforts to be more transparent in allocation of financial resources [criterion 8, priority 2]
- Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment [criterion 7, priority 1]
- We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution [criterion 2, priority 2]
- We need a systematic review of leadership job descriptions to assure that planning of similar descriptions is comprehensive and integrates resources [criterion 2, priority 3]
- We need to establish a repository for historical records of institutional planning efforts and processes [criterion 2, priority 4]

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- Lack of automated tracking of student assessment and course/program completion [criterion 6, priority 3]
- Need to upgrade the existing data tracking technology [criterion 5, priority 1]
- Need to analyze the current use of space to make best use of the facilities and make priority decisions about which programs to offer based on available space [criterion 1, priority 5]
- Lack of consistency in collecting and tracking data for reporting [criterion 6, priority 2]
- Need to tie student completions to workforce placements [criterion 1, priority 6]
- On-going use of both qualitative and quantitative data is needed to create new programs that would meet student and community needs and establish effective and efficient methods for delivery of educational services [criterion 1, priority 3]
- Need a more robust and systematic process of SLO review and revision under the direction of the Office of Institutional Effectiveness [criterion 1, priority 2]
- Need to improve the process of tracking program and course SLOs [criterion 1, priority 7]

Goals Addressed

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

Impact on Student Learning Outcomes:

Student achievement can best be supported with the integration of all SDCE planning and initiatives. Students benefit through streamlined processes and the provision of enhanced programming and services.

- **Social Responsibility**
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- **Effective Communication**
SDCE students demonstrate effective communication skills.
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- **Personal and Professional Development**

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

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|--|--|---|--|---|---|
| 5.1 Develop and implement an integrated planning model, aligning and building relationships between initiatives, and strategic goals and objectives within 5 years (SP5.1) | Create an Institutional Effectiveness Office (IEO) with a minimum 4 person staffing and develop IEO's infrastructure. In progress | <ul style="list-style-type: none"> ➤ Dean, Research Analyst, Research Associate, Admin Tech hired ➤ OIE website designed to support information sharing In progress ➤ OIE Policies and Procedures (P&P) Manual completed and shared with SDCE constituents In progress | <ul style="list-style-type: none"> ➤ 100% of desired positions filled (number of new positions filled divided by number of new positions approved by board). ➤ Fully functioning OIE website. ➤ Number of reports posted. ➤ Number of research requests submitted. In progress ➤ Full implementation (active use) of manual within OIE ➤ Manual posted to OIE website ➤ Number of constituents/ groups shared. | <ul style="list-style-type: none"> ➤ IE Dean ➤ Public Information Office ➤ IE Dean | <ul style="list-style-type: none"> ➤ Hiring completed in Summer 2016. ➤ OIE website completed in Fall, 2016 ➤ Manual developed in 2016-2017 and implemented fully in Spring 2017 |
| | Develop and implement a new comprehensive model for Program Review (PR) that utilizes KPIs to assess all instructional, service, and administration areas and is aligned to SDCE's budget planning cycles. | <ul style="list-style-type: none"> ➤ PR timeline revised to position completion prior to yearly budget planning and the development of a 6-year planning cycle | <ul style="list-style-type: none"> ➤ PR cycle document created ➤ PR cycle document placed in strategic plan ➤ Program Review aligned with annual budget planning and 9-year planning cycle | <ul style="list-style-type: none"> ➤ Program Review Committee ➤ IE Dean ➤ PIE | <ul style="list-style-type: none"> ➤ PR cycle document created and in strategic plan by Spring 2016. Program review begins in Fall 2016. ➤ Develop KPIs in Su/Fall 2016. |

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| Objectives | Action Steps | Expected Outcome | KPI's | Responsible Party | Expected Start & Completion Date of Milestones |
|------------|--------------|--|--|-------------------|--|
| | In progress | <ul style="list-style-type: none"> ➤ PR KPI's developed and implemented in cycle ➤ Administration and services departments added to Program Review (PR) process ➤ Resource Requests Policy and Procedures (RRPP) supported and justified by Program Review (PR) | <ul style="list-style-type: none"> ➤ 75% of developed KPIs tracked by program (number of tracked KPI's divided by number of developed KPI's) ➤ 75% of KPIs commented on in narratives by program (number of commented KPI's divided by number of tracked KPI's) ➤ 100% of programs with minimum 75% of KPIs commented on (number of programs with 75%+ KPI's commented divided by total number of programs) ➤ 50% of departments reviewed in pilot and final (number of departments reviewed divided by total number of departments) ➤ 75% of developed KPIs tracked by program (number of tracked KPI's divided by number of | | <ul style="list-style-type: none"> ➤ Develop templates in Fall/Spring 2016. ➤ Implement in PR in Fall 2017. ➤ Develop KPIs in Fall 2016 ➤ Develop pilot templates Fall 2016 ➤ Pilot in Fall 2017. ➤ Develop all templates Spring 2017 ➤ Full implementation in PR by Fall, 2017 ➤ Full process to be implemented starting with the 2017/18 budget process with 6 |

San Diego Continuing Education Six-Year Action Plan

| Objectives | Action Steps | Expected Outcome | KPI's | Responsible Party | Expected Start & Completion Date of Milestones |
|------------|---|--|--|----------------------------|--|
| | | | <p>developed KPI's) in pilot phase and in final</p> <ul style="list-style-type: none"> ➤ 75% of KPIs commented on in narratives by program (number of commented KPI's divided by number of tracked KPI's) ➤ 75% of programs with minimum 75% of KPIs commented on (number of programs with 75%+ KPI's commented divided by total number of programs) ➤ RRPP developed and inserted in Instructional PR Procedures document ➤ Number of resource requests submitted through PR. | | instructional programs |
| | Revise Program Review Templates to include information and formatting aligned with resource | ➤ Department SLO's included in program review submission | ➤ SLO included in PR manuals/templates | ➤ Program Review Committee | <ul style="list-style-type: none"> ➤ Fall 2016 ➤ Summer 2017 |

San Diego Continuing Education Six-Year Action Plan

| Objectives | Action Steps | Expected Outcome | KPI's | Responsible Party | Expected Start & Completion Date of Milestones |
|--|--|---|---|--------------------------------------|--|
| | allocation decisions & accreditation criteria | | | | |
| 5.2 Increase the use of data in decision making through data access and the integrated planning processes beginning spring 2017, and with the 2018 ERP Implementation. (SP5.4) | Create infrastructure and process to support access and use of information | ➤ Data informed decision making | ➤ Planning & program Systems Implemented | ➤ Institutional Effectiveness Office | Fall 2016 – Spring 2018 |
| | Data analysis of space utilization and identification of in demand and workforce demand programming to use as priority in classroom utilization | ➤ Increase in enrollment | ➤ Increase in enrollment | ➤ VPI/VPA | Spring 2017-ongoing |
| | Determine data to utilize and create plan for both maintenance of institutional equipment and textbooks, including funding and replacement schedule | ➤ Schedule of technology replacements determined along with resource allocation plans | ➤ Inventory assessed yearly and technology replaced according to schedule | ➤ VPA | Fall 2016 |
| | Create Six-Year planning cycle and annual planning calendar including the review of shared governance, SLO's, strategic Plan, Accreditation Action Plan, program review, and resource allocation | ➤ Scheduled and regular review of plans | Action plans monitored and objectives met or redefined | ➤ Institutional Effectiveness Office | Fall 2016 |

