

Strategic Planning From The Ground Up

USING QUALITATIVE SOFTWARE

*Prepared by: SDCE Office of
Institutional Effectiveness*

April, 2017

Presenters:

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Jessica Luedtke, Research and Planning Analyst



OFFICE OF
INSTITUTIONAL
EFFECTIVENESS

SAN DIEGO
CONTINUING
EDUCATION

Agenda

- Context and Purpose
- Strategic Planning Process and Tools
 - Templates
 - Qualitative Software
- Self Study Chapter IV / Action Plan Process
- Trainings, Assistance, and Feedback (includes S.M.A.R.T. objective mini lesson)
- Questions and Closing

Session Learning Outcomes

- Employ qualitative software to develop institutional goals
- Describe a process for participatory and collaborative strategic planning
- Apply S.M.A.R.T. process to the development of strategic objectives

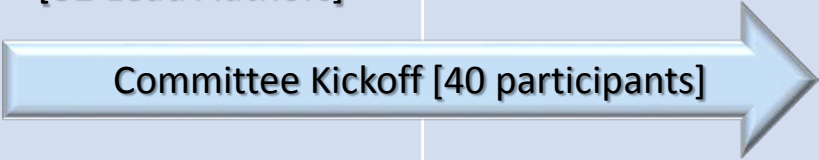
Context and Purpose



- Identify and analyze relevant research information
- Develop a new mission and vision with all constituencies
- Develop Education Master Plan and Executive Summary templates to collect information and program/department goals with associated activities
- Develop institutional goals and objectives
- Obtain constituency feedback on SDCE strategic goals
- Create the 2016–2021 strategic plan

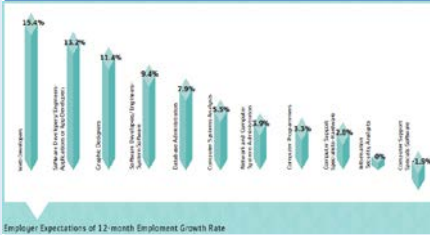
Strategic Planning Process & Tools

Strategic Planning 2015-2016 Timeline

September	October	November December	February
Ad Hoc Committee Developed [32 Lead Authors]		Program/Department Planning	Community Meeting Coding and Theme Development
			
March	April	May	June-August
Institutional Goals Developed	Draft Strategic Plan Distribution and Development Program/Department SP	Distribution and Approval through Shared Governance	Merge accreditation issues with Strategic Plan Refine program and department Action Plans

What was Included in the Strategic Plan?

Environmental Scan



SDCE Profile



Institutional Goals and Objectives

- San Diego Continuing Education 2016-2021 Strategic Goals
- Institutional Goal 1:** Grow SDCE programming through increased access and enhanced instructional and student services.
 - Institutional Goal 2:** Cultivate an environment of creativity and increased collaboration both internally and externally.
 - Institutional Goal 3:** Increase student success, academic achievement, life-long learning, and workforce development.
 - Institutional Goal 4:** Provide SDCE employees with resources and training to increase the quality of instruction and services.
 - Institutional Goal 5:** Strengthen institutional effectiveness through integrated planning and resource allocation.

Program/Department Assessment

STUDENT LEARNING OUTCOMES

Enrollment Management



Education Master Plan

- Health Care Training**
Healthcare Careers offers a 200-hour Nursing Assistant Training course to prepare students for the State Certified Nurse Assistant (CNA) examination and to receive certification as Home Health Aides.
- One-Year Goals**
- Hire contract instructor for the Acute Care program and implement pilot program by July 2016. (Institutional Goal 1)
 - Reverse pilot Acute Care Nurse Assistant program by June 2017. (Institutional Goal 1 and 2)
 - Develop and submit curriculum to CIC for two new programs: Health Facility Unit Coordinator and Medical Office Operations Specialist Program by October 2016. (Institutional Goal 1 and 2)
 - Review, revise and pilot one condensed program option for the Nurse Assistant Training program by June 2017, including exploring offering the program in a hybrid, on-line capacity. (Institutional Goal 1 and 2)
 - Design and develop a new program to prepare Behavioral Health Aides by October 2016. (Institutional Goal 1, 2)

Infrastructure Support and Integrated Planning



Participatory Governance



Templates

Education Master Plan Template for Integrated Strategic Planning (Revised 1.8.16) Instructions: Complete One Template per Program

Program*	Information and Communication Technologies (ICT)/Digital Media
Dean *	
Michelle Fischthal	
Chair *	
Vicki Mahagan / Pete Miles	
Key Data Points *	
<ul style="list-style-type: none"> • Technical Advisory Committee, SDCE: Report, 11/17/2015 • Digital Media Advisory Board: Meeting Minutes, 11/12/2015 • San Diego Workforce Partnership: "Labor Market Analysis, ICT Sector, SD County, October 2014" • CCC Center of Excellence, San Diego & Imperial Region: "ZLCTE Enhanced Funding LMI San Diego Imperial Region" 	
<p>One-Year Goals with Measurable Outcome (including program development, expansion, reduction, and elimination) with Key Activities *</p> <ol style="list-style-type: none"> 1. Document pathways for all disciplines, creating a map of new programs that fall into these pathways, and developing a master class schedule. <ol style="list-style-type: none"> a. Create visual pathways with flowcharting b. Promote pathways during orientations, on the SDCE website and through marketing collateral c. All short-term classes will be restructured into active certificate programs. d. Revision plan for all programs and courses that may be considered out-of-date, including IMCP. e. Offer new programs that fit into the pathways, including Business Information Worker 1 (BIW1), Windows and Linux Server 2. Expand Netlab pilot to offer additional classes using remote synchronous instruction and remote access to labs and activities in an online or hybrid class environment. <ol style="list-style-type: none"> a. Instructors and students will access course labs, hosted on the Netlab servers, off-campus using the Internet and web browser. b. Courses will include CCNA3, CCNA4 and Cisco Security c. Use open-source curriculum and Netlab to host hands-on labs for Security + and Network +. d. Use Netlab to augment current courses by delivering certification test simulators. Exams include CCENT, ICDN2, CCNA Comprehensive exam, as well as Network+ and Security+. 3. Initiate discussion of current articulation process and policy. The current process of filing an application for articulation (Credit by Exam), is unduly limiting for our students. The student has to be registering at one of our credit colleges at the time of application submission while submitting the application within one week after completion of each course/program. Our Office Assistant program takes months (up to one year) to complete and many students have not received credit for courses they have completed due to the length of the program. 	Limit 3-6 goals and 3-6 activities for each goal

Executive Summary for Strategic Planning (WIA - Title II Grant)

Lead document author(s)	Gretchen Bitterlin
Responsible Contact/Department for Plan Execution	Gretchen Bitterlin, ESL/ABE/ASE programs
Plan Submission date	March 20, 2015
Plan Start Date	July 1, 2015
Plan Completion Date	August 15, 2016
Reporting Requirements: data needs	<p>The data collection and program management requirements are as follows:</p> <ol style="list-style-type: none"> a. Use a student tracking system using Tops Pro software to collect student information. b. Provide intake, assessment, placement, goal setting, and follow up surveys for ABE, ESL, and ASE learners. c. Provide staff to provide data collection, data entry, and procedures for correcting errors and resolving missing data. d. Document procedures and guidelines for standardized assessment for all learners e. Use student assessment data for program management and improvement, such as evaluating learning gains, teacher performance and meeting student needs. f. Attend CDE sponsored training sessions on implementing grant requirements
Reporting Requirements: schedule	Quarterly reports are due on October 31, 2015 January 31, 2016, April 30, 2016 and August 15, 2016.
Required by State, Federal or Within District?	Required by California Department of Education.
Funding Source Tied to Plan	Workforce Investment Act, Title II, Adult Education and Family Literacy Act
Funding Amount of Plan (if known)	\$2,175,274.00 for program year 2015-2016
Purpose of Plan (100 - 150 words)	The purpose of this grant is to provide funding to states to provide adult basic skills instruction, including English as a Second Language, Citizenship, Adult Basic Education, Adult High School Diploma and GED instruction. Funds are

Template Data Elements

- Program/Dean/Chair
- Key Data Points
- One- and five-Year Goals with Measurable Outcomes
- Human Resource/Technology/Facility/Marketing/
Technology/Student Services/Professional Development
Needs
- Opportunities (funding, distance ed, contract ed, articulation)
- Disruptive Innovation
- Plan Submission Dates (ES Only)
- Purpose of Plan/Funding Information (ES Only)
- Reporting Requirements (ES Only)

Education Master Plan Template

Education Master Plan Template for Integrated Strategic Planning (Revised 1.8.16)

Instructions: Complete One Template per Program

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• **“CCC Center of Excellence, San Diego & Imperial Region: SDCE’s Enhanced Funding LMI San Diego/Imperial Region”**

One-Year Goals with Measurable Outcome (including program development, expansion, reduction, and elimination) with Key Activities *

1. Document pathways for all disciplines, creating a map of new programs that fall into these pathways, and developing a master class schedule.
 - a. Create visual pathways with flowcharting
 - b. Promote pathways during orientations, on the SDCE website and through marketing collateral
 - c. All short-term classes will be restructured into active certificate programs.
 - d. Revision plan for all programs and courses that may be considered out-of-date, including IMCP.
 - e. Offer new programs that fit into the pathways, including Business Information Worker 1 (BIW1), Windows and Linux Server
2. Expand Netlab pilot to offer additional classes using remote synchronous instruction and remote access to labs and activities in an

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2015	
2016	<p>lection and program management s are as follows: student tracking system using Tops Pro are to collect student information, de intake, assessment, placement, goal g, and follow up surveys for ABE, ESL, SE learners. de staff to provide data collection, data , and procedures for correcting errors esolving missing data. ment procedures and guidelines for ardized assessment for all learners tudent assessment data for program gement and improvement, such as ating learning gains, teacher performance seeing student needs. d CDE sponsored training sessions on menting grant requirements ports are due on October 31, 2015 2016, April 30, 2016 and August 15, 2016. California Department of Education.</p> <p>vestment Act, Title II, Adult Education literacy Act. 0 for program year 2015-2016</p> <p>the purpose of this grant is to provide funding to states to provide adult basic skills instruction, including English as a Second Language, Citizenship, Adult Basic Education, Adult High School Diploma and GED instruction. Funds are</p>

submission while submitting the application within one week after completion of each course program. Our Office Assistant program takes months (up to one year) to complete and many students have not received credit for courses they have completed due to the length of the program.

Executive Summary Template

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August 15, 2016

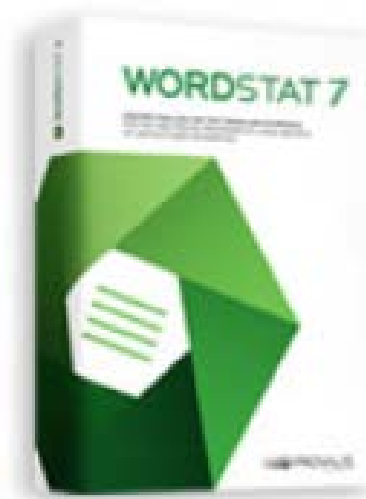
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- Document procedures and guidelines for standardized assessment for all learners
- Use student assessment data for program management and improvement, such as evaluating learning gains, teacher performance and meeting student needs.
- Attend CDE sponsored training sessions on implementing grant requirements

Creating Institutional Goals Using Qualitative Software



QDA MINER 5



WORDSTAT 7

Importing the Templates for Coding

The screenshot displays the QDA Miner interface with the following components:

- Project:** SP QDA WORD V2.ppj
- Menu:** Project, Cases, Variables, Codes, Document, Retrieval, Analyze, Help
- CASES:** ES 231, ES ASB, ES CalWorks, ES Counseling Dept., ES curriculum, ES Diversity, ES IELM, ES New Horizons, ES Outreach, MP Energy Efficiency, ES SSSP, ES Student Equity
- VARIABLES:** FILE ES 231, DOCUMENT [DOCUMENT], ADVISORY
- CODES:** A tree view showing categories like Credit, Collaboration, Internships, and Professional Development.
- DOCUMENTS:** A document viewer showing the text of "Executive Summary for Strategic Planning (WIA ? Title II Grant)".
- Table:** A table with two columns: Field Name and Value.

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On the right side of the document viewer, there are red and green brackets indicating coding. The red bracket is labeled "Student Tracking_Assessment Software". The green brackets are labeled "Data Collection", "Candidate Assessment", and "Training Instructor - Subject". A purple label "Classified" is also present.

Importing the Templates for Coding

The screenshot displays the QDA Miner software interface. The title bar reads "QDA Miner - SP QDA WORD V2.ppj". The menu bar includes "Project", "Cases", "Variables", "Codes", "Document", and "Retrieval".

The "CASES:" panel on the left lists the following cases:

- ES 231 (selected)
- ES ASB
- ES CalWorks
- ES Counseling Dept.
- ES curriculum,
- ES Diversity
- ES IELM
- ES New Horizons
- ES Outreach
- MP Energy Efficiency
- ES SSSP
- ES Student Equity

The "VARIABLES:" panel at the bottom left lists the following variables:

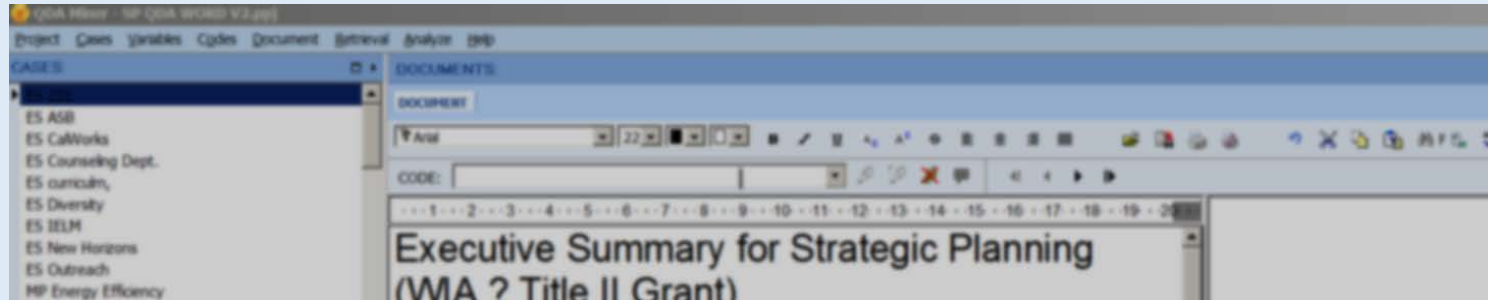
- Online Course Development
- Workforce Development
- Industry PD
- Training - Instructor - Software
- Training - Curriculum Development

The main document window on the right shows a document titled "Strategic Planning" with visible text including "E programs", "program management requirements are", "system using Tops Pro software to collect", "ent, placement, goal setting, and follow u", "nd ASE learners.", "data collection, data entry, and procedure", "olving missing data.", "nd guidelines for standardized assessme", and "t data for program management and impr", "ing gains, teacher performance and meet".

A vertical sidebar on the right side of the document window shows a list of codes with colored arrows pointing to text in the document:

- Student Tracking_Assessment Software (red)
- Data Collection (green)
- Candidate Assessment (green)
- Classified (purple)
- Candidate Assessment (green)
- Data Collection (green)
- Training Instructor - Subject (green)

Importing the Templates for Coding



August 15, 2016

The data collection and program management requirements are as follows:

Use a student tracking system using Tops Pro software to collect information.

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Provide staff to provide data collection, data entry, and procedure correcting errors and resolving missing data.

Document procedures and guidelines for standardized assessment learners

Use student assessment data for program management and improve such as evaluating learning gains, teacher performance and meet student needs.

Attend CDE sponsored training sessions on implementing grant requirements

Quarterly reports are due on October 31, 2015 January 31, 2016, April 30,

Student Tracking_Assessment Software

Data Collection

Candidate Assessment

Classified

Candidate Assessment

Data Collection

Training Instructor - Subject

Importing the Templates for Coding

The screenshot displays the NVivo software interface. On the left, the 'CODES' pane shows a hierarchical codebook with the following categories and sub-categories:

- Credit**
 - Articulation
 - College
- Collaboration**
 - Interdisciplinary
 - Community Partners
 - Contract Education
 - Alumni and Student Groups
 - District Office
 - SD Unified
- Internships**
 - Pre-Apprenticeship
 - Internship
 - Internal - Administration
- Professional Development**
 - Training Instructor - Subject
 - Training - Classified
 - Training - Administrative
 - Instructor Onboarding
 - Online Course Development
 - Workforce Development
 - Industry PD
 - Training - Instructor - Software
 - Training - Curriculum Development

The main window shows a document titled '...ry for Strategic Planning (nt)'. The document text includes phrases like '...rlin', '...rlin, ESL/ABE/ASE programs', and '...15'. On the right side of the document, a vertical list of codes is applied to the text, including 'Student Tracking_Assessment Software', 'Data Collection', 'Candidate Assessment', and 'Classified'.

Coding the Documents

Human Resource Needs *

1. Increase instructional assistants.
2. Increase adjunct and contract instructors. Replace any contract who retires.

Technological Needs *

1. Increase access to computer classrooms and equipment. This includes wireless capability at each CE campus. Currently, for example, at WCC the wireless access is very inadequate.
2. Make sure current computer equipment is replaced.
3. Increase computer literacy and on-line or hybrid training or course development for instructors.
4. The current computers for staff and faculty at WCC are old and out of warranty. They need to be replaced at WCC and at any campus and off site that does not have adequate computer/wireless access for faculty, staff and administration.

Facilities Needs *

1. Identify new kitchen classroom in the district boundaries.
2. Maintain or replace current kitchen equipment as needed, i.e. ovens, refrigerators, etc.
3. Expand the small Hospitality and Consumer Sciences Library to a larger space.

Instructional Equipment Needs *

1. Support new courses with appropriate equipment. Each classroom should be a smart classroom or one with appropriate adjustments.

Student Recruitment and Marketing Needs *

1. Provide funding for instructors to attend career fairs as presenters and network with other colleges and high schools as is appropriate.
2. Provide for the development of on-line resources, i.e. orientation video, marketing presentations, etc. via web or other social media.
3. Increased support from the Public Information Office, add several web masters and CE needs a separate marketing department and marketing committee. In general, marketing efforts need to be identified by CE and coordinated with program chairs and faculty.

Special Supplemental Student Support Services Needs

Increase counseling including DSPS to outreach and promote courses and programs. Develop a plan to have counselor in the culinary arts classes.

Provide crisis management training for faculty, more 3100 policy training.

Instructional Assistants
Adjunct Faculty
Contract Faculty
New Equipment
New Equipment
Online Course Development
New Computers
Classrooms Space
Maintenance of Equipment
New Equipment
Classrooms Space
New Equipment
Smart Classrooms
Non-Classroom Hours
Video Marketing Resources
Marketing
Marketing Resource
Counseling
Training - Policy

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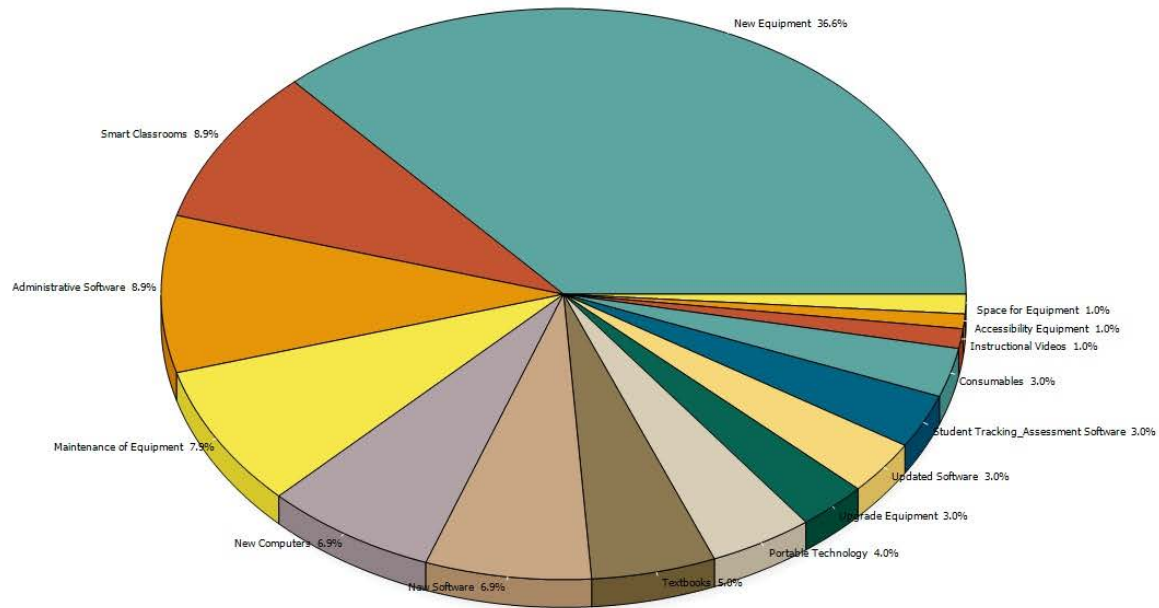


Analyzing the Frequency of Codes

Category	Code	Description	Count	% Codes	Cases	% Cases
Technology and Materials	New Equipment		37	4.6%	14	41.2%
Technology and Materials	Smart Classrooms		9	1.1%	9	26.5%
Technology and Materials	Administrative Software		9	1.1%	8	23.5%
Technology and Materials	Maintenance of Equipment		8	1.0%	6	17.6%
Technology and Materials	New Computers		7	0.9%	6	17.6%
Technology and Materials	New Software		7	0.9%	4	11.8%
Technology and Materials	Textbooks		5	0.6%	4	11.8%
Technology and Materials	Portable Technology		4	0.5%	2	5.9%
Technology and Materials	Upgrade Equipment		3	0.4%	3	8.8%
Technology and Materials	Updated Software		3	0.4%	3	8.8%
Technology and Materials	Student Tracking_Assessment Software		3	0.4%	2	5.9%
Technology and Materials	Consumables		3	0.4%	1	2.9%
Technology and Materials	Instructional Videos		1	0.1%	1	2.9%
Technology and Materials	Accessibility Equipment		1	0.1%	1	2.9%
Technology and Materials	Space for Equipment		1	0.1%	1	2.9%

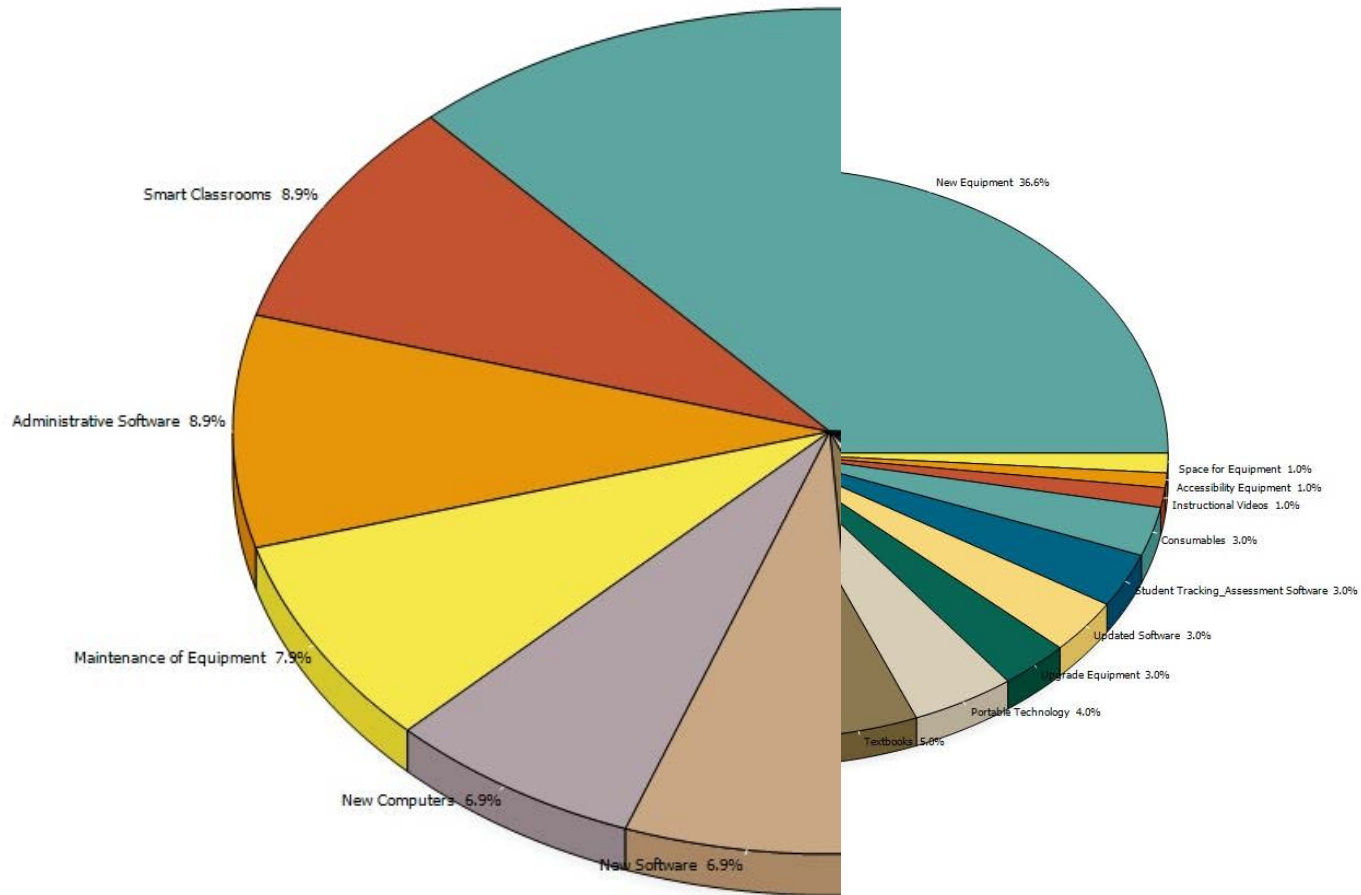
Pulling Out the Theme

Distribution of keywords (Frequency) - Technology



Pulling Out the Theme

Distribution of keywords (Frequency) - Technology



Pulling Out Themes

New Equipment

Textbooks Portable Technology Upgrade Equipment Updated Software Student Tracking_Assessment Software Consumables Instructional Videos Accessibility Equipment Space for Equipment
Smart Classrooms Administrative Software Maintenance of Equipment New Computers New Software

SDCE 2016-2021 Strategic Goals

Institutional Goal 1

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

Institutional Goal 2

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

Institutional Goal 3

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

Institutional Goal 4

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

Institutional Goal 5

Strengthen institutional effectiveness through integrated planning and resource allocation

Objectives Developed from Recurring Codes

INSTITUTIONAL
GOAL
3

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

- | | |
|------------------------------------|---|
| Institutional Objective 3.1 | Increase students transitioning from SDCE to the colleges by 5% annually |
| Institutional Objective 3.2 | Identify and implement effective strategies, activities, and interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually |
| Institutional Objective 3.3 | Increase student support services and access to services and resources by 5% within five years |
| Institutional Objective 3.4 | Increase workforce development resources and services by 10% over five years |
| Institutional Objective 3.5 | Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process |
| Institutional Objective 3.6 | Use the Faculty Priority Hiring Committee (FPH) and the Classified Hiring Priority Committee (CHP) and associated processes and rubrics when replacing any vacating faculty and classified positions |

Objectives Developed from Recurring Codes

INSTITUTIONAL
GOAL
3

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

- Institutional Objective 3.1** Increase students transitioning from SDCE to the colleges by 5% annually
- Institutional Objective 3.2** Identify and implement effective strategies, activities, and interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually
- Institutional Objective 3.3** Increase student support services and access to services and resources by 5% within five years
- Institutional Objective 3.4** Increase workforce development resources and services by 10% over five years

Objective 3.5

Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process

Committee (CHP) and associated processes and rubrics when replacing any vacating faculty and classified positions

Self-Study Chapter IV / Action Plan Process

Self-Study Chapter IV / Action Plan Process

Combined Accreditation and Strategic Planning Steering Committee

- » Prioritized key issues
- » Matched key issues with strategic plan goals, objectives and actions steps

Strengths and Issues

- » Themes developed using qualitative software analysis
- » Chapter IV text developed out of themes (through committee)

Action Plan

- » Developed through combined meeting and further developed through focus group
- » Brought back to combined accreditation/Strategic Planning Committee
- » Finalized for inclusion in the accreditation self-study

SDCE Themes of Strength

Diversity	Participatory Governance	Professional Development	Student Support Services
Instruction	Community Relationships	Facilities	Institutional Effectiveness

SDCE Issues: Themes

Curriculum

- ✓ Enrollment and Student Success
- ✓ Professional Development

Community

- ✓ Communication
- ✓ Community Collaboration

Technology

- ✓ Maintaining and Securing Technology
- ✓ Support Resources

Integrated Planning

Accreditation Action Plan Aligns with Strategic 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.

Goals Addressed

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

Accreditation Action Plan Aligns with Strategic Plan

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Systematizing and Integrating the Plans



Trainings, Assistance, and Feedback

SDCE Integrated Planning Cycles

Six-Year



Annual



Program/Dept./Committee Strategic Action Plan Trainings

BUILDING STRATEGIC ACTION PLANS

PROGRAM/DEPT GOALS: Overarching, General “Where to?”

INSTITUTIONAL GOAL: Which institutional goal does your goal link to?

Objectives/Activities: <i>Specific - “Where to?”</i>	Action Steps: <i>“How”?</i>	Expected Outcome <i>“What result?”</i>	Key Performance Indicators (KPI’S): <i>“How much”</i>	Responsible Party	Expected Start/ Complete Dates
<p>Your objectives determine what you want to achieve. (increase enrollment, improve attendance, grow online learning, increase awareness, update course outlines)</p> <p>Provide SMART explanations of goals: Specific Measurable Achievable Realistic Time-related</p>	<p>Succinct explanation of what you need to do.</p> <p>Consider... What approach(es) will you use to reach your objective?</p>	<p>Based on the specifics cited in the objective, what do you hope to gain by implementing the action steps?</p>	<p>KPIs are used to measure progress towards the objective. These are the metrics to watch, and they are what will ultimately let you know if the strategic plan was effective.</p>	<p>Who are the persons/ group(s) responsible for new activities? For data collection? For reporting?</p>	<p>What are realistic and achievable timelines for major milestones along the way and for overall completion?</p>

Strategic Action Plan Sample

Institutional Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services

Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start/ Complete Dates
1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course (HOC) development by 10% in five years	Offer professional development opportunities for instructors to Increase knowledge and skills in developing online course materials and assess outcomes	<ul style="list-style-type: none"> ➤ Increase in activities focused on developing online course materials ➤ Increase in the number of instructors trained. ➤ Well attended sessions ➤ Increased knowledge and skills in developing online course materials ➤ New/revised online course materials developed 	<ul style="list-style-type: none"> ➤ X% increase in PD sessions ➤ X% increase in instructors trained ➤ X% Fill rate of sessions ➤ X% of participants felt session increased their knowledge/skills (exit survey) ➤ X% of participants developed materials w/in 6 mo. of training (post survey) 	<ul style="list-style-type: none"> ➤ Faculty/ dean ➤ PD Coordinator ➤ OIE 	<ul style="list-style-type: none"> ➤ Survey instruments complete sum 16 ➤ PD sessions offered & exit survey complete early fall 16 ➤ Post survey complete sp 17
	Identify classes/programs that can be hybrid	<ul style="list-style-type: none"> ➤ List of potential hybrid classes/programs identified 	<ul style="list-style-type: none"> ➤ # of potential hybrid classes 	<ul style="list-style-type: none"> ➤ Faculty/ dean 	<ul style="list-style-type: none"> ➤ List completed early sum 16
	Hire or engage instructional designer for existing HOCs / developing new HOCs	<ul style="list-style-type: none"> ➤ Instructional designer hired ➤ HOCs revised ➤ Increase in new HOCs 	<ul style="list-style-type: none"> ➤ # of new positions filled ➤ X% of courses revised ➤ New courses increase by 10% 	<ul style="list-style-type: none"> Faculty/ dean 	<ul style="list-style-type: none"> ➤ Hiring complete/ courses revised sum 16 ➤ Courses offered 2020
	Revise course outlines & engage approval process	<ul style="list-style-type: none"> ➤ Revised and vetted course outlines 	<ul style="list-style-type: none"> ➤ X% of course outlines revised ➤ # of constituents/groups vetted 	<ul style="list-style-type: none"> Faculty/ dean 	<ul style="list-style-type: none"> ➤ Courses offered 2020

Program/Dept./Committee Strategic Action Plan Trainings

BUILDING \ REFINING KPIs

CONSIDER...

Key Performance Indicators (KPI'S): "How much"

What measurement is **appropriate** to the objective and **targeted outcome**?

- Number
- Enrollment
- Attendance

- Participation rate
- % increase $(x-y)/x$
- % point increase $X\% + 2\%$

The **target** is the #/% you need to reach to achieve your objective.

- X% increase from Yr 1 to Yr 2
- X% increase annually
- XX% satisfaction
- 100% of positions filled
- Hiring schedule maintained w/ X of XX milestones complete
- % point increase $X\% + 2\%$

Is **data available**? If not, how will you **measure** it?

- Maintain list of new programs
- Training Exit survey
- Implementation survey X months post training
- Track student completion of...

Tip: "# of XX..." is okay when unsure/new plans. Providing a measurable benchmark/goal is better.

Strategic Action Plan Annual Update Training

1. Review the previously submitted strategic plan and continue filling out/updating any incomplete portions of the plan.
2. Then, identify the **status** of the goals and objectives by highlighting the text using the following
 - Green: Complete
 - Yellow: In Progress
 - Pink: not started or deferred
 - ~~Cross out~~ if no longer applicable
 - Add in **Blue Bold text** if newly added or for comments. This comment process enables you to celebrate accomplishments and identify needs.
3. Email the updated document to dking002@sdccd.edu no later than **April 10** with subject: STRATEGIC PLAN ANNUAL UPDATE: {Program/Dept. Name}

Strategic Action Plan Sample Update

Institutional Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services

Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start/ Complete Dates
1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course (HOC) development by 10% in five years	Offer professional development opportunities for instructors to Increase knowledge and skills in developing online course materials and assess outcomes PD sessions were not full, but participants felt they learned a lot. Could benefit from more marketing of PD to faculty	<ul style="list-style-type: none"> ➤ Increase in activities focused on developing online course materials ➤ Increase in the number of instructors trained. ➤ Well attended sessions ➤ Increased knowledge and skills in developing online course materials ➤ New/ revised online course materials developed 	<ul style="list-style-type: none"> ➤ X% increase in PD sessions ➤ X% increase in instructors trained ➤ X% Fill rate of sessions ➤ X% of participants felt session increased their knowledge/skills (exit survey) ➤ X% of participants developed materials w/in 6 mo. of training (post survey) 	<ul style="list-style-type: none"> ➤ Faculty/ dean ➤ PD Coordinator ➤ OIE 	<ul style="list-style-type: none"> ➤ Exit Survey instruments complete sum 16 ➤ PD sessions offered & exit survey complete early fall 16 ➤ Post survey complete sp 17 Post survey not created due to staffing resources & accreditation site-visit priorities.
	Identify classes/programs that can be hybrid	<ul style="list-style-type: none"> ➤ List of potential hybrid classes/programs identified 	<ul style="list-style-type: none"> ➤ # of potential hybrid classes 	<ul style="list-style-type: none"> ➤ Faculty/ dean 	<ul style="list-style-type: none"> ➤ List completed early sum 16
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Strategic Action Plan – Annual Update SWOT Analysis

Program Name	Reviewer	Complete	In Progress	Not Started	Deleted	New	Strength	Weakness	Opportunity	Threat	Institutional Strategic Plan Goals Completed	Comments
Small Business sample	MF	8	5	0	0	0	Created and developed a CE Entrepreneurship and Small Business Management program: created new curriculum, student satisfaction surveys, evaluations, attended professional development, collaborated with peers; created guest presented series programs, tracking data for use with 5 year goals; established a small business library				1	
ABE ASE												
ABE ASE												
AUTO BODY												
AUTO BODY												
AUTOMOTIVE												

Strategic Planning Process Feedback

San Diego Continuing Education Strategic Planning Feedback Survey

Dear San Diego Continuing Education Community,

The Strategic Planning Feedback Survey is being conducted by San Diego Continuing Education's Office of Institutional Effectiveness at the behest of the Planning & Institutional Effectiveness (PIE) Committee to assist SDCE in reviewing and revising the strategic planning process. The survey will take about 5-10 minutes to complete and will close for all feedback at end of day Thursday, April 20th.

Your participation is completely voluntary; however, we would very much appreciate your constructive feedback on the strategic planning process. Your responses will help the PIE Committee assess the impact of the strategic planning process and implement future improvements. The SDCE Office of Institutional Effectiveness will compile the information and will share an overall summary of the results. Written responses to open-ended questions may be shared verbatim.

Click [here](#) to view the complete SDCE Fall, 2016 – Spring, 2021 Strategic Plan.

Thank you in advance for your participation,

*Planning & Institutional Effectiveness Committee
San Diego Continuing Education*

Begin Survey

Closing and Questions



Contact Information and Website Links

SDCE Office of Institutional Effectiveness

<http://www.sdce.edu/organization/institutional-effectiveness>

Follow us on Twitter <https://twitter.com/SDCEResearch>

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