

# San Diego College of Continuing Education Institutional Strategic Action Plan

## 2020/21 Update

### Institutional Goal 1

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

**Objective 1.1 Grow SDCCE Distance Education classes through the integration of hybrid and online course development by 10% annually (AP1.2) [Complete/Ongoing]**  
SDCCE Distance Education student attendance hours, as measured by FTES, [increased by more than 25% annually](#) between 2016/17 and 2018/19, even as [overall FTES](#) at SDCCE declined due to planned district-wide course reductions. The majority of courses moved online between spring 2020 and spring 2021 due to the Covid-19 induced campus closures. The expectation is that distance education and hybrid courses will continue to be a major focus as the pandemic is controlled and thereafter.

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
<p>Provide professional development opportunities for instructors to Increase knowledge and skills in developing online course materials, synchronous instruction, and assess outcomes <b>[AP]</b></p> <p><a href="#">[Ongoing]</a></p>	<p>Increase in activities focused on developing online course materials</p> <p>New/revised online courses materials developed</p>	<p>Increase in CANVAS trainings: 2013/14 – 2018/19 - 40 2019/20 – 189 2020/21 – (Through April: 250)</p> <p>Increase in technology-related training on flex schedule: 2016/17 - 51 2017/18 - 49 2018/19 - 101 2019/20 – 200+ 2020/21: 10 6 Adjunct Faculty 2 Contract 2 Classified Professionals</p> <p>Passport participants also in OFTP: Total Blackboard/CANVAS Certified – 22 between 2016/17 and 2019/20 2020/2021: All 8 Faculty CANVAS Certified</p> <p>Activities focused on developing online course materials</p>	<p>Deans</p> <p>Faculty</p> <p>PD/FLEX Coordinator [R]</p> <p>VPI office</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2020/21</a></li> <li>SDCCD <a href="#">Online Faculty Training Program</a> offered</li> <li>SDCCD annually offers Caninnovate one-day training beginning in 2017/18: <a href="#">2019 Announcement</a></li> <li>SDCCD Online Pathways Distance Education Annual Summit</li> <li>Canvas Online and in person trainings and support</li> <li>SDCCE Teachers Using Technology Committee began providing Canvas support workshops in 2017/18 with the transition from Blackboard to Canvas</li> <li><a href="#">Activities</a> focused on developing <a href="#">online course materials</a></li> <li><a href="#">2017/18</a> and <a href="#">2018/19</a> WIOA Plan focused on increasing instructor use of digital technology, including professional development for faculty to securely post online materials, create websites, etc.</li> <li><a href="#">2018/19</a> WIOA Plan focus on increasing instructor use of OERs in classroom</li> <li><a href="#">2019/20</a> WIOA Technology and Distance Learning Plan focused on increasing use of and training for Canvas LMS</li> <li><a href="#">2020/21 WIOA CIP Plan</a></li> <li>Distance Education Coordinator made 1.0 full-time position in Spring 2020 with expanded online training for teaching online with a Summer 2020 mentorship program design based on Passport to Success model - Presentation on new distance education professional development presented to Professional Development Committee, <a href="#">May 2020</a></li> <li>New in 2020: Online Pro-Active Online Course Development Course-Beg/Int/Advanced Offered w/ 7 Trainers developing and delivering three 40-hour cohorts and 30-+ faculty attendees to date in Session 1 and Session 2</li> </ul>

Identify classes/programs that can be hybrid  [Complete]	More hybrid offerings scheduled	Increase in hybrid offerings	Deans  VPI	2016-2019	<ul style="list-style-type: none"> <li>• <a href="#">Increase in online FTES</a> (until Spring 2020, all courses were hybrid) reflects increase in hybrid offerings; hybrid and online class distinction are unidentifiable in ERP system, impacting tracking of the fully online summer</li> <li>• Focus has shifted to increase in courses that can be hybrid and fully online to support increased online learning due to COVID response and launch of ICOM Academy, <a href="#">ICOM website</a></li> </ul>
Develop hybrid course offerings <b>[AP]</b>  [Ongoing]  [Revised in 2020: Split Action Step]	hybrid courses revised/added for more student programming options and modes of study	ESL, Child Development, Emeritus, Business and Accounting, IT, Automotive, ABE/ASE increased hybrid online offerings between 2016/17 and 2018/19	President  VPI [R]  Curriculum Analyst/PRIE [R]	2019/20 Ongoing	<ul style="list-style-type: none"> <li>• FTES by Program Dashboards for 2016/17 – 2018/19</li> <li>• On hold due to COVID pandemic in 2020 and early 2021</li> </ul>
Professionally develop fully online courses <b>[AP]</b>  [Ongoing]  [Revised in 2020: Split Action Step]	Fully online courses available to students for more programming options and modes of study	ICOM established in Fall 2020 with 16 programs offered by Fall 2021	President  VPI [R]  Curriculum Analyst/PRIE [R]	2019/20 Ongoing	<ul style="list-style-type: none"> <li>• Faculty developed fully online educational programming and curriculum; fully online programs and student services launched (ICOM Academy): <ul style="list-style-type: none"> <li>○ High Priority in <a href="#">2019/20 - 2020/21 Institutional Priorities</a></li> <li>○ <a href="#">Grant funding</a> sourced to develop five fully online information technology certificates</li> <li>○ <a href="#">ICOM website</a> and Program Offerings: <a href="#">Fall 2020</a> – <a href="#">Fall 2021 Program Offerings</a></li> </ul> </li> </ul>
Revise course outlines and engage approval process  [Complete]	Revised and vetted course outlines	Fall 2016 to present, 92 new and revised course outlines have been submitted which included DE approval  Increase in online classes (44 additional) scheduled between spring 2016 and 2019: 2016 - 62      2019 - 106	VPI  Faculty  Curriculum Chair Curriculum Analyst	2016/17- 2019/20	<ul style="list-style-type: none"> <li>• Course outline approval: <a href="#">2016/17 - 2019/20 list</a></li> <li>• Online Class Comparison: <a href="#">2016 and 2019 data</a></li> </ul>
Evaluation of the current online courses  [Ongoing]	Modification or removal of courses that do not meet the basic standards of student/teacher interaction as defined by title 5	100% of online courses meet standards	VPI  Faculty  Curriculum Chair  Curriculum Analyst [R]	2019/20 Ongoing	<ul style="list-style-type: none"> <li>• Implemented a new <a href="#">Distance Education Addendum Form</a> to identify all contact components of the course when taught via distance education [Completed]</li> <li>• Evaluation –Ongoing, faculty are in process of submitting DE Addendum forms for courses already approved for distance education (note, any new course or courses revised including proposal for distance education require DE Addendum form for review/approval)</li> <li>• Minutes document DE Addendum approvals, retrieved from <a href="#">Curriculum Committee website</a> - Examples: <a href="#">01/06/2021-02/23/2021</a>- <a href="#">04/07/2021</a></li> </ul>
Implement instructor on-boarding  [Complete]	Instructors understand the policies and procedures related to teaching online courses	Passport to Success Attendees: 2016/17 – 2019/20 – 154 Contract faculty – 71 Adjunct faculty – 16 Classified professionals – 65	Passport Coordinator [R]  PD/FLEX Coordinator [R]	2016/17- 2019/20	<ul style="list-style-type: none"> <li>• Passport to Success faculty <a href="#">training session dedicated to online learning</a> beginning in 2016. 2020/2021 12+ participants according to <a href="#">Professional Development Report that includes 2020-2021</a>.</li> <li>• Enrollment in <a href="#">SDCCD Online Faculty Training Program</a> (OFTP)</li> </ul>

		Administrators - 2  Passport participants also in OFTP: Total Blackboard/CANVAS Certified – 22 between 2016/17 and 2019/20			<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2019/20</a></li> </ul>
<b>Objective 1.2 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCCE campuses locations by 5% in 5 years and maximize the use of campus space (AP1.3) [Ongoing/Deferred]</b> Evidence: Between 2015/16 and 2019/20, SDCCE increased the number of offsite facilities offering noncredit classes by 8% (from 105 to 113)					
Identify programs that can be taught offsite and increase offsite locations  Conduct discussions with site personnel about SDCCE, courses offered, communities served, and partnership expectations <b>[AP]</b>  <b>[Ongoing]</b>	Implementation plan developed for programs that can be taught offsite  Increase in number of offsite facilities	Examples of new off-site course implementation  Number of off-site facilities 2015/16 -105 2016/17 -103 2017/18 -107 2018/19 -102 2019/20 -113 Note: Excludes offsite facilities that are only offered for fee-based, apprenticeship or contract classes	Instructional Deans [R]  Program Chairs  VPI  PRIE [R]	Spring 2017 Ongoing	<ul style="list-style-type: none"> <li>Healthcare Careers added <a href="#">new off-site locations</a> annually since 2014 and increased new site locations between 2016 and 2018</li> <li>In <a href="#">July 2018</a>, SDCCE partnered with the Jacobs Center for Neighborhood Innovation to offer an IMCP course in Southeastern San Diego</li> <li>Child development added 2 new locations (St. Katherine's Drexel Academy in Fall 2018; St. Dunstons in Fall 2019)</li> <li>Emeritus added 10 new off-site locations</li> <li>Skilled and Technical Trades program established an agreement in <a href="#">Spring 2019</a> with San Diego Unified High School District (SDUSD) to teach plumbing and HVAC courses at Junipero Sierra High School</li> <li>Automotive program is <a href="#">in discussion</a> with SDUSD for two offerings at Clairemont and Mira Mesa high schools</li> <li>In 2019/20, due to a reduction in enrollment, off sites are now less critical in 2019/20 – 2020/21 status remains due to Covid campus closures</li> </ul>
Conduct an analysis of classroom space (facility utilization) <b>[AP]</b>  <b>[Deferred]</b>	Increase number of classrooms available for classes	Reports developed and analysis conducted	VPI [R]  VPA	2021/22	<ul style="list-style-type: none"> <li>Delayed due to system implementation of Campus Solutions and follow-up add-on software implementation and Covid</li> </ul>
<b>Objective 1.3 Recruit to increase the faculty pool of adjunct substitutes (and immediate hires) in each program by 25% in five years [Complete]</b>					
Develop recruitment strategies for adjunct faculty (include hire/interview process) and hire a recruiter  <b>[Complete]</b>	Developed and executed recruitment strategies  Recruiter hired	Recruitment model vetted	VPI  Deans	2016/17	<ul style="list-style-type: none"> <li>SDCCE held meeting to discuss recruitment and advertising with District HR in 2016/17 on adjunct recruitment and advertising: <a href="#">Summer 2016</a></li> <li>Recruiter unneeded due to recruitment through districtwide career fair; Contract Education is also utilized as a tool for faculty recruitment for specialized technical programs; for example, in 2019/20, two SDCCE faculty were <a href="#">recruited</a> through Foundation/ETI</li> </ul>
Build the infrastructure to support adjunct hires: work with District HR to create new postings and provide proactive recruitment	Expanded pool of substitutes/adjuncts	Number of submissions to substitute/adjunct pool	VPI  Deans	2016/17	<ul style="list-style-type: none"> <li>Deans encouraged by District HR to notify when they want to advertise for particular adjunct discipline(s) from which they anticipate hiring in the near future and District HR will arrange for targeted advertising for their specific discipline, as well as advertise with each of the standard advertising sources. This is done upon request: Summer 2016 <a href="#">communication</a> on process</li> </ul>

[Complete]					<ul style="list-style-type: none"> <li>• <a href="#">Form</a> for use by Deans to identify the adjunct discipline pools from which they anticipate recruiting in the near future</li> <li>• # of submissions not available to individual deans until after Campus Solutions implementation</li> </ul>
Conduct hiring process: interview, min qualification evaluation, new hire process	Increase in number of substitutes/adjuncts	Substitutes and adjuncts hired	VPI  Deans	2016/17	<ul style="list-style-type: none"> <li>• Individual programs have developed processes to hire high quality adjunct instructors</li> </ul>
[Complete]					
<b>Objective 1.4 Maintain CTE curriculum to current industry standards while making accessible to a larger population of students and increasing CTE enrollment annually by the district's growth percentage (year 1 = 2%) (AP1.4) [Complete/Ongoing/In Progress]</b> SDCCD ceased being in growth mode in 2018/19, resulting in planned reductions to SDCCE's class schedule. Business and Accounting and the Digital Media programs faced further enrollment challenges due to a high immigrant student population impacted by immigration policies and climate. The bulk of the decrease in CTE programming for students are due to changes in enrollment within office skills courses, a large contributor of Business and Accounting Program FTES. However, several CTE programs saw expansion and growth. The Healthcare, Automotive, and Hospitality and Culinary Arts programs displayed increases in <a href="#">FTES</a> (48%, 17%, and 11% increase, respectively) between 2016/17 and 2018/19 as a result of new and revised programs and greater access due to a revision in scheduling (i.e., weekend and evening additions). 2019/20 data are not yet available.					
Review current, and create new, programs in "in demand" growth areas [AP]  [Ongoing]	List of current in demand programs suitable for SDCCE implementation developed  New, viable programs implemented  Standardized course approval processes and ensure regulatory compliance	36 new career education (CTE) programs approved: 2016/17 - 9    2017/18 - 2 2018/19 - 6    2019/20 - 15 2020/21 - 4  20 revised CTE programs approved: 2016/17 - 3    2017/18 - 1 2018/19 - 9    2019/20 - 3 2020/21 - 4  4 CTE programs deactivated 2018/19 - 1    2019/20 - 3 2020/21 - 0  57 new CTE courses approved 2016/17 - 10    2017/18 - 3 2018/19 - 12    2019/20 - 23 2020/21 - 9  90 revised CTE courses approved 2016/17 - 3    2017/18 - 1 2018/19 - 14    2019/20 - 51 2020/21 - 21  12 CTE courses deactivated 2018/19 - 4    2019/20 - 8 2020/21 - 0	Deans  Program Chairs  Curriculum Analyst [R]	2016/17 Ongoing	<ul style="list-style-type: none"> <li>• Deans worked with the curriculum analyst for approval of new and revised programs; some programs were revised to short-term stackable certificates to support student completion and flexibility in scheduling coursework; all are assessed based on market demand during curriculum approval.</li> <li>• CTE Curriculum Tracker: 56 new/revised career education programs; 147 new/revised courses between 2016/17 and 2020/21</li> <li>• Curriculum Analyst and SDCCE Curriculum Committee updating course approval processes, including: <ul style="list-style-type: none"> <li>○ Update of the <a href="#">curriculum review process</a> – Technical Review Planning Form deferred to 2021/22</li> <li>○ Incorporation of SLOs in Tech Review Planning Form (added as last question)-presented by SLO Coordinator: <a href="#">April 7, 2021 Curriculum Committee minutes</a></li> <li>○ Implementation of new course outline of record (COR) repository and <a href="#">SDCCE CourseNet</a> (launched Dec. 2019) - Implementation of new curriculum (other than SDCCE CourseNet) deferred to District-districtwide repository for all four colleges (on hold in 2020/21)</li> <li>○ Development of <a href="#">curriculum survey</a> that tracks active course review and updates; in Fall 2020, embedded biennially in program review, completed through Program Review Committee</li> </ul> </li> </ul>

Hire additional curriculum support - i.e. Curriculum Analyst and identify funding <b>[AP]</b>  [Complete]	Support for instructors writing curriculum  Support for interaction with the state office and updating programs in the state course inventory	Curriculum Analyst Hired and trained	VPI  Faculty  VPA	2016/17-2017/18	<ul style="list-style-type: none"> <li>Curriculum Analyst hired in <a href="#">2016</a></li> <li>Curriculum <a href="#">presentation</a> delivered to faculty to clarify curriculum development at <i>Passport to Success</i> workshop in 2017-2018 (Updated Presentation, <a href="#">2019</a>)</li> </ul>
Review all current CTE courses and programs, through student surveys, advisory boards, and by analyzing labor market information to determine course/ program viability, appropriate modifications, and class schedule changes intended to increase student attendance and enrollments  [Ongoing]	Course modification plan developed, including list of courses and programs eliminated or modified  Increased attendance rates in each revised program	<p>Number of TOP codes reviewed and analyzed through Program Review</p> <p>4 CTE programs deactivated 2018/19 - 1      2019/20 – 3 2020/21 - 0</p> <p>2019/20 LMI Summary Data 90% - programs with labor market gap/meet a gap</p> <p>84% - Programs within regional priority sectors</p> <p>83% - Programs that lead to attainment of living wage</p>	Deans [R]  Program Chairs  Program Activity Manager [R]  PRIE [R]	2017/18 Ongoing	<ul style="list-style-type: none"> <li>LMI for active CTE programs embedded in program review since 2017/18 - <a href="#">2018/19 Sample LMI</a></li> <li>In Fall 2019, a partnership was established with SDCCE's PRIE Office, SDCCE Instructional Services Office, SDCC District Office, and Centers of Excellence to conduct biennial CTE reviews, PRIE refined LMI embedded in program review: <a href="#">COE Sample Data report</a> (28 in total) - 2019/20 Faculty Response <a href="#">Template in Campus Labs</a></li> <li>CTE programs will review LMI again using same protocol in Fall 2021 Program Review</li> <li><a href="#">2019/20</a> Market Analysis and Opportunity Assessment</li> <li>CTE Enrollment, Retention, and Completion Survey: <a href="#">PowerPoint - SDCCE Overall - Healthcare, Fashion, Culinary, Skilled Trades, Child Development, BIT</a></li> <li>CTE Student Success <a href="#">Focus Groups</a> - focus on journey to improve student experience, access and initial retention - report In progress</li> <li>CTE Curriculum Tracker: 4 programs deactivated</li> </ul>
Review syllabi and SLO's for courses offered by multiple instructors and across multiple sites for consistency/ standardization <b>[AP]</b>  [Ongoing]	Syllabus inclusive of required information and SLO's included	<p>Highlight of syllabi review process</p> <p>Templates and materials created for faculty use in developing and documenting SLOs utilizing best practices</p>	Program Chairs Faculty  SLO Coordinator [R]	Fall 2016 ongoing  2016/17 Ongoing	<ul style="list-style-type: none"> <li><a href="#">Checklist</a> created ensuring instructors with same course have same SLOs by program; assessment results in Spring 2020 via Survey Monkey</li> <li>Directions and forms created in fall 2019 for faculty-led-activities during 2020 spring program meetings</li> <li><a href="#">SDCCE syllabus template</a> updated Spring 2020 for alignment with equitable standards: <a href="#">Blooms Taxonomy Wheel</a> <a href="#">Backwards Course Design</a> <a href="#">Developing Learning Outcomes</a></li> <li>Faculty participated in institutional training on equitable syllabi during 2020 spring Institution Day</li> <li>VPI Recommendation: Deans/PCs review that syllabi include required information for courses offered by multiple instructors and across multiple sites</li> <li>A <a href="#">liquid syllabus</a> was developed and presented to faculty at January 2021 Flex Days – See class examples of implemented syllabi – <a href="#">VESL 6/7</a> – <a href="#">ESL Advanced/Int Reading</a></li> <li>Program Highlight - Certified Nursing Assistant instructors work on syllabi together and ultimately use the same one - <a href="#">revised syllabus</a></li> <li>Program Highlight - Clothing and Textiles (CLTX): In Fall 2019, faculty onboarding for 5 new and 6 returning faculty members</li> </ul>

					<p>implemented; focus of onboarding: to gain unification of course content and use the SDCCE syllabi template for all courses; monthly department meetings are conducted to aid in unification of the department, with instructional standardization being the catalyst for professional development and assessments; in January 2020, where equitable and engaging, syllabi construction was presented; CLTX department is planning further revisions in language and presentation of the syllabi for all courses</p> <ul style="list-style-type: none"> <li>• Program Highlight - Majority of Automotive, and Skilled and Technical Trades: programs are in the curriculum development process in 2019/20 to create standardization throughout the department; edits vary from change of course hours to adjustment of course content; distance education is being incorporated into the majority of these programs' curriculum. - <a href="#">Advisory board minutes</a></li> <li>• Program Highlight - Business and Accounting, Digital Media, and Information Technology: programs plan to schedule a review of the syllabi during Fall 2020 and coordinate this effort across programs</li> </ul>
<p>Update trainings and materials for continued curriculum-basic workshops for faculty interested in writing curriculum [AP]</p> <p>[In progress]</p> <p>[Added in 2020]</p>	<p>Increased faculty knowledge and expertise in curriculum writing, curriculum processes, approval flow, and documentation required to submit new/revised curriculum for review and approval</p>	<p>Updated workshop presentations</p> <p>Develop and implement focused Distance Education trainings</p> <p>Develop and implement equity focus trainings for course outline development</p> <p><u>2020/21 accomplishments:</u> 148 online faculty mentees</p> <p>309 hours of one-to-one online faculty mentoring provided to online faculty mentees</p> <p>28 individual faculty served in one-to-one sessions / 30 faculty served during group/Program level sessions (Child Dev. and ABE/HS)</p> <p>40 faculty served during Online Course Design Classes / 50 online faculty served during customized group</p>	<p>DE Mentor [R]</p> <p>Curriculum Committee Chair [R]</p>	<p>2020/21-2021/22</p>	<ul style="list-style-type: none"> <li>• Flex workshops: Curriculum 101: <a href="#">January 29, 2021</a></li> <li>• Speak at Passport to Success: April 2021 Curriculum Analyst and Curriculum Chair</li> <li>• Ad hoc one-on-one meeting Faculty: Curriculum Analyst and Curriculum Chair</li> <li>• SDCCE Online Faculty Mentoring: <a href="#">2020/21</a></li> <li>• Online Faculty Mentor Team</li> <li>• In March 2020, SDCCE DE leadership set a goal to support faculty to complete SDCCD Online Faculty Certification Program (OFCP) with 80%+ completion rate. SDCCE faculty exceeded the goal by accomplishing 86% completion rate, as reported January 7, 2021.</li> <li>• Canvas and More Trainings were offered in September 2020, and Canvas, Design, and More Trainings were offered between October and November 2020</li> <li>• Eight TALON YouTube videos were researched, scripted, produced, recorded, uploaded, and closed captioned using SDCCE branded slides, with 1,336 views on YouTube videos TALON as of June 4, 2021</li> </ul>
<p><b>Objective 1.5 Develop systematized and standardized student recruitment and orientation processes with online marketing and informational materials for all certificate programs within 5 years [Complete]</b></p>					



<p>Develop a student recruitment &amp; outreach plan with branding and marketing</p> <p>Develop an online marketing strategy including social media</p> <p>[Complete]</p>	<p>Potential students have easy access to SDCCE’s program information and enrollment information</p> <p>SDCCE programs are marketed to the community at large</p>	<p>SDCCE has increased enrollment throughout SDCCE career training, high school and ESL classes through routing of traffic to classes via marketing and significant increases in outreach efforts; priority programs include career training programs (ICOM Academy) and low enrolled classes in career training programs, ESL, DSPS and High School</p> <p>Outreach utilizes fill rate data and input from program Deans and faculty to strategize outreach approaches with partner and community agencies supporting increases in access and overall enrollment.</p> <p>Partnerships have increased with high schools including charter schools, nonprofits and community agencies, and external government agencies.</p> <p>Outreach activities Report:</p> <table><tr><td><u>Tours</u></td><td><u>Presentations</u></td></tr><tr><td>2017/18 - 703</td><td>1,113</td></tr><tr><td>2018/19 - 955</td><td>870</td></tr><tr><td>2019/20 - 430</td><td>3,681</td></tr><tr><td>2020/21 - 0</td><td>4,878</td></tr></table> <table><tr><td><u>Tabling</u></td><td><u>Workshops</u></td></tr><tr><td>2017/18 - 4,433</td><td>--</td></tr><tr><td>2018/19 - 23,695</td><td>--</td></tr><tr><td>2019/20 - 17,625</td><td>1,285</td></tr><tr><td>2020/21 - 584 (online)</td><td>92</td></tr></table> <p><u>EzText</u></p> <p>2020/21 – 12,947</p>	<u>Tours</u>	<u>Presentations</u>	2017/18 - 703	1,113	2018/19 - 955	870	2019/20 - 430	3,681	2020/21 - 0	4,878	<u>Tabling</u>	<u>Workshops</u>	2017/18 - 4,433	--	2018/19 - 23,695	--	2019/20 - 17,625	1,285	2020/21 - 584 (online)	92	<p>Dean Student Equity [R]</p> <p>VPSS</p> <p>PIO [R]</p> <p>Outreach Coordinator</p> <p>VPI</p>	<p>2017/18-2020/21</p> <ul style="list-style-type: none"><li>• Market Analysis and Opportunity <a href="#">Assessment</a></li><li>• SWP funds allocated to address CTE programs and will be leveraged with CAEP funds to address DSPS, ESL, and ABE/ASE programs</li><li>• SWP and CAEP funded bench marketing and locations: <a href="#">Spring 2019</a>; summer and fall 2021</li><li>• SWP funded Radio marketing plan: <a href="#">Summer and Fall 2018</a>, 2019/20 (PIO)</li><li>• Outreach partnered with Magic Radio station during the 2018/2019 academic year and August of 2019 on radio sponsorship, commercials, and large venue events (3500 plus)</li><li>• Outreach developed a fluid plan <a href="#">Fall 2018 to Spring 2020</a>; Edits and updates are in process <a href="#">Spring 2020</a> and every spring thereafter. This was not completed due to COVID and will be updated summer 2021.</li><li>• Outreach Activities: <a href="#">2016/17</a> - <a href="#">2017/18</a> - mid-year report: <a href="#">2018/19</a> - Quarterly Report: <a href="#">Spring 2020</a> - <a href="#">Summer/Fall 2021</a> - May <a href="#">2021 Overview</a></li><li>• Outreach Services highlighted SDCCE on live Sunday evening radio spot in Fall 2020.</li><li>• An Outreach Tracking spreadsheet has been implemented and updated annually: <a href="#">2017/18 – 2020/21</a></li><li>• Outreach represents (markets) all programs as requested through social media, events, and activities and pushes provided media and marketing campaigns out as requested; strategies include social media, public events, presentations, and varied activities; Outreach does not design or create branding or marketing for SDCCE; however, it maintains campaigns and materials for its department and runs social media, represents at committees and school districts, and community organizations.</li><li>• R’S has branded its work through Outreach including a logo, new websites, and continued support services pushed out through social media and events inclusive of outreach presentations, events, and any public forum information may be presented. Websites for Outreach Services, CalWORKs, R2S PATHWAYS, SDCEats! Veteran Services, were designed in collaboration with PIO and posted.</li><li>• Twitter Accounts supporting SDCCE’s marketing and branding through social media: @SDCEOutreach; @SDCEats!; @SDCEDeanSEP; New pending: R2S PATHWAYS; CalWORKs</li><li>• Outreach; SDCEats!; and Dean Student Equity continuously push out marketing for programs, institutions, and in the news spotlights for SDCCE.</li></ul>
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Objective 1.6 Increase attendance and completion rates in targeted Career Development and College Preparation (CDCP) programs by 2% annually [Complete]																								

Develop persistent in-service training and ad-hoc workgroup  [Complete]	Increase in average class size	Committee engaged in advisory and data-based decision making to increase student attendance and completion	VPSS VPI ARC Committee PRIE assistance	2017/18-2019/20	<ul style="list-style-type: none"> <li>Student attendance and completion is a priority for SDCCE and as such was determined actions should fit within the shared governance framework via the ARC committee</li> <li>Per 2020 <a href="#">Governance Handbook</a>: ARC serves in an advisory capacity to support SDCCE planning, and reaching institution-wide strategic enrollment objectives; ARC provides evidenced-based recommendations that contribute to student access, recruitment, retention and completion rates of all students</li> <li>The committee initiated two research projects in collaboration with the PRIE Office: <ul style="list-style-type: none"> <li>CTE Enrollment, Retention, and Completion Survey: <a href="#">PowerPoint</a> - <a href="#">SDCCE Overall</a> - <a href="#">Healthcare</a>, <a href="#">Fashion</a>, <a href="#">Culinary</a>, <a href="#">Skilled Trades</a>, <a href="#">Child Development</a>, <a href="#">BIT</a> Guided discussions based on survey reports were presented at program and administrative meetings as tool for informing faculty and administrators about student needs</li> <li>CTE Student Success <a href="#">Focus Groups</a> - focus on journey to improve student experience, access and initial retention</li> </ul> </li> </ul>
Develop centers to support students (look at student equity)  [Complete]	Course completion rate is improved among students served	<p>College and Career Class 2017/18 and prior - 54, completion data incomplete</p> <p>2018/19 - 10 enrolled, 10 completed</p> <p>2019/20 - 14 enrolled, completions in progress</p> <p>Apprenticeship Readiness Program 2019/20 - 16 enrolled, 14 completed, 88% completion rate</p>	Dean Equity (student outreach)  Dean C&CT	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: About R<sup>2</sup>S and development of Resource Centers: <a href="#">Fall 2017</a> - Fluid Outreach Plan: <a href="#">Fall 2018 to Spring 2020</a></li> <li>Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>Announcement of Acting Dean C&amp;CT: <a href="#">September 2018</a></li> <li>Job Developers Hired: <a href="#">Fall 2019</a></li> <li>Announcement of Dean C&amp;CT Hire: <a href="#">January 2019</a></li> <li>San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>SDG2CC Centers expanded to 6 SDCCE campuses by <a href="#">2019/20</a></li> <li>SDG2CC website launched: <a href="#">2019/20</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> </ul>
<b>Objective 1.7 Increase number of courses implementing open education resource (OER) materials (AP 1.8) [Ongoing]</b>					
Identify courses and programs currently using OER materials  Provide professional development for faculty interested in implementing OER in their courses [AP]  [Ongoing]	Student completions will increase	<p>Survey results: OER use has grown at SDCCE by 14 percentage points, from 29% use in 2016 to 43% use in 2019</p> <p>3,856 enrollments in OER classes in Spring 2019</p> <p>2,488 enrollments in Zero Textbook Cost (ZTC) classes</p>	<p>PRIE Office then District IR [R]</p> <p>VPI</p> <p>Professional Development Committee</p> <p>OER Lead [R]</p>	2016/17 Ongoing	<ul style="list-style-type: none"> <li>About OER at SDCCE - 2019 <a href="#">PowerPoint</a></li> <li>SDCCE Open Educational Resources Survey: <a href="#">Fall 2016</a>; Survey conducted in November 2016; District providing OER surveys moving forward</li> <li>2018/19 WIOA <a href="#">Plan</a> focused on increasing instructor use of OERs in classroom</li> <li>Growth of OER use in <a href="#">2016 compared to 2019</a></li> <li>Enrollments in OER: <a href="#">Spring 2019</a></li> <li>% of Sections Using OER: <a href="#">Spring 2019</a></li> <li>OER Ongoing professional development Activities: <a href="#">2017-2019</a></li> <li>OER Resource List: <a href="#">2016-2020</a></li> </ul>



		Lists/documents of ongoing OER professional development activities	Academic Senate		<ul style="list-style-type: none"> <li>OER Flex Hours: <a href="#">2008-2020</a></li> <li>OER Free Textbooks/Resources: <a href="#">2020</a></li> <li>Five OER certificate programs were implemented in Fall 2020 through the ICOM Academy. By Spring, 2022 there will be over 20 programs.</li> <li>A book loaning program out of the Office of Instructional Services was created to enable CE's H2C programs and students to continue online</li> <li>Fall 2020 Savings examples include:</li> <li>Students in all HLTH, AUTO, MECT, and some ESLA sections were provided loaner or OER materials saving students \$175,945</li> <li>CTE is developing OER/Zero Textbook online materials for courses through ICOM, adding additional sections each semester</li> <li>Students in 215 sections of CTE BIT are using department-purchased/provided materials for most classes. Most of the materials are digital and free to students, saving students more than \$25,055</li> <li>The ESL Textbook Committee created and is continually updating an instructor <a href="#">ESL OER Resources</a> list</li> <li>Every year the <a href="#">ESL Textbook Committee</a> promotes the <a href="#">Backman Jennings Book Fund</a> which has raised over \$11,000 yearly and distributes book vouchers to students.</li> <li>2020/21 <a href="#">OER Week Invitation</a> for faculty.</li> <li>2020/21 <a href="#">SDCCD OER Resources</a></li> </ul>
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## Institutional Goal 2

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

#### Objective 2.1 Increase professional development activities that seek to enhance employees talents and interests, and increase collaboration and effective communication [Complete]

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Schedule civility training for employees  [Complete]	Increased trainings focused on employee civility and collaboration  Increased collaboration and effective communication	Restoring Respect Conference (co-sponsored by SDCCD) offered annually  Events per year 2016/17 - 40 2017/18 - 23 2018/19 - 31 2019/20 - 10 (converted to online in spring) 2020/21 - 100+	Professional Development Committee  PD/FLEX Coordinator [R]	2016/17 – 2020/21	<ul style="list-style-type: none"> <li>Collegiality, Civility and Ethical Leadership - Faculty Leadership Academy Agenda: <a href="#">Spring 2016</a></li> <li>2016/17: Fall 2016: Building On Success Through Excellence (200+ attendees) &amp; Spring 2017: Getting Ready for Accreditation (200+ attendees)</li> <li>Restoring Respect Conference established and offered annually (co-sponsored by SDCCD); <a href="#">2018 - 2020</a></li> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2020/21</a></li> </ul>

Support innovative ideas that improve efficiency, student success and improve collaboration  Develop Innovation Grants  [Complete]	Innovation Grants submitted and approved	Communication of grants provided	Office of the President  VPSS  PIO  SDCCE Foundation Director	2016-2018	<ul style="list-style-type: none"> <li>President's Grants for Innovation and Equity process implemented for three years and then strategically built into the integrated planning and resource allocation process that allowed people to have input into how resources are allocated as a mechanism to incentivize innovation: <a href="#">2017 flyer</a> – <a href="#">2018 flyer</a> <ul style="list-style-type: none"> <li>Highlight on four <a href="#">2016</a> awardees: 1) Online Automotive Theory Pilot; 2) Student-Centered SDCCE Policy and Procedures Materials; 3) Introducing E-Portfolios for Faculty and Student Success; and 4) Voices of SDCCE</li> <li>Highlight on five <a href="#">2017</a> awardees: 1) Open House Days; 2) Incorporating Entrepreneurial Thinking into Vocational Curriculum; 3) Technology for English Language Learner Digital Literacy; 4) Operation Outreach; and 5) Community Graduation Celebration</li> </ul> </li> <li>Highlight: Incorporating Entrepreneurial Thinking into the Vocational Curriculum <a href="#">Conference</a> result of funding from the President's Innovation Grant Program, Spring 2018</li> </ul>
<b>Objective 2.2 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years (AP2.2) [Complete/In progress]</b>					
Develop interdisciplinary integration plan that Identifies programs to explore interdisciplinary collaboration and promote programs from one discipline in the classes of other disciplines [AP]  [Complete]	Increased Interdisciplinary collaboration	<p>Implemented interdisciplinary integration plan</p> <p>Implementation of one program per discipline completed</p> <p>In spring 2020 (end of term), 74% of ABE students and 10% of ASE students were co-enrolled in CTE; an increase from spring 2018 (end of term) for ABE (3%) and ASE (6%)</p>	<p>Instructional Deans [R]</p> <p>Program Chairs</p>	2016/17-2020/21	<ul style="list-style-type: none"> <li>WIOA IET Pathways established, Developed VESL Cluster courses and IET Plan between ESL and CTE Programs, IET Plan submitted in <a href="#">Spring 2019</a> and <a href="#">Spring 2020</a></li> <li>IET PowerPoint: <a href="#">April 2020</a></li> <li>In Spring 2020, collaboration is established to grow and message IET opportunities for students based on pathways, <a href="#">April 2020 minutes</a></li> <li>Ongoing data supports IET pathway establishment, Co-Enrollment Reports, <a href="#">Spring 2021</a> - <a href="#">Fall 2020</a> - <a href="#">Spring 2020</a> - <a href="#">July 2019</a> - <a href="#">Late Spring 2019</a> - <a href="#">Early Spring 2019</a> - <a href="#">Fall 2018</a> - <a href="#">Spring 2018</a> - <a href="#">Fall 2017</a></li> <li><a href="#">New WIOA Comprehensive Integrated Plan</a> established in Spring 2021 (TBD); Goals established based on student data</li> <li>Basic Skills Committee minutes Interdisciplinary Collaboration: <a href="#">October 2017</a></li> <li>Healthcare careers regularly works with ESL in scheduling and promoting Healthcare programs: <a href="#">Spring 2020</a></li> <li>Department Highlight: Automotive and Skilled and Technical Trades programs are currently in discussion with the ESL and ABE/ASE programs regarding additional vocational ESL and vocational ABE programing; Skilled and Technical Trades programs are exploring cross program collaboration with the Digital Media and Information Technology programs as coding and basic information technology familiarity is becoming more prevalent within the trades field, 2019/20</li> <li>Department Highlight: The Small Business Planning programs and Project Management Courses have become active partners with SDCCE's Clothing and Textile Arts programs; Students are encouraged and assisted in crossing between the two disciplines,</li> </ul>

					<p>particularly those students within Clothing and Textile Arts programs who wish to develop small businesses; Maker-centered learning is a focus within the Clothing and Textile Arts programs and during the Fall 2019 semester, the program co-authored a grant proposal with Business and Accounting program faculty to become host sites for an inaugural Maker Fellow program sponsored by Citizen Schools and AmeriCorps; SDCCE was awarded two Maker Fellows from this program whom will be hosted by SDCCE in Fall 2020; Work will be grounded in maker-centered learning</p> <ul style="list-style-type: none"> <li>IET coordination with ARC Pathways Subcommittee minutes: <a href="#">April 2020</a> – Document presented to ARC May 2020</li> </ul>
<p>Develop integration plan that identifies programs to explore CTE and Contract Ed/ Community Ed collaborations <b>[AP]</b></p> <p>[In Progress]</p>	Increased CTE & Contract Ed/ Community Ed collaboration	<p>Integration Documents</p> <p>Contract Education/ETI – Increase in contracts and scale:</p> <p><u>2019/20</u></p> <p>Contract: Miramar Brig Amount of Contract: \$227,560 Classes: HVAC, Plumbing, Business, 2 OSHA, HAZWOPER # of Students per class: 20</p> <p><u>2020/21</u></p> <p>Contract: Miramar Brig Amount of Contract: \$248,906 Classes: HVAC, Business, Basic Upholstery, Basic Sewing # of Students per class: 10</p> <p>Contract: Pendleton Brig Amount of Contract: \$192,000 Classes: Welding, Business, MC3 Carpentry # of Students per class: welding is 10 the other two are 20</p> <p>Community Education Program integration increase / career education collaborations (% of all Comm. Ed. classes:</p> <p>2016 - 16%    2017 - 11% 2018 - 19%    2019 - 42% 2020 – Program on hold-Covid</p>	<p>Community Education Dean [R]</p> <p>Foundation/Contract Education Director [R]</p> <p>Instructional Deans</p> <p>Program Chairs</p>	<p>2016</p> <p>Extended to 2024</p>	<ul style="list-style-type: none"> <li>Community Education, Contract Education and Fee Based Education are three dynamic programs that fulfill the mission of SDCCE around workforce development and winning jobs, and address the needs of the students and community members in a myriad of ways; These programs offer the SDCCE faculty the opportunity to work in within the Foundation for additional income and offer a creative opportunity to support the pedagogic interests of our faculty and staff; SDCCE has made significant strides over the past four years through deliberate integrated strategic planning efforts to further integration of FTES generating course offerings with these three supplemental types of instructional programming: <a href="#">Detail of integration, Spring 2020</a></li> <li>Contract Education is utilized as a tool for faculty recruitment for specialized technical programs: hired two SDCCE contract education faculty, recruited through Foundation in 2019/20</li> <li>Contract Education is focused on scaling up the program through increased number of contracts of both large and small sizes – <a href="#">2019/20 – 2020/21 Contract List</a></li> <li>Community Education is aligning more of its' <a href="#">offerings</a> to career education programming and collaborating with SDCCE programs; however, due to Covid-19, the program status was 'on hold' from Spring 2019 – Spring 2020</li> <li>Community Education dean had meetings with each career education dean and program chairs of two programs to develop courses for Summer 2020 as feeders into career education classes; Plans are currently on hold due to the COVID pandemic</li> </ul>
<p><b>Objective 2.3 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate (AP2.3) [Complete/In progress]</b></p> <p>Evidence: TBD</p>					

<p>Create master calendar of industry advisory and community meetings and hold strategic planning community meetings</p> <p>[In progress]</p>	<p>Schedule of current industry advisory meetings available to SDCCE community</p>	<p>Schedule of industry advisory meetings</p>	<p>Program Activity Manager</p> <p>Work Based Learning Coordinator [R]</p>	<p>2016/17 2021/22</p>	<ul style="list-style-type: none"> <li>Series of community planning meetings: community meeting with counselors from different colleges, annual advisory meetings at district level, ongoing SDCCE Foundation advisory meetings, <a href="#">Auto and Noncredit Workforce advisory</a> meetings; <a href="#">Spring 2019</a> SDCCE-hosted Community Summit on Education and Homeless at ECC</li> <li>Hired WBL coordinators in July 2019 to standardize and centralize administration of CTE advisory boards</li> <li>Deliberate efforts are being taken to strengthen the value of industry advisory boards; for example: the Automotive, and Skilled and Technical Trades programs utilized their advisory board in the curriculum development process in 2019/20, with distance education being incorporated into the majority of these programs' curriculum. - <a href="#">Advisory board minutes</a></li> <li>List of industry advisory board members has been created and will be updated annually: <a href="#">2020/21</a></li> <li>Access to add Advisory Board meetings to the SDCCE Master Calendar was granted in spring 2021. Meetings will be added regularly beginning in Fall 2021</li> </ul>
<p>Create list of current partnerships by type</p> <p>[Complete]</p>	<p>Increase in the number of documented partnerships by type</p>	<p>Number of partnerships by type</p>	<p>Accreditation workgroup</p>	<p>2016/17</p>	<ul style="list-style-type: none"> <li>Community partnerships list created for and embedded in 2016 Self Study Report</li> </ul>
<p>Invite community groups to SDCCE events, and to use facilities to provide additional avenues to promote SDCCE programs; Examples: Resource Fair, Open house</p> <p>Identify associated costs and appropriate budget [AP]</p> <p>[In progress]</p>	<p>Increase in use of facilities by community groups</p> <p>Increase in the opportunities for community leaders/ partners to learn about our programs and participate in SDCCE events</p>	<p>Programs promoted through community meetings</p> <p>At least 159 on-campus community events and outreach over the past three years: 2017/18 - 25 2018/19 - 54 2019/20 – 80 2020/21 – Cancelled due to Covid campus closures</p>	<p>VPI/VPSS</p> <p>Deans</p> <p>Program Chairs</p> <p>Administrative Services Supervisor [R]</p> <p>Dean Student Equity/Outreach [R]</p> <p>Dean C&amp;CT [R]</p>	<p>2017/18 - 2021/22</p>	<ul style="list-style-type: none"> <li>List of community events and community outreach at SDCCE campuses: <a href="#">2017-2020</a></li> <li>City of San Diego Library Use <a href="#">Agreement</a></li> <li>News Room: SDCCE Encourages Community Collaboration to Support Disconnected Youth: <a href="#">October 2019</a></li> <li>Presidents Message: Community Partnership Events: <a href="#">May 2019</a></li> <li>SDCEats! - sponsors, community partners <a href="#">flyer</a></li> <li>West City open house for Point Loma community: <a href="#">January 2020</a></li> <li>Department Highlight: Outreach Department Community Partners, Second Chance, Metro Career Centers, San Diego Libraries, Neighborhood House Association, PACT, La Maestra Community Clinic, Community Collaborations, CoreCivic, Youth Assistance Coalition: <a href="#">August 2019</a></li> <li>District Collaboration, Career Fest: <a href="#">April 14, 2021</a></li> <li>Cyber Security Career Event: <a href="#">July 8, 2020</a></li> <li>Stem Career Event: <a href="#">November 30 – December 17, 2020</a></li> <li>Outreach plan to integrate Outreach as a part of Industry Advisory Committees sharing strategies and providing continuous updates: <a href="#">Fall 2018 to Spring 2020</a></li> <li>Outreach Report mid-year: <a href="#">August 2019</a></li> <li>Outreach Scope-of-Work: <a href="#">Spring 2020</a></li> <li>SDCCE regularly hosts counselor luncheons, advisory committee meetings, SDCCE Foundation board meetings, community-based ECC Historical Preservation Committee meetings, SDCCD meetings</li> </ul>

					<ul style="list-style-type: none"> <li>In 2019/20, with wide community participation, SDCCE hosted the 2nd Annual <a href="#">Apprenticeship and Vocational Training Career EXPO</a> for students with Assembly member Dr. Shirley Weber, the 4th Annual <a href="#">Careers in Public Service</a> student event with San Diego City Council member Monica Montgomery (see event <a href="#">agenda</a>), and the <a href="#">Coretta Scott King Inaugural Benefit</a> to support the historic preservation of ECC</li> <li>2020/21: Regular institution-wide events: fall and spring campus forums, <a href="#">Annual Faculty Appreciation Week</a> and <a href="#">classified professional appreciation events</a>, <a href="#">fall Convocation</a>, <a href="#">Spring Convocation</a>, <a href="#">Flex Days</a> and <a href="#">Institutional Day</a>, <a href="#">Stars on the Rise scholarship</a>, <a href="#">Townhalls</a>, <a href="#">Cultural Appreciation Events</a></li> <li>Community events were largely cancelled for in person due to Covid, between spring 2020 and fall 2021; however SDCCE sponsored a vaccine site at ECC in <a href="#">spring 2021</a>.</li> </ul>
<p>Formalize current informal relationships with business and community groups <b>[AP]</b></p> <p><a href="#">[In Progress]</a></p>	Increased collaboration with community partners	<p>Formal collaborative projects defined</p> <p>List of community partnerships Counts:</p> <p>2016/17 - 35 2017/18 – n/a 2018/19 – 78 2019/20 – n/a 2020/21 – n/a</p>	<p>Deans</p> <p>Program Chairs</p> <p>PIO [R]</p> <p>Program Activity Manager [R]</p> <p>Dean C&amp;CT [R]</p> <p>Dean Student Equity/Outreach [R]</p>	Fall 2018 – 2021/22	<ul style="list-style-type: none"> <li>Community partnerships list created for and embedded in 2016 Self Study Report; Thereafter, community partnerships list reduced and published in SDCCE Fast Facts: <a href="#">2016/17</a> - <a href="#">2018/19</a> and individually by program: R<sup>2</sup>S partners <a href="#">list</a></li> <li>Farm to Family Fair and accompanying Resource and Health Fair partnership established in 2018/19 with SDCCE Foundation - New community partners were added in March 2019: Good Health-Long Life, Susan G. Komen Circle of Promise and Kaiser Permanente: <a href="#">Spring 2019</a></li> <li>SDCEats! on-campus food pantry established at ECC <a href="#">Spring 2019</a> and continued partnerships to support students during the COVID campus closures in <a href="#">May 2020</a></li> <li>City of San Diego Library Use <a href="#">Agreement</a></li> <li>Highlight: In 2016/17, SDCCE began partnering with the San Diego Rescue Mission to provide ESL, parenting, CTE, and HSD courses to mission clients; In 2017/18, SDCCE expanded the partnership by including the SWP to provide job training and placement services for homeless residents of our community, <a href="#">Newsroom</a>.</li> <li>Highlight: SDCCE was awarded the prestigious League for Innovation in Community Colleges 2018 Innovation of the Year Award for partnering with San Diego Rescue Mission in the R<sup>2</sup>S Pathways pilot program, <a href="#">Newsroom</a></li> </ul>
<p>Incorporate statement of the Mission and Vision during all community and advisory meetings <b>[AP]</b></p> <p><a href="#">[Complete]</a></p>	Community awareness of SDCCE's Mission and Vision	Mission added to all SDCCE committee agendas	<p>Committee Chairs - communicated through VP's</p> <p>Academic and Classified senates</p> <p>President's Office</p>	Spring 2017 - 2019/20	<ul style="list-style-type: none"> <li>Mission added to the Committee <a href="#">Agenda template</a> and <a href="#">Minutes template</a> in 2016</li> <li>Regular <a href="#">reminders to utilize template</a> and review SDCCE and committee mission statements</li> <li>Mission regularly reviewed at large events: <a href="#">Fall 2018 Convocation</a> - <a href="#">Spring 2019 Institutional Day</a> - <a href="#">Spring 2020 Institutional Day</a></li> </ul>

Develop resource centers and collaborate with like community organizations  [Complete]	Newly active resource centers  Additional collaborations with community organizations	SDG2CC Centers established  6 active resource centers  Community collaboration established	Dean C&CT	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: About R<sup>2</sup>S and development of Resource Centers: <a href="#">Fall 2017</a> - Fluid Outreach Plan: <a href="#">Fall 2018 to Spring 2020</a></li> <li>Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>Acting Dean C&amp;CT hired <a href="#">September 2018</a>; Job Developers Hired <a href="#">Fall 2019</a>; Permanent Dean C&amp;CT hired <a href="#">January 2019</a></li> <li>San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>SDG2CC Centers expanded to 6 SDCCE campuses by <a href="#">2019/20</a></li> <li>SDG2CC website launched: <a href="#">2019/20</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> </ul>
<b>Objective 2.4 Create a plan for program specific marketing and branding in coordination with the restructuring of the marketing committee to respond and support the creation of a SDCCE brand and marketing [Complete]</b>					
Initial plan for program specific marketing and branding in coordination with the restructuring of the marketing committee to respond and support the creation of a SDCCE brand and marketing  [Complete]	Needs assessed  Marketing tied to Student Success	Plan developed  Marketing Committee restructured	PIO  VPSS  ARC Committee	2018/19- 2019/20	<ul style="list-style-type: none"> <li>Market Analysis and Opportunity <a href="#">Assessment</a></li> <li>SWP funded bench marketing and locations. <a href="#">Spring 2019</a></li> <li>SWP funded Radio marketing plan: <a href="#">Summer and Fall 2018</a></li> <li>Marketing Committee merged with ARC Committee in Spring 2020; A sub-committee was created called Outreach and Marketing Sub-Committee</li> </ul>
<b>Objective 2.5 Create an infrastructure and process for informing internal staff &amp; faculty of new programs and services including the utilization of the new ERP student Dashboard as a point of reference to provide information to students (AP2.1) [Complete]</b>					
Develop a process, associated infrastructure, and implement [AP]  [Complete]	Staff and all faculty are better informed about programs and accurate information disseminated to prospective students  Students have around-the-clock access to their personal and academic information from any internet-accessible electronic device	100% of constituents notified of new programs  Using the Student Portal, Dashboard, or Student Quick Links, students can: <ul style="list-style-type: none"> <li>Self-enroll in class</li> <li>See the online class schedule</li> <li>See credits and grades as soon as the instructor reports them</li> <li>Access their automated Education Plan</li> <li>Print unofficial transcripts for both SDCCE and SDCCE High School</li> </ul>	President  VPs  Academic Senate  Classified Senate  ASB	2017/18 – 2020/21	Faculty/Staff: <ul style="list-style-type: none"> <li>Instructional deans notify Dean Counseling of new programs to be communicated to students; the Academic Senate announces <a href="#">new programs</a>, activities, and <a href="#">trainings</a></li> <li>Student services included in distribution of information on program approval from the state and enrollment scheduling documents</li> <li>The SDCCE President began a <a href="#">blog</a> in 2018 and the <a href="#">SDCCE newsroom website</a> is regularly updated with videos and stories</li> <li>Weekly messages from the president began in 2018/19 and include programming updates (<a href="#">June 2019</a>, <a href="#">May 2020</a>), <a href="#">new hires</a>, current events at SDCCE, <a href="#">trainings</a>, <a href="#">research and planning updates</a>, community events and partnerships (<a href="#">June 2019 - August 2019</a> - <a href="#">February 2020</a>), and commencement information (<a href="#">May 2021</a>)</li> <li>The SDCCE President regularly sends advisories of SDCCE media coverage (<a href="#">January 2020</a>, <a href="#">May 2021</a>) and <a href="#">program and student successes</a> as they occur</li> </ul>



		<ul style="list-style-type: none"> <li>• Access the automated degree/certificate completion process</li> <li>• See the Academic and Event calendars</li> </ul>			<ul style="list-style-type: none"> <li>• SDCCE Newsletters were increased to bi-monthly - <a href="#">November 2018</a>, <a href="#">March 2019</a>, <a href="#">January 2020</a>, <a href="#">May 2021</a></li> <li>• The Accreditation Sub-Committee (beginning in 2018) distributes a newsletter each term to inform about accreditation activities: <a href="#">May 2018</a> - <a href="#">November 2018</a> - <a href="#">May 2019</a> - <a href="#">January 2020</a></li> <li>• The PRIE Office (beginning in 2017) distributes a newsletter each term that informs constituents about integrated planning, research and accreditation: <a href="#">January 2017</a> - <a href="#">April 2017</a> - <a href="#">December 2017</a> - <a href="#">June 2018</a> - <a href="#">December 2018</a> - <a href="#">June 2019</a> - <a href="#">April 2020</a></li> <li>• Classified Senate implemented <a href="#">STAR</a> awards showcasing the good work of classified professionals and their impact on the institution in 2018 and 2019</li> <li>• In 2020, Academic and Classified senates implemented online <a href="#">kudos</a> to showcase the good work of both classified professionals and faculty, and in 2021 opened the People's Choice Awards to all employees: <a href="#">2021</a></li> <li>• Messages from the District supplement SDCCE information and include fiscal updates from the Chancellor: <a href="#">May 2017</a> - <a href="#">May 2019</a> - <a href="#">January 2020</a> - <a href="#">May 2020</a> - <a href="#">May 2021</a> and news from <a href="#">instructional services</a> and student services</li> <li>• Special communication channels are added as needed: <ul style="list-style-type: none"> <li>○ Campus Solutions was implemented in 2018 in phases. District student services provided <a href="#">updates</a> on planning and processes; <a href="#">faculty and student training</a>; Implementation modifications and fixes were communicated first weekly and now monthly - <a href="#">June 2019</a> - <a href="#">August 2019</a> - <a href="#">December 2019</a> - <a href="#">March 2020</a> - <a href="#">May 2020</a></li> <li>○ Between April and September 2020, the SDCCE president, vice presidents, senate presidents, and ASB president provided a <a href="#">series of town halls</a>, <a href="#">SDCCE in Focus</a>, via Zoom for important updates to the SDCCE community during the COVID-19 pandemic and campus closures focused on off-campus learning and campus updates; social justice and compassionate conversations; and a student focused town hall. The Classified Senate also held a town hall in April</li> <li>○ A series of COVID-19 messages from the chancellor to guide SDCCD institutions and constituents, <a href="#">Spring 2020</a>, and CANVAS information from <a href="#">District Instructional Services</a></li> </ul> </li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• In 2015, SDCCD began its transition to PeopleSoft Enterprise Resources Planning (ERP), an integrated database system consisting of the Finance Management (FM) system with applications for financial accounting, the Human Capital Management (HCM) system with applications for human resources and payroll, and the Campus Solutions (CS) system with applications for student and instructional services; Campus Solutions, which includes applications for student registration and</li> </ul>
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					<p>recordkeeping, enrollment reporting, and academic advising, has been implemented incrementally to allow time for proper configuration and the simultaneous phasing out of the highly customized Integrated Student Information System (ISIS)</p> <ul style="list-style-type: none"> <li>On May 20, 2019, SDCCE began implementing Campus Solutions, which now provides students their portal via the SDCCE Student Dashboard and Student Quick Links; students can now self-enroll in class, see the online class schedule, see credits and grades as soon as the instructor reports them, access their automated <a href="#">Education Plan</a>, print unofficial transcripts for both SDCCE and SDCCE High School, access the automated degree/certificate completion process, and see the Academic and Event calendars; Job Aids explain how to carry out these tasks screen-by-screen to make the student experience easier; the SDCCE <a href="#">registration website</a> has been updated to access Campus Solutions automatically</li> </ul>
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### Institutional Goal 3

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

##### **Objective 3.1 Increase students transitioning from SDCCE to the colleges by 5% annually [Ongoing/In progress]**

Evidence: While overall proportion of SDCCE students in SDCCD credit colleges has not increased between [2016/17 and 2018/19](#) (2019/20 FTES TBD), pockets of students have increased through new articulation agreements and Promise (see below); Overall growth targets across the District have been reduced. SDCCD IR is creating a SDCCE to College CTE Transitions Credit by Exam Outcomes report to help shed light on the number of students receiving credit by transitioning to college, which will be available in Fall 2021.

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Review current articulation agreements and processes  [Ongoing]	All articulation agreements (AA) reviewed  Renewal timeline developed and process explored and documented	Overarching processes documented	District Instructional Services  SDCCE Curriculum Analyst [R]	2016/17  2019/2020 2020/2021  Ongoing	<ul style="list-style-type: none"> <li>SDCCE Instructional Services and SDCCE Student Services meet regularly with District Instructional Services Career Technical Education (CTE) Transitions division to review current credit by exam (articulation of <a href="#">SDCCD college credit</a>) in processes, identify positive/pain point, develop action plan to improve processes and student participating in agreement – 2020/21 progress</li> </ul>
Create new articulation agreements  [Ongoing]	Increase the number of articulation agreements with SDCCD  Increase the number of articulation agreements outside of SDCCD	SDCCD articulation agreements (AA) increase 2% (AA in year 1 – AA in year 5 divided by AA in year 5)	Curriculum Analyst [R]	2016/17 Ongoing	<ul style="list-style-type: none"> <li>From 2016/17 to 2019/20, a total of 7 new agreements were created, approved and implemented</li> <li>2020/21 - No new agreements created</li> </ul>
Advertise articulated courses (programs) through mixed modes  [Ongoing]	Articulated courses advertised in printed schedule and on website	Number of articulated courses (programs) advertised in printed schedule	Curriculum Analyst [R]	2017/18 Ongoing	<ul style="list-style-type: none"> <li>SDCCE Catalog: Effective 2020/21 catalog Credit By Exam agreement list included in catalog: <a href="#">2020/21</a></li> <li>Statements included in printed class schedule noting eligibility for college credit for credit by exam courses</li> </ul>

		Number of articulated courses (programs) advertised on website - articulated courses to City, Mesa, and Miramar (duplicated by college): In 2019/20: 43 In 2020/21: 44			<ul style="list-style-type: none"> <li>SDCCE credit by exam listed under Counseling and Support Services</li> <li>District CTE Transitions maintains a <a href="#">website</a> listing all agreements, form and agreement process: <a href="#">2019/20</a></li> <li>Master List of CE to SDCCD agreements: <a href="#">2019/20</a> - <a href="#">2020/21</a></li> </ul>
Create and implement a tracking mechanism for articulation submissions  [In progress]	Articulation documentation system designed to efficiently and accurately track submissions	Number of articulation submissions documented  Feedback from users on accuracy, efficiency, and potential improvements to the process/system	Curriculum Analyst [R]	2019/20 – 2021/22	<ul style="list-style-type: none"> <li>In 2019/20, this is currently a manual process. Research currently occurring as to how to include noncredit-to-college credit by exam process in PeopleSoft's Campus Solutions</li> <li>In <a href="#">2020/2021</a>, District discussions are occurring amongst various District stakeholders, CE Instructional Services, and CE Student Services to explore if possible to implement a process in Campus Solutions.</li> <li>Throughout 2020/21, SDCCE Student Services and Instructional Services team meetings with SDCCD Career Education &amp; Workforce Development continue on a regular basis</li> </ul>
Identify Transition Option for all three pathways: CTE, ESL, HSD  [Ongoing]	Increase of the number of applicants and participants in the College Promise program	2016/17: 186 participants; 26 are prior CE 2017/18: 543 participants; 63 are prior CE 2018/19: 2,041 participants; 67 are prior CE 2019/20: TBD	VPSS  Dean C&CT [R]	2016/17 Ongoing	<ul style="list-style-type: none"> <li>SDCCD started the Promise Program as a small pilot program in 2016 to provide financial assistance and student services to support first time, full-time students for their first year in college; In 2017 and 2018 the program was expanded allowing more students to participate; Participation and outcomes are produced each year by the District Office of Institutional Effectiveness (combined): <a href="#">2016/17-2018/19</a></li> </ul>
Create, post and distribute college pathway marketing materials  [Ongoing]	Students have easy access to discover college options that pertain to their pathway	Printed materials  Promotion in college/SDCCE schedules  Use of social media to market	PIO  Dean C&CT [R]	2017/18 Ongoing	<ul style="list-style-type: none"> <li>College pathway examples for career training, basic skills and ESL have been promoted in the credit college schedules each semester for the past three years (2017/18-2019/20); A separate, stand-alone printed piece (Q= 10,000) was distributed to SDCCE campuses in 2019</li> <li>Between 2017 and 2020, regular reminders about students who have transitioned to credit college have been shared on SDCCE social media channels and in the SDCCE class schedule</li> </ul>
<b>Objective 3.2 Identify and implement effective strategies, activities, and interventions using data (from new ERP system) and analysis to improve access and persistence (course and program completion) for all SDCCE diversity groups by 5% (overall) annually (AP 1.1) [Complete/Ongoing/In progress]</b> <b>Evidence:</b> Headcount by demographics (including annual increase) - SDCCE Dashboards - SDCCE continues to serve the needs of underrepresented student groups. SDCCE's ethnic breakdown remained stable between 2015/16 and 2019/20 despite reductions in course offerings. The ethnic groups with the largest representation in 2019/20 were Latino and White (36% and 33% respectively). Asian/Pacific Islander students constituted 16% of the student population, while African American and Filipino students represented 7% and 3% (respectively)					
Hire additional Counselors [AP]  [Complete]	All counseling positions filled  Increase the number of counseling staff	7 Counselors hired Fall 2016 2 Counselors hired Fall 2017 Counselor staffing increase 47%	VPSS VPI VPA  Dean Counseling [R]	Fall 2016 & Fall 2017	<ul style="list-style-type: none"> <li>Counselors hired in <a href="#">2016</a> and <a href="#">2017</a></li> </ul>
Student Equity Plan Assessment and yearly development of SSSP	Developed and updated plans	Plans in place	VPSS  Dean Student Equity	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>SEP and SSSP plan developed; BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> </ul>

[Complete]					
<p>Hire additional research staff to lead, manage, and develop institutional data and analysis planning and support [AP]</p> <p>[Complete]</p>	<p>Wider access to data</p> <p>Access and Persistence-specific research conducted over next five years</p>	<p>Full-time PRIE Office staff increased from 3 in 2016 to 4 in Fall 2017</p> <p>Part-time temporary research staff increased from 0 in 2016 to 4 in 2020 (2 are dedicated to a short-term RFP ending in 2022/23)</p> <p>PRIE Website with dashboards and reports</p> <p>Regular and ad hoc reports and projects conducted</p>	Dean PRIE [R]	2016/17 – 2020/21	<ul style="list-style-type: none"> <li>PRIE Office established in 2016/17 with dean, analyst, administrative technician; added research associate in fall 2017; temporary part-time staff varies; .5 SLO/Program Review Coordinator maintained; due to hiring freeze in 2019/20 and 2020/21, further growth for research and planning is on hold; with growth in research requested and data-based planning, further department growth is needed</li> <li>PRIE Office scope expanded in 2018/19 to include accreditation and in 2019/20 to include professional development with a 1.0 Coordinator (split .4 PD coordination under PRIE added to existing .6 FLEX coordination under Office of Instructional Service); A .3 Accreditation/Planning coordinator was onboarded in 2020/21, which is scheduled to be increased to .6 in 2021/22</li> <li>Comprehensive <a href="#">PRIE website</a> established</li> <li><a href="#">Data dashboards</a> developed in 2017/18; updated and new dashboards developed annually</li> <li>Program Review data by population - Disproportionate impact added in Fall 2019</li> <li>Enrollment Management Tallies provided weekly to managers between 2016/17 and 2018/19; on hold in 2019/20 due to Campus Solutions transition</li> <li>2018/19 CTE Enrollment, Retention, and Completion Surveys: <a href="#">PowerPoint</a> - <a href="#">SDCCE Overall</a> - <a href="#">Healthcare</a> - <a href="#">Fashion</a> - <a href="#">Culinary</a> - <a href="#">Skilled Trades</a> - <a href="#">Child Development</a> - <a href="#">BIT</a></li> <li>2019/20 CTE Student Success <a href="#">Focus Groups</a> focus on journey to improve student experience, access and retention</li> <li>Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day Convening</a> - <a href="#">Kickoff event</a> - <a href="#">monthly SDCCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li> <li>Annual Equity Reports: 2018/19 <a href="#">Retention</a> - <a href="#">Transition</a> - <a href="#">Completion</a>; <a href="#">2019/20 Report</a></li> </ul>
<p>Provide Professional Development activities to faculty, counselors, and staff to maximize student persistence [AP]</p> <p>[Ongoing]</p>	<p>Offer workshops and/or mentor opportunities to improve persistence in programs</p>	<p>Professional Development workshops on retention and persistence</p> <p>Passport to Success Attendees: 2016/17 – 2020/21 – 176 Contract faculty – 74 Adjunct faculty – 24 Classified professionals – 65 Administrators - 2</p>	<p>VPSS</p> <p>VPI</p> <p>VPA</p> <p>PD/FLEX Coordinator [R]</p>	2016/17 Ongoing	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2020/21</a></li> <li>Annual Passport to Success onboarding program now for all staff: <a href="#">Fall 2019</a>, <a href="#">Spring 2019</a>, <a href="#">Fall 2017</a></li> <li><a href="#">Five Day Experiential Learning Institute (FELI)</a> for employees; Employee version of Career and College Readiness course offered to students: <a href="#">August 2019 media</a></li> <li>Teaching and Learning Collaborative (TLC) for faculty: <a href="#">2019 flyer with schedule</a> - <a href="#">Innovative Practices Conference 2019</a></li> <li>Flex Days events: <a href="#">Schedule Spring 2019</a></li> </ul>

		<p>2016/17 – 2020/21 10 instructors/counselors trained to teach Career and College Readiness course to 1,000 students</p> <p>2016/17 – 2019/20 Employee FELI taught to 134 faculty/ counselors, administrators, classified professionals by 2019/20 (FELI on hold in 2020/21 due to pandemic)</p> <p>25 faculty attended the SWP Faculty Institute in Spring and Summer 2020-A second Faculty Institute is scheduled for Spring 2022.</p>			<ul style="list-style-type: none"><li>Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day Convening</a> - <a href="#">Kickoff event- monthly SDCCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li><li><a href="#">SDCCE Fall 2018 Convocation</a>, <a href="#">Spring 2018 Institution Day</a>, <a href="#">Spring 2019 Institution Day</a>, <a href="#">Spring 2020 Flex Day</a> events focus on 7 Pillars to support students and student success</li><li>ESL Learner Persistence Committee meets on average 7 times per year since 2015/16</li><li>WIOA Technology and Distance Learning Plan: <a href="#">2019/20</a> focus on increasing use of and training for Canvas LMS</li></ul>															
Determine method, infrastructure and funding to provide parents with childcare issues <b>[AP]</b> <a href="#">[In progress]</a>	Increased access and persistence	Increase in FTES	Dean ESL [R]  Dean Student Equity [R]	2019/20 – 2021/22	<ul style="list-style-type: none"><li>ESL established outreach to Marshall Elementary and Refugee Net to provide an onsite ESL/family literacy class on the Marshall campus in March 2020; however, this project was suspended due to Covid. The ESL department pivoted to development of an online family literacy/ESL class, which will extend the class reach to parents across the region, while also supporting childcare and transportation barriers</li><li><a href="#">CalWORKs Supportive Services</a> provides assistance with securing childcare; CalWORKs transitioned to <a href="#">online support during COVID campus closures</a> - <a href="#">May 2020 communication</a></li></ul>															
Pursue additional grant funds to support improvement of student access and persistence  <a href="#">[Ongoing]</a>	Additional grants approved	<p><u>Total \$51,179,942</u></p> <table><tr><td>2016/17</td><td>11</td><td>\$11,773,738</td></tr><tr><td>2017/18</td><td>17</td><td>\$12,455,402</td></tr><tr><td>2018/19</td><td>14</td><td>\$13,165,302</td></tr><tr><td>2019/20</td><td>11</td><td>\$13,785,500</td></tr><tr><td>2020/21</td><td>-</td><td>TBD</td></tr></table>	2016/17	11	\$11,773,738	2017/18	17	\$12,455,402	2018/19	14	\$13,165,302	2019/20	11	\$13,785,500	2020/21	-	TBD	Special Projects Manager [R]  Accounting Supervisor [R]	2016/17 Ongoing	<ul style="list-style-type: none"><li>Access and persistence-related grants awarded annually: <a href="#">Grant List</a></li><li>Highlight: Lucky Duck Foundation Grant to Support Homeless Adult Students \$200,000: Spring 2020 President’s message - <a href="#">Times of San Diego</a></li><li>2020 COVID response highlight: R²S is launching TAP, <a href="#">Technology Access Project</a>, a program providing students laptops to increase access and completion of Distance Education (remote and online) courses and programs - <a href="#">TAP FAQs</a>; With support from SDG2CC, SDCCE Foundation, Student Equity Plan, and a combination of grant funding, over 1,000 laptops were distributed to students: <a href="#">SDCCE Delivers To Students!</a> - <a href="#">Spring 2020 Announcement Laptop Covid Grant, April 2020</a></li></ul>
2016/17	11	\$11,773,738																		
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2019/20	11	\$13,785,500																		
2020/21	-	TBD																		

Streamline application and enrollment processes for students <b>[AP]</b>  [Ongoing]  [Added in 2020]	Student-centered processes in place leading to increased ease of enrollment  In-time COVID re-structuring of processes  Post-COVID student-centered standardization of processes	Touch of a button services: Student Services website live links; virtual student services center; Campus Solutions one-click CE Enroll and automatic term activation for students  Student FAQs/Step-by-Step Directions  Pathways Navigation Comprehensive In-take form	VPSS  VPIS  Student Service Supervisor [R]  Senior Office Managers  Dean C&CT [R]	Summer 2020 - 2023/24	<ul style="list-style-type: none"> <li>Student services <a href="#">website</a> live links with Virtual Student Services Center implemented in <a href="#">Summer 2020</a></li> <li>Student FAQ word doc</li> <li>What We Did for Summer 20 and Fall 20 (SRL's slide)</li> <li>Spring 2021 Plan (SRL's slide)</li> </ul>
Utilize student user data to update SDCCE webpages for students <b>[AP]</b>  [In progress]  [Added in 2020]	Improved usability of website for current and prospective students based on direct usage information	Project Charter and funding for User Interface Research Project  SDCCE-based student webpages modified based on results	PIO [R]	2020 – Dec 2021	<ul style="list-style-type: none"> <li>2020 <a href="#">Project Charter</a> established and SWP regional funding secured</li> <li>2020/21 <a href="#">Pathways mapping</a> of career pathways to programs and courses.</li> <li>2020/21 <a href="#">Pathways surveys</a> for website information accessibility</li> </ul>
Provide access to accurate completion data to support student employment needs <b>[AP]</b>  [Ongoing]  [Added in 2020]	Students will be connected to employment for their chosen career pathways  Job Developers will be able to support students in obtaining their career goals  C&CT will be able to provide more career services and resources for employment opportunities	# of students placed in employment opportunities  # of students assisted by JDs  # of C&CT activities offered (employer spotlights, hiring events, workshops)	Dean C&CT [R]	2020/21 Ongoing	<ul style="list-style-type: none"> <li>Job placement form</li> <li>Student Tracking Sheet in SARS</li> <li>Flyers/DL announcements/Employment Spotlight <a href="#">events</a></li> <li>Student Registration log for Employment Spotlight</li> <li>Workbased-learning data outcomes based on Campus Solutions code (SB21)</li> </ul>
Host Faculty Institute 2022 (Year 2) <b>[AP]</b>  [In Progress]  [Added in 2020]	Faculty engaged in clearly defined strategies to attain classroom retention  Faculty gain skills analyzing classroom data and building retention strategies for their classroom	Faculty Coordinator hired (Fall 2021)  # of participants in Institute (Spring 2022)  # of data sheets produced  # of group workshops held	Lead CTE Dean (project lead)  Faculty Coordinator [R]  PRIE	Planning 2020/21  Produce data and recruit Fall 2021  Launch spring 2022	<ul style="list-style-type: none"> <li>Fall 21 - Faculty Coordinator hired</li> </ul>



		# of faculty action plans developed			
Continue developing interventions and activities with targeted student populations to break down barriers to completion (learning communities) <b>[AP]</b>  [Ongoing]  [Added in 2020]	Students in Learning Communities supported from enrollment to completion  Mirrored work based on best practices  Support services built around disproportionately impacted populations	X% of SDG2CC students with positive outcomes (HSD, HS Equivalency, CTE completion, employment/internship placement, Promise scholarship, enrolled in credit)  80% of R <sup>2</sup> S PATHWAYS students with positive outcomes (CTE retention, completion, employment placement, work readiness, internship)	Dean C&CT [R]  Dean Student Equity [R]	2019/20 Ongoing  2020/21 Ongoing	<ul style="list-style-type: none"> <li>In 2016/17, Counseling Resource Centers and Outreach Services were developed in support of student success. In 2017/18, SDCCE reconsidered its equity work. R<sup>2</sup>S was designed and implemented in recognition that addressing students' needs under the seven institutional pillars, breaking down student barriers to success, and embedding and interweaving equity and inclusion into the fabric of the institution is key to systemic and sustainable change. R<sup>2</sup>S oversees Outreach Services and R<sup>2</sup>S Centers, CalWORKs, R<sup>2</sup>S PATHWAYS, <a href="#">SDCEats!</a>, and TAP.</li> <li>R<sup>2</sup>S PATHWAYS <a href="#">Quarterly Reporting</a> - <a href="#">Perkins 2019/20 Report</a> - <a href="#">SEA Annual Report</a></li> <li>SDG2CC <a href="#">Demographics</a> (October 2019) – <a href="#">Outcomes</a> (August 2020)</li> </ul>
Support the use of enrollment data <b>[AP]</b>  [Ongoing]  [Added in 2020]	Increased knowledge around enrollment management to support effective programming and scheduling	Participation on District-led Enrollment Management Workshops  Districtwide Enrollment Management Dashboard implemented that supports SDCCE needs  Provide assistance in using enrollment management data	VPI [R]  PRIE [R]  Student Services and Instructional Services staff  Instructional Deans	2019/20 Ongoing	<ul style="list-style-type: none"> <li>2019/20 Ad Hoc Review/Workshop on using enrollment data (VPI/PRIE)</li> <li>2019/20 VPI/PRIE participation in Districtwide Enrollment Management workshops (District VC-led)</li> <li>2019/20 Contribute to development of Districtwide enrollment management dashboards (all)</li> <li>2019/20 re-envisioning of enrollment management tallies and information post-Campus Solutions implementation (VPI/PRIE)</li> <li>2020/21 development of an Enrollment Management Dashboard (District IR/District SS/PRIE/IS)</li> <li>2020/21: 3 Interdepartmental Meetings to discuss features required and their priority (IS/PRIE)</li> <li>2020/21: 9 Technical Workgroup Meetings to transfer knowledge and discuss feasibility for features requested (District IR/District SS/PRIE/IS)</li> <li>Dashboard Development (District IR); Testing (District IR/PRIE); 2 demonstrations and hands-on sessions in May and June 2021 (District IR/Deans/VPI/VPSS)</li> </ul>
<b>Objective 3.3 Increase student support services and access to those services and resources by 5% within 5 years where needed) (note: orientations based on face-to-face) (AP 1.5)</b> <b>[Complete/Ongoing/In progress]</b> Evidence: TBD					
Identify and plan for online student orientations <b>[AP]</b>  [In progress]	Prospective student increased knowledge in SDCCE programs and services	Prototype orientation video developed as an interim step to the online version  Final video completed  70% implementation of online orientations	Dean Counseling [R]  VPSS	2017/18-2021/22	<ul style="list-style-type: none"> <li>New Student Orientation Video: <a href="#">Spring 2018 planning - Fall 2019 planning</a> - <a href="#">Video outline</a> - <a href="#">Video</a></li> <li>Counselors are revising Counseling and Student Services webpage to include ConexEd Online services in 2020/21</li> <li>Due to the pandemic, Counselors have transitioned to providing orientations via Zoom</li> <li>Many counselors developed their own webpages to provide more direct access to students they service directly, example: North City and CE Mesa Campus Counselor <a href="#">webpage</a> – Computer Information Technology <a href="#">webpage</a></li> </ul>

<p>Create Resource Centers (student equity)</p> <p>Conduct approval of positions, begin hiring process, and select candidates</p> <p>Place hires according to campuses/departments with greatest need based on data</p> <p>[Complete]</p>	<p>Student outreach program established</p> <p>Career and College Transition Centers opened</p> <p>Outreach to students about newly opened centers via R<sup>2</sup>S</p>	<p>R<sup>2</sup>S Outreach Program established</p> <p>Hired Acting Dean C&amp;CT in Fall 2018, Job Developers in Fall 2019, and permanent Dean C&amp;CT in Fall 2019</p> <p>SDG2CC website launched with job developer schedules in Spring 2020</p>	<p>Dean Equity (student outreach) [R]</p> <p>Dean C&amp;CT [R]</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>Outreach program established with Dean Student Equity, outreach coordinators, ambassadors, and mentors; Student ambassadors placed at each campus: <a href="#">About R2S and development of Resource Centers, Fall 2017</a> - Fluid Outreach Plan, <a href="#">Fall 2018 to Spring 2020</a></li> <li>Launch of Student Outreach for SDG2CC Resource Center at ECC: <a href="#">Spring 2017</a></li> <li>Announcement of Acting Dean C&amp;CT: <a href="#">September 2018</a></li> <li>Job Developers Hired: <a href="#">Fall 2019</a></li> <li>Announcement of Dean C&amp;CT Hire: <a href="#">January 2019</a></li> <li>San Diego Opens two new SDG2CC Resource Centers and collaborates R<sup>2</sup>S Center during Career and College Transition Week: <a href="#">March 2019</a></li> <li>SDG2CC Centers expanded to 6 SDCCE campuses by <a href="#">2019/20</a></li> <li>SDG2CC website launched: <a href="#">2019/20</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> </ul>
<p>Increase career counseling and placement services available for CTE students [AP]</p> <p>[Ongoing]</p>	<p>Career counseling will be available to more students</p>	<p>5% of transitioning students (from CE to CE, CE to workforce, CE to College) will receive career counseling</p> <p>2018/19 Tech Hire placed 44 students in employment and 26 students in paid internships in 2018/19</p>	<p>Dean Counseling [R]</p> <p>VPSS</p> <p>Dean C&amp;CT [R]</p>	<p>2016/17 Ongoing</p>	<ul style="list-style-type: none"> <li>Open and expand Career Resource Centers: first center at ECC in <a href="#">Spring 2017</a> - Expanded to six centers by <a href="#">2019/20</a></li> <li>SDG2CC Pre-Apprentice Program: <a href="#">Video</a></li> <li>Career and Job Development Services Provided at SDCCE: <a href="#">Fall 2019</a></li> <li>Planning: Co-enroll SDCCE students with SDWP to provide additional Job training and support (IT Program objective 4.2) [In progress]</li> <li>Examined opportunities for <a href="#">apprenticeships</a> and internships for current students (Skilled and Technical Trades objective 5.4): <a href="#">email evidence<sup>1</sup></a> - <a href="#">evidence<sup>2</sup></a></li> <li>2018/19 Tech Hire placed 44 students in employment and 26 students in paid internships in <a href="#">2018/19</a>; Students from the digital media and information technology programs spent time as web developers, digital marketers, help desk technicians, and network system technicians with a variety of companies throughout the city</li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> <li>Provide students with information about prospective employment opportunities</li> <li>Implement online job readiness courses: <a href="#">ICOM Job training</a></li> <li>Offer notification to students about upcoming job readiness courses: <a href="#">Free Career Training</a></li> <li>Present various online job and internship opportunities: <a href="#">SDCCE Virtual Job and Internship Fair 2021</a></li> <li>HH and HSE instructional and counseling faculty collaborated to develop a self-assessment tool that counselors can use to place students</li> <li>Career and job readiness <a href="#">workshops</a> have been added to <a href="#">C&amp;CT webpage</a> for students to access</li> </ul>

					<ul style="list-style-type: none"> <li>North City counselors are piloting IT and Digital Media orientations to include all certificate programs within that department/area to inform students of the various pathways within the department/area; the pilot began in October 2020 and is currently ongoing. Due to the uncertainty of the pandemic and challenges with student enrollment, pilot will be continued when face-to-face services are provided. Counselors continue to update the rest of the department and other counselors have expressed interest in piloting at their campus as well, although no campus has begun.</li> </ul>
<p>Assess student access to core student services, and increase these services where needed; A student survey measuring access to core services will be administered to determine student need [AP]</p> <p>[Complete]</p>	Data will be available to determine what services best would serve student needs	Survey and focus groups to support student services	<p>Dean Counseling</p> <p>VPSS</p> <p>Dean Student Equity [R]</p> <p>Dean C&amp;CT [R]</p> <p>PRIE [R]</p>	2019/20	<ul style="list-style-type: none"> <li>Annual Hope Surveys on student needs</li> <li>In Spring 2019, students were assessed on their <a href="#">technology needs</a> due to COVID response; student response will also be utilized to assess online student services platforms in preparation for the implementation of online student services</li> <li>2019/20 CTE Student Success <a href="#">Focus Groups</a> - journey to improve student experience, access, retention – were conducted in Spring 2019 to address improvements for essential services and processes as students enroll</li> <li>Student outreach (R<sup>2</sup>S), Veteran, CalWORKs, and career and college transition services expanded</li> <li><a href="#">Learning communities</a> implemented (<a href="#">R<sup>2</sup>S PATHWAYS</a> and <a href="#">SDG2CC</a>)</li> <li>R<sup>2</sup>S PATHWAYS <a href="#">Quarterly Reporting</a> - <a href="#">Perkins 2019/20 Report</a> - <a href="#">SEA Annual Report</a></li> <li>In 2016/17, Counseling Resource Centers and Outreach Services were developed in support of student success. In 2017/18, SDCCE reconsidered its equity work. R<sup>2</sup>S was designed and implemented in recognition that addressing students' needs under the seven institutional pillars, breaking down student barriers to success, and embedding and interweaving equity and inclusion into the fabric of the institution is key to systemic and sustainable change. R<sup>2</sup>S oversees Outreach Services and R<sup>2</sup>S Centers, CalWORKs, R<sup>2</sup>S PATHWAYS, <a href="#">SDCEats!</a>, and TAP.</li> <li>SDG2CC <a href="#">Demographics</a> (October 2019) – <a href="#">Outcomes</a> (August 2020)</li> </ul>
<p>Create process to create online student support services as online programming expands</p> <p>Determine baseline for data measurements</p> <p>[In progress]</p>	Fully launched DE services beginning with the launch of ICOM academy	<p>Planning of online services to support online student learning</p> <p>Identify and phase in different software, starting with Cranium Café for counseling</p>	VPSS [R]	2019/20 - 2021/22	<ul style="list-style-type: none"> <li>ICOM established in Fall 2020 with 19 programs and 40 courses available before the end of 2020/21- <a href="#">ICOM website</a></li> <li>COVID accelerated moving beyond ICOM academy</li> <li>Online student services parallels launch of ICOM; <a href="#">Planning began in 2019/20</a> and will continue in 2020/21 with phased in services; Full implementation is expected in 2021/22</li> </ul>

Expand the use of online forms and processes to reach students virtually (Implement ConexED) [AP]  [In progress]  [Added in 2020]	Virtual supports replace need for in-person services  Streamlined application, orientation, and counseling processes (matriculation)  Improved registration processes  Online student support programs and services  Online outreach services  Streamlined acceptance of student information	ConexED / Cranium Café Implemented: 100% Online students have access  100% of matriculation processes accessible online  100% of R²S and CC&T services to student accessible online  25% increase in outreach services to prospective and current students	VPSS/VPI  Dean Counseling  Dean Student Equity [R]  SS Supervisor  Instructional Deans  Program Chairs	2020/21-2021/22	<ul style="list-style-type: none"> <li>• <a href="#">project charter</a></li> <li>• 2020/21: Online modules for counseling including Ed planning and academic advising, career counseling, and program orientation are developed pending launch approval</li> <li>• 2020/21: Students may schedule appointment or walk-in during specific online walk-in hours; when the welcome center opens, students may chat direct with staff and ask questions about programs, how to enroll, schedule orientations, etc.</li> <li>• 2020/21: SDCCE will phase in start dates of Summer 2021 for CalWORKs program; late summer for counseling; fall for SDCCE welcome center and outreach; late fall for CC&amp;T services (career centers)</li> <li>• 2020/21: Registration is not part of CONEX; registration is being worked on with VPSS/Dean of Counseling, maybe a consultant but will support registration by moving online students through application up to when they will register</li> <li>• 2020/21: R2S is phasing out this next fiscal year; PATHWAYS may be added in spring 2022 to Conex for online access and services; it is not effective to have duplicate programming and services</li> </ul>
<b>Objective 3.4 Increase workforce development resources and services by 10% over 5 years (AP1.6) [Complete/Ongoing/In progress]</b> Evidence: TBD					
Determine workforce opportunities for priority populations as reflected in SEP [AP]  [Ongoing]	WD Plan reflects priority populations, including specific needs	Grants are pursued based on priority student groups	Special Projects Manager with input/direction from: VPSS  Dean C&CT [R]  Dean Equity	Fall 2016 Ongoing	<ul style="list-style-type: none"> <li>• Planning: SDCCE Foundation objective 2.3: Increase private sector grant funding</li> <li>• Partnership with SDCCE and Back 2 Work's Caltrans VOP established in late Fall 2017 with full implementation by <a href="#">Spring 2018</a></li> <li>• Workforce and support program created for homeless students through R²S</li> <li>• Lucky Duck Foundation Grant to Support Homeless Adult Students \$200,000 in Spring 2020 - <a href="#">President's message - Times of San Diego</a></li> <li>• Pursue additional grant funds, <a href="#">WIOA II grant application 2020-2023 WIOA Title II: Adult Education Family Literacy</a></li> <li>• Piloted a Building Construction Trades <a href="#">Apprenticeship Readiness Program</a> for Opportunity Youth including nontraditional populations using MC3 curriculum - Developed <a href="#">SDG2CC</a> Apprentice Readiness Program</li> <li>• Increased supports to students in the development of the new SDG2CC student services department which provides job placement supports and career transition opportunities</li> <li>• Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> <li>• Continuing to build workforce preparation services for English Language Learners through Vocational ESL to CTE Pathways</li> <li>• Enhanced both classroom and non-classroom supports for ABE students with a local organization, Second Chance, who assist reentry/justice involved populations</li> </ul>

					<ul style="list-style-type: none"> <li>• <a href="#">Learning communities</a> implemented (<a href="#">R<sup>2</sup>S PATHWAYS</a> and <a href="#">SDG2CC</a>)</li> <li>• R<sup>2</sup>S PATHWAYS <a href="#">Quarterly Reporting</a> - <a href="#">Perkins 2019/20 Report</a> - <a href="#">SEA Annual Report</a></li> <li>• SDG2CC <a href="#">Demographics</a> (October 2019) – <a href="#">Outcomes</a> (August 2020)</li> </ul>
<p>Provide an analysis of student supports that may be needed, and not currently being provided, in order to infuse comprehensive workforce services into CE (i.e. work related experiences) <b>[AP]</b></p> <p>[Ongoing]</p>	WD Plan outlines current supports and a personnel partnership plan to offer supports	<p>Grants support the provision of supports</p> <p>Current funding/staffing/services are aligned</p>	<p>Special Projects Manager with input/direction from: VPSS</p> <p>Dean C&amp;CT [R]</p> <p>Program Activity Manager [R]</p>	Spring 2017 Ongoing	<ul style="list-style-type: none"> <li>• KRA/AJCC Collaboration Correspondence: <a href="#">9/22/17</a></li> <li>• AJCC Meeting Agenda: <a href="#">7/25/18</a></li> <li>• SDCCE/SDWP Discussion Agenda: <a href="#">8/18/18</a></li> <li>• Worked in partnership with the local WDB in ongoing meetings to support career and employment connections as well as to review data from foreign born English Language Learners (ELL) with foreign professional degrees to determine supports needed for degree conversions and career transitions in the US. SDCCE/SDWP WDB Partnership Meeting ELL: <a href="#">1/28/2020</a></li> <li>• Metro Partner Resource Summit: <a href="#">2/6/2020</a></li> <li>• Assigned two (2) faculty WBL coordinators to: <ul style="list-style-type: none"> <li>○ Integrate WBL coordination within the context of guided pathways</li> <li>○ Establish baseline information for WBL activities</li> <li>○ Provide faculty professional development opportunities</li> <li>○ Integrate work-based learning coordination with job development and employer engagement function</li> <li>○ Determine feasibility of a faculty externship program (<i>or related professional development opportunities</i>) for fiscal year 2020</li> <li>○ Provide assistance to faculty in enhancing collaborative industry projects, simulated workplace experiences, and other industry assisted classroom experiences</li> </ul> </li> </ul>
<p>Use Priority Sector/LMI data along with student population career interest data to determine areas to grow integrated education and training offerings</p> <p>[Ongoing]</p>	WD Plan identifies current and emerging IET career pathway programming	<p>New IET programs developed and implemented</p> <p>In spring 2020 (end of term), 74% of ABE students and 10% of ASE students were co-enrolled in CTE; an increase from spring 2018 (end of term) for ABE (3%) and ASE (6%)</p>	<p>Special Projects Manager with input/direction from: VPI</p> <p>Dean PRIE [R]</p> <p>Appropriate Dean(s) / Dean C&amp;CT</p> <p>WIOA Coordinator [R]</p>	2018/19 Ongoing	<ul style="list-style-type: none"> <li>• WIOA IET Pathways established, Developed VESL Cluster courses and IET Plan between ESL and CTE Programs, IET Plan submitted in <a href="#">Spring 2019</a> and <a href="#">Spring 2020</a></li> <li>• IET PowerPoint: <a href="#">April 2020</a></li> <li>• In Spring 2020, collaboration is established to grow and message IET opportunities for students based on pathways, <a href="#">April 2020 minutes</a></li> <li>• Ongoing data supports IET pathway establishment, Co-Enrollment Reports, <a href="#">Spring 2021 - Fall 2020</a> - <a href="#">Spring 2020 - July 2019</a> - <a href="#">Late Spring 2019 - Early Spring 2019</a> - <a href="#">Fall 2018</a> - <a href="#">Spring 2018</a> - <a href="#">Fall 2017</a></li> <li>• In Spring 2020, collaboration is established to grow and message IET opportunities for students based on pathways, <a href="#">April 2020 minutes</a></li> <li>• <a href="#">New WIOA Comprehensive Integrated Plan</a> established in Spring 2021 (TBD); Goals established based on student data</li> </ul>

Based on priority populations and key system partners, develop regional partnerships  [Ongoing]	WD Plan identifies partnerships	Grant applications and programming are offered in conjunction with community partners	Dean C&CT [R]	2019/20 Ongoing	<ul style="list-style-type: none"> <li>Partnership with SDCCE and Back 2 Work's Caltrans VOP established in late <a href="#">Fall 2017</a> with full implementation by Spring 2018</li> <li>Funding for the SDG2CC program is provided by WIOA in partnership with SDWP for students who meet criteria for being Out-Of-School Youth</li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a></li> <li>Recruitment through CAEP, Joint High School Diploma program, and SDUSD</li> <li>KRA/AJCC Collaboration Correspondence: <a href="#">9/22/17</a></li> <li>KRA/AJCC Meeting Agenda: <a href="#">7/25/18</a></li> <li>SDCCE/SDWP Discussion Agenda: <a href="#">8/18/18</a></li> <li>SDCCE C&amp;CT hiring events for refugees, Fall 2019 flyers: <a href="#">Arabic - English - Somali - Spanish - Vietnamese</a></li> </ul>
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 [AP]  [Complete]	WD Plan identifies employer services model	Job Development Plan  Career and job development services provided to students	Program Activity Manager with input/direction from: ETI appropriate Administrators	2018/19	<ul style="list-style-type: none"> <li>Job Development Recommendations: <a href="#">9/28/18</a></li> <li>SDCCE Job Development Action Plan: <a href="#">2018-2019</a></li> <li>Who we are: SDG2CC presentation to EGC: <a href="#">Spring 2020</a>; Work-Based Learning Faculty Coordinators hired in July 2020</li> <li>Career and Job Development Services Provided at SDCCE: <a href="#">Fall 2019</a></li> </ul>
Develop more clearly defined career pathways that lead to intentional employment and/or apprenticeship placement of career technical certificate program graduates  [Ongoing]	WD Plan identifies priority pathways with opportunities for employment placement  Data Tracking system is determined for tracking placements and employer services/relationships	Data tracking system is implemented	Dean C&CT [R]	2019/20 Ongoing	<ul style="list-style-type: none"> <li>SDG2CC Pre-Apprentice <a href="#">Program</a></li> <li>Student placement <a href="#">form</a> was created for when students get hired; currently collecting forms in 2020, with plan to implement spreadsheet in 2020/21</li> <li>Student tracking form in Google of all students SDCCE C&amp;CT includes job services provided and job outcomes</li> </ul>
Increase workforce development resources and services by 10% over 5 years  [In progress]	Additional grants proposed and approved	Number of new grant proposals submitted annually  Number of new grant proposals approved annually  Amount of \$\$ brought into SDCCE through grants	Dean C&CT [R]  Director SDCCE Foundation	2017/18 - 2021/22	<ul style="list-style-type: none"> <li>Grants related to SDG2CC -TBD</li> <li>SDG2CC Pre-Apprentice <a href="#">Program</a></li> </ul>
<b>Objective 3.5 Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process (AP1.7) [Complete/In progress]</b>					



Upgrade all campus classrooms which are not currently “smart” enabled with an instructor district standard podium and associated equipment <b>[AP]</b>  <b>[Complete]</b>	Increase the number of “smart” enabled classrooms	90% of campus classrooms are “smart” enabled, which is over the original 80% goal	VPA Site Dean Office Manager IT	Fall 2016	<ul style="list-style-type: none"> <li>Planning: ESL objective 3.3 <a href="#">Expand the number of ESL computers or laptops and podiums</a> in order to accomplish E-testing as required by the WIOA Grant</li> <li>90% campus classrooms smart enabled, evidence coming</li> <li>WIOA Technology Plan focused on upgrades and replacements: <a href="#">2016/17</a></li> <li>ESL Smart Classroom Training Workshops: <a href="#">2016-2017</a></li> <li>Chromebooks for Emeritus Program for Distance Education classes at facilities purchased in <a href="#">Spring 2019</a></li> </ul>
Identify utilization needs for student computer labs:  Research options for establishing testing centers at each campus  Identify labs for online testing <b>[AP]</b>  <b>[In progress]</b>	SDCCE students will have access to more computer labs  Students will have access to computers to be able to complete more work  Students will develop computer skills that will be useful when they transition	Assessment centers established at 6 campuses	VPSS Dean Counseling [R]	2018/19 - 2021/22	<ul style="list-style-type: none"> <li>Draft Placement Assessment Room Expansion Plan to six sites: <a href="#">January 2020</a></li> <li>Project is on hold due to Covid campus closures in 2020/21.</li> </ul>
<b>Objective 3.6 Use the Faculty Priority Hiring Committee and the Classified Hiring Priority Committee, and associated processes and rubrics when replacing any vacating faculty and classified positions</b> <b>[Complete]</b>					
Create/modify and approve appropriate justification template and rubrics for each committee  Integrate program review/strategic planning into the justification process with templates being completed for any new hire/known replacements during the integrated planning process  <b>[Complete]</b>	Provide consistency in the development of the list of priority positions  Support provided for the program and institutional goals	Resource Request infrastructure developed and supported by program review and strategic planning  Committees embedded in process with Principles and structure for providing feedback	Resource allocation committees Program Review Committee Dean PRIE PIE Committee	2018/19 - 2019/20	<ul style="list-style-type: none"> <li>Strategic planning moved from spring to fall in 2018/19 to align with program review; Resource allocation was fully built in fall terms</li> <li>Resource request <a href="#">process</a> refined to include most major funding sources for Fall 2019</li> <li><a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request</a> forms (combined), and <a href="#">CTE LMI analysis</a> were established electronically in Campus Labs in 2019/20 to complement the <a href="#">Strategic Planning</a> forms established in 2018/19</li> <li>SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning: <a href="#">2018/19 - 2019/20-2020/21</a></li> <li>2019/20 <a href="#">Timeline</a> includes resource committee feedback</li> <li>Structure for Resource Committee Feedback based on SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20 Faculty Priority Hiring Committee Process – 2019/20 Non Contract Faculty Committees Process</a></li> <li>Classified Hiring Priority Committee was disbanded in the 2019/20 Governance Handbook revision with plans to re-develop the committee as needed and pending increase in ability to hire (hiring freeze in 2019/20 and 2020/21)</li> </ul>

## Institutional Goal 4

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

<b>Objective 4.1 All new employees will be oriented to continuing education within their first term of hire beginning Fall 2016 [Complete]</b>					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
<p>Evaluate Summer 2016 summer student services onboarding process</p> <p>Develop an onboarding process for faculty, staff and administrators by Fall 2017</p> <p>[Complete]</p>	<p>Process refined to inform the rest of the institution</p> <p>All new hires on boarded utilizing new processes and procedures</p>	<p>Passport to Success Attendees: 2016/17 – 2019/20 – 154</p> <p>Contract faculty – 71</p> <p>Adjunct faculty – 16</p> <p>Classified professionals – 65</p> <p>Administrators - 2</p>	<p>Passport Coordinator</p> <p>PD/FLEX Coordinator</p>	<p>2016/17-2020/21</p>	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2019/20</a></li> <li>Passport to Success expanded from contract faculty only in 2016/17 to contract faculty, classified professionals, and administrators in 2017/18 and beyond with staff from across the institution (instruction, student services, operational support departments, etc.)</li> <li>Passport to Success Programs for all: <a href="#">Fall 2019</a>, <a href="#">Spring 2019</a>, <a href="#">Fall 2017</a></li> </ul>
<b>Objective 4.2 Current employees will have the opportunity to participate in professional development activities annually to enhance their teaching, customer service, technology, and leadership skills in alignment with SDCCE's and SDCCD's strategic goals, and in support of student success - beginning in Spring 2017 (AP3.1) [Complete/Ongoing/In progress]</b>					
<p>Provide faculty, staff and administrators professional development opportunities for implementation of best practices in teaching and learning, customer service and leadership [AP]</p> <p>[Ongoing]</p>	<p>Increase in best practices professional development activities</p> <p>Increase in the number of instructors trained in best practices</p> <p>Increased knowledge and skills in target subject</p> <p>Increased practice of skills learned</p>	<p>Lists/documentation of many types of professional development for all stakeholders</p> <p>Increase in CANVAS trainings: 2013/14 - 2018/19 - 40</p> <p>2019/20 - 189</p> <p>2020/21 - 21</p> <p>Increase in technology-related training on flex schedule: 2016/17 - 51</p> <p>2017/18 - 49</p> <p>2018/19 - 101</p> <p>2019/20 - 200</p> <p>2020/21 - 250</p>	<p>VPSS</p> <p>VPI</p> <p>VPA</p> <p>Office Managers</p> <p>Program chairs</p> <p>PD/FLEX Coordinator [R]</p>	<p>Spring 2017 Ongoing</p>	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2020/21</a></li> <li>FLEX Coordinator position (.6) revised and re-hired as full-time (1.0) PD/FLEX Coordinator to coordinate professional development for all employees in <a href="#">Fall 2019</a></li> <li>Flex Day Schedule: <a href="#">Fall 2018</a></li> <li>Flex Day Schedule: <a href="#">Fall 2019</a></li> <li>Annual Diversity, Equity &amp; Inclusion Activities since 2016, including:               <ul style="list-style-type: none"> <li>SDCCE Diversity and Inclusion Events: <a href="#">Spring 2018</a></li> <li>Safe Zone Training: <a href="#">Spring 2018</a></li> <li>Creating LGBTQ Safe Zones at SDCCE, ECC: <a href="#">Fall 2018</a></li> <li>Sexual Harassment Trainings</li> <li><a href="#">EEO &amp; Diversity Trainings</a> - certifies employees to become EEO representatives, chairpersons, and screening committee members. The group reformed in fall with PD/FLEX Coordinator as lead for 2020/21.</li> </ul> </li> <li>Staff Training and Retention (S.T.A.R.) Conference (<a href="#">2018</a> - <a href="#">2019</a> - <a href="#">2021</a>) converted to online offerings in Spring 2019 due to COVID-19; Classified Professional staff organized the ad hoc Online Professional Development Collaborative to discuss and plan online professional development opportunities for staff (short sessions provided at several campuses; online offerings),</li> <li>The District Office also provides annual trainings to all SDCCD employees in areas such as: health and wellness through</li> </ul>

					<p>VEBA/OPTUM, as well as workplace-related safety and sexual Harassment trainings through <a href="#">Keenan Colleges Online Trainings</a></p> <ul style="list-style-type: none"> <li>The PD/FLEX Coordinator supports Classified Professionals in a variety of activities, related to conference attendance (e.g. Customer Service <a href="#">Training</a>: Certification for Higher Education Professionals attended by two SDCCE Office Managers in 2019/20 and the <a href="#">2019 NCORE Conference</a></li> <li>Professional Development Committee formally established a Professional Development Sub-Committee for Classified Professionals: <a href="#">Spring 2021</a></li> <li>In <a href="#">2020/21</a>, the Professional Development Committee implemented a Priority Plan with a “strong and deliberate emphasis on providing the best online learning opportunities and environment for our students by supporting our faculty and staff in developing the critical skills needed to meet these [Covid-related] challenges, as well as supporting diversity, equity and inclusion efforts as high priorities.”</li> <li>A series of MS Teams Trainings were offered: <a href="#">Spring 2021</a></li> </ul>
<p>Modify membership and mission of the Professional Development Committee to include representation from all SDCCE staff and review current technology training opportunities <b>[AP]</b></p> <p><a href="#">[In progress]</a></p>	Professional development coordinated and accessible to all faculty and staff	Shared governance manual modified and approved	Professional Development Committee	2016/17-2021/22	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2019/20</a></li> <li>Full time PD/FLEX Coordinator hired <a href="#">Fall 2019</a></li> <li>Professional Development Committee Governance Handbook page approved in <a href="#">Spring 2020</a> with revised membership</li> <li>Shift from membership to focus to technology training opportunities, outcomes, and measurement - Distance Education coordinator joined May 2020 meeting</li> <li>Between 2019 and 2021 an Online DE faculty coordinator assignment was increased, alongside implementation of faculty mentors and a robust program for professional development supporting online teaching and Canvas development.</li> <li>Professional Development Committee formally established a Professional Development Sub-Committee for Classified Professionals: <a href="#">Spring 2021</a></li> <li>In <a href="#">2020/21</a>, the Professional Development Committee implemented a Priority Plan with a “strong and deliberate emphasis on providing the best online learning opportunities and environment for our students by supporting our faculty and staff in developing the critical skills needed to meet these [Covid-related] challenges, as well as supporting diversity, equity and inclusion efforts as high priorities.”</li> <li>A series of MS Teams Trainings were offered: <a href="#">Spring 2021</a></li> </ul>
Determine how to collect evidence and measure professional development utilization in the classroom, and in the workplace, and apply to	SDCCE able to determine impact of professional development activities on student success	Measurement for assessment implemented	Professional Development Committee	2018/19 – 2021/22	<ul style="list-style-type: none"> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2019/20</a></li> <li>Collaboration between PD/FLEX Coordinator and PRIE Office to add new questions related to impact of professional development on student success, FLEX Survey Report: <a href="#">Spring 2019</a></li> </ul>

programming and curriculum development <b>[AP]</b>  [In progress]	Classified Professional-prioritized PD available to support institutional operations (e.g., customer service, technology, etc.)	Post-workshop classroom impact assessment template and guide developed to aid workshop facilitators	PD/FLEX Coordinator [R]  PRIE assistance		
Evaluate increasing the number of flex days and staff participation in professional development (Baseline = 2016/17 data) <b>[AP]</b>  [Complete]	Increase in opportunities for distance education and online learning	Increase in faculty and classified staff attendance in professional development activities  Passport to Success Attendees: 2016/17 – 2019/20 – 154 Contract faculty – 71 Adjunct faculty – 16 Classified professionals – 65 Administrators – 2	VPI  Academic Senate  Classified Senate  PD/FLEX Coordinator	2018/19	<ul style="list-style-type: none"> <li>The Flex Advisory Sub-Committee proposed this idea in 2018/19. Expansion of FLEX was discussed. There was some concern among faculty that the reduction of class hours, due to a shorter term length, may impact the ability to deliver the totality of the course curriculum. Overall, faculty were satisfied with the amount of flex in lieu of instruction that they currently receive.</li> <li>SDCCE Instructional Improvement (Flex) Handbook: <a href="#">2018/19</a></li> <li>Increased staff participation in professional development through Staff Training and Retention (S.T.A.R.) Conference (<a href="#">2018</a> - <a href="#">2019</a>) converted to online offerings in Spring 2019 due to COVID-19</li> <li>SDCCE Professional Development Overview Report for Accreditation Updates: <a href="#">2016/17-2019/20</a></li> <li>Passport to Success expanded from contract faculty only in 2016/17 to contract faculty, classified professionals, and administrators in 2017/18 and beyond with staff from across the institution (instruction, student services, operational support departments, etc.): <a href="#">Fall 2019</a> - <a href="#">Spring 2019</a> - <a href="#">Fall 2017</a></li> </ul>
Identify funding for Administration professional development activities  [Complete]	Increase in opportunities for administration professional development  Increased collaboration	Professional development activities tied to resource allocation process to increase cross-functional collaboration	PD/FLEX Coordinator	2019/20-2020/21	<ul style="list-style-type: none"> <li>Full time PD/FLEX Coordinator hired <a href="#">Fall 2019</a></li> <li>Program level administrator professional development in resource allocation process via manager submittal</li> <li>List of cross-functional professional development conferences developed and managed by PD/FLEX Coordinator in 2019/20 for the <a href="#">2020/21</a> budget cycle (for administrators, staff, and faculty when un-funded by senates)</li> </ul>
Develop (as needed) and conduct a technology training needs survey (if not already done)  [Complete]	Faculty and staff versed in technology to support their work	Survey conducted	PD/FLEX Coordinator	2017/18	<ul style="list-style-type: none"> <li>Annual FLEX planning and evaluation surveys completed and reported since 2015, FLEX Reporting Overview: <a href="#">2008-2019</a></li> </ul>
Provide faculty professional development opportunities for implementation of best practices in student outcomes assessment <b>[AP]</b>  [Ongoing]  [Added in 2020/Split]	Increased skills assessing student outcomes  Increased knowledge of assessment best practices  Student outcomes assessment institutionalized	Professional development events, surveys, templates	SLO Taskforce  SLO Coordinator [R]  Dean PRIE	2018/19 Ongoing	<ul style="list-style-type: none"> <li>SLO Update and Best Practices: <a href="#">Spring 2018</a></li> <li>Assessment Planning that focuses on a set of questions: <a href="#">SDCCE Inquiry-Driven Assessment Plan - Model 2</a></li> <li>Spring FLEX 2020 (Arnetta Porter Consultant/Trainer) materials: <a href="#">The Equity-Centered Classroom: Syllabi Redesign</a> - <a href="#">Equity-minded syllabus: Example #1</a> - <a href="#">Traditional syllabus: Example #2</a> - <a href="#">Inclusion by Design: Survey Your Syllabus and Course Design Worksheet</a></li> <li>Faculty webinar series to support faculty in formative assessment and curriculum mapping in partnership with SLO Coordinator, SLO Taskforce and Campus Labs: April to May 2020, <a href="#">email1</a> - <a href="#">email2</a> -</li> </ul>

					<a href="#">materials</a> ; Campus Labs Module Accelerator trainings in May 2020 <ul style="list-style-type: none"> <li>SLO Assessment Week implemented <a href="#">April 5<sup>th</sup>-10<sup>th</sup>, 2021</a></li> <li>A <a href="#">liquid syllabus</a> was developed and presented to faculty at January 2021 Flex Days – See class examples of implemented syllabi – <a href="#">VESL 6/7</a> – <a href="#">ESL Advanced/Int Reading</a></li> </ul>
<b>Objective 4.3 Create and maintain an annual technology plan as part of the resource allocation process(AP4.2) [In progress]</b>					
Conduct an inventory of current administrative equipment  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 <b>[AP]</b>  <b>[In progress]</b>	Schedule of technology replacements determined along with resource allocation plans	Inventory assessed yearly and technology replaced according to schedule  Master Plan developed and regularly updated	VPA [R]  Technology Committee [R]	2018/19 – 2021/22	<ul style="list-style-type: none"> <li><a href="#">Master Technology Plan</a> developed in 2018; Will update with each Strategic Plan cycle beginning Fall 2021</li> <li>Inventory of current administrative equipment was completed in September 2020</li> <li>Master Replacement Schedule estimated completion in June 2022; it has been delayed due to Covid</li> </ul>
<b>Objective 4.4 Automate student assessment (AP4.3) [Complete]</b>					
Implement electronic CASAS testing <b>[AP]</b>  <b>[Complete]</b>	Immediate access to student test scores and analysis	CASAS progress assessment modality taken online (off-site remain on paper)	VPI  VPSS	Fall 2016	<ul style="list-style-type: none"> <li>CASAS student progress assessment moved from paper to online in Fall 2016 for ESL and ABE/ASE</li> </ul>
<b>Objective 4.5 Develop a sustainable and efficient process for the collection of instructor attendance paperwork prior to the implementation of PeopleSoft [Complete]</b>					
Conduct a business process review and determine possible changes  <b>[Complete]</b>	Attendance paperwork submission process sustainable and efficient	Business process documented	VPI  Curriculum Analyst  Instructional Support Analyst	2019/20	<ul style="list-style-type: none"> <li>Regular review of attendance reporting guidelines, update as necessary</li> <li>Communicate via email distribution attendance reporting guidelines each semester to faculty and staff</li> <li>Hold regular attendance meetings with managers and staff to review current process, discuss positive/pain points in current processes, and identifies opportunities for improve</li> <li>In 2019 process was implemented to provide faculty teaching at certain off campus locations to submit their attendance paperwork via inner office mail to improve attendance reporting submission process</li> </ul>
<b>Objective 4.6 Develop specifications and identify system for course and program completion tracking to improve access to student completion and success data by 2021. Expectation is to use the new ERP system (AP 4.1) [In progress]</b>					

Determine access to data for student programs completers/non-completers and workforce placement [AP]  [In progress]	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 [R]  PRIE [R]  District IR	2019/20 – 2021/22	<ul style="list-style-type: none"> <li>Academic and Ed Plans have been implemented in new system for data pulls</li> <li>Need to find out if/how the system is set up in order to pull information – if students are assigned to program(s) and if students can be tracked through course completion and to program completion through Campus Solutions query</li> </ul>
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## Institutional Goal 5

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

Objective 5.1 Develop and implement an integrated planning model, aligning and building relationships between initiatives, and strategic goals and objectives within 5 years (SP5.1) [Complete]					
Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Create an Institutional Effectiveness Office with a minimum 4 person staffing and develop office's infrastructure [AP]  [Complete]	PRIE Office staffed  PRIE website for information sharing  PRIE Policies and Procedures Manual completed; shared with constituents	Dean, Research Analyst, Research Associate, Admin Tech hired  Fully functioning PRIE website  Expanded website including program review, accreditation, outcomes, planning	Dean PRIE	2016/17-2018/19	<ul style="list-style-type: none"> <li>Built Office of Institutional Effectiveness in 2016/17 and renamed to the Office of Planning, Research, and Institutional Effectiveness (PRIE) in 2018/19 to support expanded focus on utilizing data to inform integrated planning and accreditation: <a href="#">PRIE Website</a> - <a href="#">PRIE Accreditation Website</a></li> <li>Developed <a href="#">2016-2021 Strategic Plan</a></li> <li>OIE Policies and Procedures manual cancelled to attribute resources to expansion of PRIE website to include Program Review, Accreditation, and Outcomes pages and documents</li> </ul>
Develop a five-year Strategic Plan  [Complete]	Five-Year Strategic Plan completed and shared with SDCCE constituents	Plan approved for recommendation by Strategic Planning Committee and Participatory Governances groups  Plan posted to PRIE website	Dean PRIE	2016/17	<ul style="list-style-type: none"> <li>Integrated Planning established on five-year cycle in 2016/17 via <a href="#">SDCCE 2016-2021 Institutional Strategic Plan</a></li> </ul>
Develop and implement a new comprehensive model for integrated planning that utilizes KPIs to assess all instructional, service, and administration areas and is aligned to SDCCE's budget planning cycles [AP]  [Complete]	Comprehensive and aligned planning framework for the institution that includes program review, strategic planning, resource allocation, and student outcomes assessment  PR timeline revised to position completion prior to yearly budget planning and the development of a 7-	Administration departments added to Program Review process and program review templates re-developed  Resource Request infrastructure developed and supported by program review and strategic planning  Program Review and Strategic Planning aligned with annual budget planning	Program Review Committee  Dean PRIE  PIE Committee  Resource allocation committees  Funding and budgeting planners	2016/17 - 2019/20	<ul style="list-style-type: none"> <li>Integrated Planning established on five-year cycle in 2016/17 via <a href="#">SDCCE 2016-2021 Institutional Strategic Plan</a></li> <li>Re-accredited for six fiscal years, <a href="#">2017/18-2022/23</a></li> <li>LMI analysis added to instructional program review templates in <a href="#">Fall 2016</a>; pilot resource allocation templates added</li> <li>Administrative review templates phased in beginning 2017/18; KPIs established in planning and program review; all templates refined in 2018/19 and 2019/20 for redundancy with planning</li> <li>BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> <li>Accreditation <a href="#">extended</a> from six to seven year cycle, through 2023/24; As a result, the overarching multi-year planning cycle is currently under revision - Multi-year plans are being shifted to fit</li> </ul>



	<p>year planning cycle in alignment with accreditation</p> <p>All programs and departments annually reviewed through program review</p>				<p>7-year cycle, beginning with the Mission, Vision, Values review and <a href="#">Governance Handbook</a>)</p> <ul style="list-style-type: none"> <li>• Strategic planning moved from spring to fall in 2018/19 to align with program review; Resource allocation fully built in fall terms</li> <li>• SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning: <a href="#">2018/19</a> - <a href="#">2019/20-2020/21</a></li> <li>• Structure for Resource Committee Feedback based on SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20</a> Faculty Priority Hiring Committee Process – <a href="#">2019/20</a> Non Contract Faculty Committees Process</li> <li>• Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements of integrated planning and cyclical clarity in 2019/20, Annual Cycle <a href="#">Graphic</a> - 2019/20 <a href="#">Timeline</a> - 2019/20 <a href="#">Information Packet</a></li> <li>• Resource request <a href="#">process</a> refined to include most major funding sources for Fall 2019</li> <li>• <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request</a> forms (combined), and <a href="#">CTE LMI analysis</a> were established electronically in Campus Labs in 2019/20 to complement the <a href="#">Strategic Planning</a> forms established in 2018/19</li> <li>• <a href="#">Fall trainings</a> redeveloped to support <a href="#">integrated planning</a></li> <li>• KPI tracking established at institutional level within Institutional Strategic Plan and Accreditation Action Plan evidence</li> <li>• 2020/21 <a href="#">Timeline</a>, <a href="#">Annual Integrated Planning Website</a></li> </ul>
<p>Revise Program Review Templates to include information and formatting aligned with resource allocation decisions and accreditation criteria <b>[AP]</b></p> <p><a href="#">[Complete]</a></p>	<p>Department mission statements, SLO's included in program review submission</p> <p>Program review used as a tool to inform planning and resource allocation</p>	<p>SLO included in PR templates</p> <p>Mission statements reviewed at program and institutional levels</p> <p>Program review content informs planning and accreditation</p> <p>Refined templates in Campus Labs to include questions relevant to accreditation and student success</p>	<p>Program Review Committee</p> <p>Program Review/SLO Coordinator</p> <p>PRIE Office</p>	<p>2016/17 - 2019/20</p>	<ul style="list-style-type: none"> <li>• 2019/20 SDCCE Campus Labs (online) Program Review Templates: <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> templates</li> <li>• <a href="#">CTE program LMI</a> template</li> <li>• SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources: <a href="#">2018/19</a> - <a href="#">2019/20-2020/21</a></li> </ul>
<b>Objective 5.2 Systematically and annually assess the effectiveness of integrated planning and resource allocation beginning spring 2017 [Complete]</b>					
<p>Develop and annually conduct assessments of the planning and resource allocation processes</p> <p><a href="#">[Complete]</a></p>	<p>Annual Assessment of Planning and Resource Allocation Processes survey(s) developed and vetted</p>	<p>Final survey assessment instrument vetted by the PIE Committee</p> <p>Constituent groups surveyed annually</p>	<p>PRIE Office [R]</p>	<p>2017/18 – 2020/21</p>	<ul style="list-style-type: none"> <li>• PRIE developed a <a href="#">survey</a> in partnership with the Program Review Committee for instructional programs in Fall 2016; the survey addressed the seven goals of program review for 2015/16 (Cycle I); Report posted to web in March 2017</li> <li>• <a href="#">Instructional</a> program review process assessment for 2016/17 (Cycle II) continued in Fall 2017, and a new <a href="#">administrative</a> review process survey was implemented with reports posted to web in January 2018</li> </ul>

	Assessment tool developed & facilitated  Surveys conducted among constituents and reports shared to wider audience annually				<ul style="list-style-type: none"> <li>• <a href="#">Instructional</a> and <a href="#">administrative</a> process review assessment continued for 2017/18 (Cycle III) in Fall 2018 and new questions about the planning process were added with reports posted to web in March 2019</li> <li>• Program Review and planning assessment established: 2018/19 (Cycle IV) continued in Fall 2019, and new questions about the resource allocation process were added; <a href="#">Instructional</a> and <a href="#">administrative</a> reports posted to the web in April 2020</li> </ul>
<b>Objective 5.3 Assess institutional processes and procedures for efficiency and effectiveness within 3 years [Ongoing]</b>					
<p>Conduct a Business Process Review, identify areas for improvement, and implement changes</p> <p>Identify resource (and funding?) to conduct business process review</p> <p>[Ongoing]</p>	Areas for improvement identified and changes implemented	25% implementation rate (X of areas with changes implemented divided by number of areas targeted for improvement.)	VPA [R] VPI [R] VPSS [R] Deans	2017/18 Ongoing	<ul style="list-style-type: none"> <li>• The Administrative Services office has been working to improve business processes; for example <ul style="list-style-type: none"> <li>○ Way signage projects implemented to support students: ECC campus completed in 2019/20</li> <li>○ In October 2019, the office started using Adobe sign for document signature approval and this integrates with Microsoft Office 365 applications, further increasing time savings by providing e-signature solutions within the tools that employees use every day. Employees can send documents for signature with Adobe Sign directly from Microsoft Office applications used every day such as Outlook</li> </ul> </li> <li>• The sustainability committee was created in Fall 2019 and an <a href="#">action plan</a> established for 2020/21 to strengthen SDCCE's commitment to promote and reinforce principles of <a href="#">sustainability</a></li> <li>• Process improvement in curriculum review and approval funded through CAEP: Deans worked with the curriculum analyst for approval of new and revised programs; some programs were revised to short-term stackable certificates to support student completion and flexibility in scheduling</li> <li>• BSI, SEP, and SSSP plans integrated to one <a href="#">2017-2019 Student Success Plan</a> established in alignment with SDCCE Institutional Goals: <a href="#">2017/18 Development Summit</a></li> <li>• Comprehensive system for planning and resource allocation established: <ul style="list-style-type: none"> <li>○ Strategic planning moved from spring to fall in 2018/19 which enabled alignment with resource allocation and the budgeting cycle: Annual Cycle <a href="#">Graphic</a> - 2019/20 <a href="#">Timeline</a></li> <li>○ SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources established in 2018/19 and updated annually to guide short-term institutional planning and resources: <a href="#">2018/19</a> - <a href="#">2019/20-2020/21</a>; Structure for resource committee feedback incorporated based on SDCCE Principles for Prioritizing Planning, Programs, Services, and Resources, LMI Analysis, Level of Need and Level of Readiness: <a href="#">2019/20</a> FPHC Process – <a href="#">2019/20</a> Non Contract Faculty Process</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>○ <a href="#">Instructional Review</a> and <a href="#">Administrative Review</a> forms, <a href="#">Resource Request forms</a>, and <a href="#">CTE LMI analysis</a> established electronically in Campus Labs in 2019/20 to complement <a href="#">Strategic Planning</a> forms established in 2018/19 for one-stop planning</li> <li>• Built out an office of student services beginning in 2016/17: <ul style="list-style-type: none"> <li>○ Specialized student support by department, including R<sup>2</sup>S (outreach), career and college transitions, and counseling through SEP, SSSP, CalWORKs, and other grants</li> <li>○ Develop all student services to remote online delivery for both on-campus and off-campus students for increased student access; Online student services parallels launch of ICOM; <a href="#">Planning began in 2019/20</a> and will continue in 2020/21 with phased in services; Full implementation is expected in 2021/22 (SEP/SSSP/CARES Act funding)</li> </ul> </li> <li>• Districtwide build out of Campus Solutions to make student and employee services and information online accessible: <a href="#">Campus Solutions</a> was implemented in 2018 in phases to replace the legacy student system with a one-stop portal to access six dashboards: college student, CE student, college faculty, CE faculty, employee, and finance; for example: the faculty and student portals were implemented to provide users with intuitive, easy-to-navigate interface that provides access to key student and faculty activities: registration and grades, class schedule, class rosters, and viewing financial aid; The employee portal allows for management of time and travel; Final stages of full implementation are currently ongoing</li> </ul>
<b>Objective 5.4 Increase the use of data in decision making through data access and the integrated planning processes beginning Spring 2017, and with the 2018 ERP Implementation. (AP5.2)</b> <b>[Complete/In progress/Deferred]</b>					
Create infrastructure and process to support access and use of information <b>[AP]</b>  <a href="#">[Complete]</a>	Data informed decision making	Planning and program Systems Implemented	PRIE Office [R]	2016/17-2020/21	<ul style="list-style-type: none"> <li>• Campus Labs Planning online module began development in 2016/17 and strategic planning implemented in Fall 2018; In Fall 2019, program review and resource requests forms were added; Outcomes module was fully implemented in Summer 2020</li> <li>• <a href="#">Trainings</a> on all pieces of integrated planning occur each fall</li> <li>• Renamed the Office of Institutional Effectiveness to the Office of Planning, Research, and Institutional Effectiveness (PRIE) in 2018/19 to support an expanded focus on utilizing data to inform integrated planning and accreditation</li> <li>• Comprehensive <a href="#">PRIE website</a> established (<a href="#">PDF</a>) by 2018/19; regularly updated with information and reports on planning, SLOs, and accreditation; new student data reports, including: <ul style="list-style-type: none"> <li>○ <a href="#">Data dashboards</a> (annually updated)</li> <li>○ 2018/19 CTE Enrollment, Retention, and Completion Surveys: <a href="#">PowerPoint</a> - <a href="#">All SDCCE</a> - <a href="#">Healthcare</a>, <a href="#">Fashion</a>, <a href="#">Culinary</a>, <a href="#">Skilled Trades</a>, <a href="#">Child Development</a>, <a href="#">BIT</a></li> <li>○ 2019/20 CTE Student Success <a href="#">Focus Groups</a> - journey to improve student experience, access, retention</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>○ Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - <a href="#">Spring 2020 One-Day</a> - <a href="#">Kickoff event-monthly SDCCE trainings</a> - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training</li> <li>○ Annual Equity Reports, 2018/19 <a href="#">Retention</a> - <a href="#">Transition</a> - <a href="#">Completion</a>; <a href="#">2019/20 Report</a></li> <li>• The conversion of the student information system to Campus Solutions severely limited the availability and use of student data in 2019/20; the Institutional Research Database also required redevelopment; During this time, surveys (e.g., <a href="#">Employee</a> and <a href="#">Student</a> Technology Needs) and focus groups (e.g., Student Access and Retention Study) were used to supplement limited access to student data, as was an external consultant-based <a href="#">marketing study</a></li> <li>• PRIE supported the District in testing the new Institutional Research Database throughout 2019/20 and is re-building all data reports and dashboard boards in Spring and Summer 2020</li> <li>• Burning Glass subscriptions, purchased in 2018 with 20 users (including managers, faculty, and staff) to identify labor market trends and further align program offerings to skills needed to be successful in finding employment upon graduation</li> </ul>
Data analysis of space utilization and identification of in demand and workforce demand programming to use as priority in classroom utilization <b>[AP]</b>  <b>[Deferred]</b>	Increase in enrollment	Increase in enrollment	VPI [R]  VPA	2021/22	<ul style="list-style-type: none"> <li>• Delayed due to system implementation of Campus Solutions, follow-up add-on software implementation, and Covid (contingent on action item regarding analysis of classroom room space (facility utilization) in Objective 1.2 in strategic plan / 1.3 in accreditation action plan.)</li> </ul>
Determine data to utilize and create plan for both maintenance of institutional equipment and textbooks, including funding and replacement schedule <b>[AP]</b>  <b>[In progress]</b>	Schedule of technology replacements determined along with resource allocation plans  Free textbooks to all students in identified CTE programs	Inventory assessed yearly and technology replaced according to schedule  Textbook lending library converted to in-program access to textbooks  Fall 2019 inventory, use and student completion rate	VPA [R]  Dean Student Equity [R]	2018/19 - 2021/22  2019/20	<ul style="list-style-type: none"> <li>• <a href="#">Master Technology Plan</a> developed in 2018; Will update with each Strategic Plan cycle beginning Fall 2021</li> <li>• Inventory of current administrative equipment is nearing completion; Expected completion in September 2020</li> <li>• Master Replacement Schedule estimated completion in September 2020.</li> <li>• Inventory of textbooks is in progress with a lending library <a href="#">form</a> and <a href="#">inventory</a>; Allied Health Inventory <a href="#">form</a>; Master replacement schedule planned</li> <li>• 2020/21: Book lending program temporarily redeveloped and managed by instructional services through Covid</li> </ul>
Create seven-year planning cycle and annual planning calendar including the review of shared governance, SLO's, strategic plan,	Scheduled and regular review of plans	Action plans monitored and objectives met or redefined	PRIE Office [R]	2016/17-2020/21	<ul style="list-style-type: none"> <li>• Integrated Planning established on six-year cycle in 2016/17 via <a href="#">SDCCE 2016-2021 Institutional Strategic Plan</a></li> <li>• Re-accredited for six fiscal years, <a href="#">2017/18-2022/23</a></li> <li>• Accreditation <a href="#">extended</a> from six to <a href="#">seven year cycle</a>, through 2023/24; As a result, the overarching multi-year planning cycle is</li> </ul>

<p>accreditation action plan, program review, and resource allocation <b>[AP]</b></p> <p>[Complete]</p>					<p>currently under revision - Multi-year plans are being shifted to fit 7-year cycle, beginning with the Mission, Vision, Values review and <a href="#">Governance Handbook</a>. The Institutional Strategic Plan was approved by EGC for a one-year extension in October 2020.</p> <ul style="list-style-type: none"> <li>Institutional shift communicating program review, strategic planning, resource allocation, outcomes assessment as elements of integrated planning and cyclical clarity in 2019/20, Annual Cycle <a href="#">Graphic</a> - 2019/20 <a href="#">Timeline</a> - <a href="#">2019/20 Information Packet</a></li> <li>2020/21 <a href="#">Timeline</a>, <a href="#">Annual Integrated Planning Website</a></li> </ul>
<b>Objective 5.5 Create an integrated SDCCE brand and marketing campaign in support of the SDCCE institutional goals within three years [Complete]</b>					
<p>Revise Marketing Committee membership to be more inclusive and robust</p> <p>[Complete]</p>	More constituent input	Marketing Committee restructured	<p>Marketing Committee</p> <p>ARC Committee</p>	2019/20	<ul style="list-style-type: none"> <li>Marketing Committee merged with ARC Committee in Spring 2020; A sub-committee was created called Outreach and Marketing Sub-Committee</li> </ul>
<p>Assess current state of brand; Create process for creating brand</p> <p>Conduct community research; Benchmark best practices and effectiveness of other institutions</p> <p>[Complete]</p>	<p>Starting point identified</p> <p>Infrastructure create to support process</p> <p>Data used to determine branding strategy</p> <p>Obtain ideas from successful strategies</p> <p>Brand identified</p>	Brand in place	<p>President</p> <p>Safety and Facility Committee</p> <p>EGC</p>	2018/19	<ul style="list-style-type: none"> <li>Safety and Facility Committee took recommendation to EGC in Spring 2019; EGC and president approved the continuation of the current SDCCE brand; as a result new branding manual and strategy un-needed</li> <li>Since we've made this decision, other noncredit institutions have changed their names to continuing education as well, including: MiraCosta Continuing Education and North Orange School of Continuing Education</li> </ul>

## Original and Updated Plans

2016-2021 Institutional Strategic Plan ([Finalized](#) Spring 2016) (Updated [2019/20](#); Overview [2019/20](#))

Accreditation Action Plan (Finalized Spring 2017) - Accreditation Action Plan ([Updated](#) 2017/18) (Updated [2019/20](#); Overview [2019/20](#))

## SDCCE Planning Framework Definitions

Goals	Defined as all-encompassing statements about the general direction of San Diego College of Continuing Education.
Objectives	The methods for attaining goals; Good objectives are focused on outcomes or results and are S.M.A.R.T: specific, measurable, achievable, realistic, and time-related; an objective can be achieved through one or more action steps
Action Steps	Projects or initiatives designed to reach objectives and to attain Goal(s), they may describe complex institution services functions involving multiple offices and/or departments; Action steps are reviewed and revised yearly
Expected Outcome	Defined as to the end result of the action
Planned/Actual KPI (Assessment)	Key Performance Indicators (KPIs) are high level indicators that ensure progress on goals and/or objectives; KPIs may serve as targets: the desired level of a KPI at the end of the planning cycle
Responsible Party	The person or group who will coordinate and/or complete the work
Expected/Actual Start & Completion Date	Defined as the expected date of completion to ultimately be replaced by the actual completion date; Dates are measured in terms or years

**Note. A San Diego College of Continuing Education (SDCCE) name change was implemented in spring 2021; formerly San Diego Continuing Education (SDCE). All references to SDCE within this report were updated to SDCCE in the 2020/21 update; however, references to SDCE within evidence have not been update.**

## Acronyms

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