building on
SUCCESS ™
through excellence

San Diego Continuing Education
Strategic Plan
Fall, 2016 - Spring, 2021

SAN DIEGO CONTINUING EDUCATION

A MESSAGE FROM THE PRESIDENT

San Diego Continuing Education (SDCE) is the largest noncredit institution for adult education in the state of California. SDCE serves 45,000 students annually at six campuses throughout San Diego and at 200 off campus locations such as community centers and libraries.

SDCE students attend classes for various reasons and no two students are alike. Some have not been to school for years and are returning to achieve a high school diploma or to learn a relevant job skill. Many come to classes to learn how to speak English or to obtain Citizenship, others still are continuing education beyond working years and attend classes to keep minds and bodies active as part of lifelong learning.

Regardless of why students come, or which students come, our mission is to make students successful by helping them meet and exceed their educational goals.

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

This Strategic Plan emphasizes equity. Equity takes its shape in various forms throughout education. SDCE embraces the importance of considering inclusion and justice in serving students.

The institutional strategic goals and objectives were determined by developing and extracting themes from the Education Master Plan and Executive Summary templates submitted by representatives of programs, departments, committees and major funding plans.

The final plan was submitted to the Academic Senate, the Classified Senate, Deans Council, Administrative Governance Council and the Executive Governance Council. All groups recommended to the President that the plan be approved and implemented.

Sincerely,

Carlos O. Turner Cortez, Ph.D., President
San Diego Continuing Education

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

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SAN DIEGO CONTINUING EDUCATION FIVE-YEAR STRATEGIC PLAN

SDCE Vision and Mission Statements

The vision and mission statements of San Diego Continuing Education (SDCE) reflect the school's commitment to providing high quality educational programs that transform students' lives by supporting them in their personal, vocational, and academic pursuits. The statements stress quality and innovation in teaching, accessibility and equitability of education, career advancement and pathways to college for students, and student success and lifelong learning.

MISSION

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

VISION

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

CORE VALUES

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

OVERVIEW OF THE STRATEGIC PLANNING PROCESS

Overview of the Strategic Planning Process

The Strategic Planning process began in September, 2015 when the newly appointed President convened an ad hoc strategic planning committee. The Vice President of Instructional and Student Services served as the facilitator during a kickoff meeting in October, 2015. A process was put in place to create a work plan and timeline to:

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

Over a period of six months, a team met regularly to gather and review data and information, discuss issues, and determine program and department goals. The team also met with various constituencies. On April 18, 2015, a draft plan was made accessible to the Strategic Planning Ad Hoc Authors for review and feedback. Authors and supporting members provided observations and suggestions, many of which were incorporated into the final plan.

The context of the strategic planning process was created through the introduction of Disruptive Innovation. Harvard Business School professor Clayton Christensen indicates: "Disruption displaces an existing market, industry, or technology and produces something new and more efficient and worthwhile. It is at once destructive and creative" (Howard, 2013).

While teams brainstormed on disruptive innovations that could be brought to their programs and departments, the strategic planning process itself was representative of disruptive innovation as SDCE moves toward integrated planning informing resource allocation. Several innovative approaches continue to be discussed as the organization's new integrated planning process is developed.

The institutional strategic goals and objectives were determined by developing and extracting themes from the Education Master Plan and Executive Summary templates submitted by representatives of programs, departments, committees and major funding plans.

Qualitative analytical software was used to extract, measure the frequency of, and analyze resulting themes. The themes and codes produced in the process and each percentage of occurrence can be found in Appendix B.

The final plan was submitted for review to the Academic Senate, the Classified Senate, Deans Council, Administrative Governance Council and the Executive Governance Council in May, 2016. All groups recommended to the President that the plan be approved and implemented.

INTRODUCTION

Introduction

Strategic planning is a critical component of the integrated planning cycle and sets priorities for addressing areas of critical importance to the institution. The Strategic plan identifies the specific actions San Diego Continuing Education intends to take in order to achieve the institutional goals.

This document includes:

- Environmental scan
- Education Master Plan
- Institutional and program goals and objectives
- Integrated planning cycle
- Evaluation and assessment
- Action plans and timeline

The assignment of a responsible "group" is critical for accountability and indicates who is responsible for implementing and overseeing the Action Plan. The expectation is for the group to facilitate and collaborate in order to complete the action plan.

This responsibility includes:

- Manage the action timeline
- Develop appropriate processes
- Request funding through the appropriate program review
- Provide data and other types of evidence to access the success of the plans implementation
- Document the activities and outcomes for an annual progress report
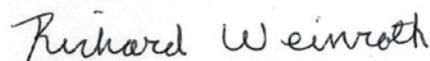
The Strategic Plan outline of goals, objectives and assessment include a space to identify the responsible party(s) and completed tasks. The integrated planning process calendar identifies the process and timeline for corresponding progress reports (See Appendix E). The undersigned faculty, classified staff and administrative representative have agreed upon the 2016-2021 San Diego Continuing Education Strategic Plan.

Carlos O. Turner Cortez, Ph.D.
President
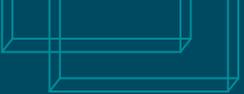
Michelle Fischthal
Dean of Institutional Effectiveness

Richard Weinroth
Academic Senate President

Neill Kovrig
Classified Senate President

EXECUTIVE SUMMARY

Executive Summary

San Diego Continuing Education is committed to achieving five 2016–2021 strategic goals:

1. Grow SDCE Programming through increased access and enhanced instructional and student services
2. Cultivate an environment of creativity and increased collaboration both internally and externally
3. Increase student success, academic achievement, life-long learning, and workforce development
4. Provide SDCE employees with resources and training to increase the quality of instruction and services
5. Strengthen institutional effectiveness through integrated planning and resource allocation

These goals present the core work to transform students' lives through innovative education.

SDCE's collaborative culture will be supported in pursuit of continuous improvement to create a positive environment enabling each faculty and staff member to provide and support our community and each other.

The five strategic goals were developed via a collaborative process with faculty, staff, student and community participation. Together we analyzed current goals, looked towards innovation and redeveloped our mission and vision, recommitting ourselves to the important work of San Diego Continuing Education. The focus of our five 2016-2021 goals will enable us to meet our mission.

Critical to the success of achieving this plan is the development of the integrated planning process and infrastructure. Multiple task forces will be convened to create this infrastructure. The Office of Institutional Effectiveness has been created and is responsible for creating the integrated planning model that will help guide our course through the support and collaboration of all our constituents.

An important component of this plan is SDCE's commitment to evaluating our progress and making adjustments when needed to meet our goals. This strategic plan emerged through the study of data and innovative thought, and will evolve as we study the results achieved and the changes in the communities we serve. Each year we will review our strategic goals and determine if there need to be changes as we work towards meeting our vision. San Diego Continuing Education's Strategic Plan, Education Master Plan and Enrollment Management Plans are all dynamic and living documents.

ENVIRONMENTAL SCAN

Regional, State, and National Demographics

According to the United States Census Bureau the San Diego region has been in a growth mode for the past five years and continued growth is projected over the next five years.

In 2014, the city of San Diego's population surpassed the 1.38 million mark, and San Diego County's population was 3,263,431. Between 2010 and 2014, the city of San Diego's population percentage growth was 6.1%, out-pacing the growth rates of San Diego County (5.4%) and California (4.2%). The city of San Diego's growth rate was higher than that of the United States (3.3%).[1]

With its large ports and large urban areas, immigrants move to California in great frequency. In 2014, foreign born persons comprised 26.3% of the population of the city of San Diego. San Diego County was close behind with 23.4% of its population made up of foreign born persons. California's foreign born population reached 27%. The United States foreign born population of 13.1% was less than half of that of the city of San Diego.[2]

	San Diego City	San Diego County	California	United States [1]
2014 population estimate	1,381,069	3,263,431	8,802,500	318,857,056
Population percentage change 2010-2014	6.1%	5.4%	4.2%	3.3%
2014 Foreign born persons	26.3%	23.4%	27%	13.1%
2014 Language other than English spoken at home	40.2%	37.3%	43.87%	20.9%
2014 High school graduate or higher, percent of persons age 25+	87.3%	85.8%	81.5%	86.3%

[1] US Census Bureau Quick Facts. State & County Quickfacts: San Diego County, CA. Retrieved February 26, 2016, from http://quickfacts.census.gov

[2] Colby, S. L. & Ortman, J. M. (2015, March). Populations Estimates and Projections: Projections of the Size and Composition of the U.S. Population: 2014 to 20160. US Census Bureau. Retrieved February 2, 2016, from https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pd

Well over one third of California's population (43.8%) speaks a language other than English at home. The San Diego region is similar. In 2014, 37.3% spoke a language other than English in San Diego County, and 40.2% in the city of San Diego.

Education is a priority in the city of San Diego with 87.3% of the population obtaining high school graduation or higher among persons who are 25 years old or older. This percentage is slightly higher than the county (85.8%), the state (81.5%), and the nation (86.3%). Despite this higher than average performance, the San Diego Workforce Partnership reports that between 2004 and 2014, 16% or 350,000 San Diegans ages 25 and older did not have a high school diploma.

Median Home Prices (San Diego)
The median price of homes sold in San Diego County was $430,000 in November, 2014. Home prices have trended higher, from $358,000 in November, 2012, however prices are still below the high of $512,000 in November, 2005.[3]

Unemployment Rates (San Diego)
The unemployment rate in San Diego County was 4.7% in March 2016. This compares with a seasonally adjusted unemployment rate of 5.4% for California and 5.0% for the nation during the same period. The unemployment rate in San Diego County has trended down from March 2015 (5.4%) to March 2016 (4.7%). San Diego County is one of 13 counties in California that has an unemployment rate below 5.0% with San Mateo having the lowest rate at 3.1% in January 2016. Between March, 2015 and March, 2016, total nonfarm employment increased by 2.7%.[4]

Anticipated Demographic Changes
According to the California Department of Finance, the population in San Diego County is projected to grow from 3,244,706 to 3,375,687 at a rate of change of 4.04% between 2015 and 2020. This rate is slightly lower than the state's rate of projected growth of 4.43%.[5]

Labor Market

San Diego County
According to California Employment Development Department Labor Market Information, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in San Diego County, industry employment is expected to reach 1,644,400 by 2022, an increase of 18.6% over a 10-year projection period between 2012 and 2022. In addition, twelve of thirteen nonfarm industry sectors are projected to grow.[6]

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[3] State of California, Employment Development Department. (2014, November). Median Price of Existing Homes Sold in State of California: San Diego County. Labor Market Information: Economic Indicators. Retrieved February 26, 2016 from http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/localAreaProfileQSResults. asp?selectedarea=&selectedindex=&menuChoice=&state=true&geogArea=0604000067&countyName=

[4] State of California, Employment Development Department. (2016, March). California Labor Market Review. Labor Market Information Division. Retrieved April 29, 2016 from www.labormarketinfo.edd.ca.gov

[5] Data retrieved on February 9, 2016 from: http://www.dof.ca.gov/Forecasting/Demographics/Projections/

[6] State of California, Employment Development Department. (2014, December). 2012-2020 Projection Highlights San Diego-Carlsbad Metropolitan Statistical Area (San Diego County). Retrieved on February 20, 2016 from www.labormarketinfo.edd.ca.gov

Sixty-nine percent of all projected nonfarm job growth is concentrated in four industry sectors:

- Professional and business services are projected to add the most jobs (66,300). The subsector with the fastest annual growth is professional, scientific, and technical services (3.4%)
- Educational services (private), healthcare, and social assistance anticipates a job gain of 42,900, led by a growth of 32,400 jobs in health care and social assistance
- Leisure and hospitality is projected to add 35,700 jobs, the third largest increase
- Construction is projected to add 25,300 jobs, led by a growth of 16,300 jobs in the specialty trade contractor's subsector

The 50 occupations with the most job openings are forecasted to generate nearly 30,000 total job openings annually, which is 51% of all job openings. The top three occupations with the most job openings are retail salespersons, waiters and waitresses, and cashiers. These occupations have median wages ranging from $9.07 to $10.62 per hour and require less than a high school education. Higher-skilled occupations, requiring a bachelor's degree or higher, include lawyers; general and operations managers, and accountants and auditors.

The 50 fastest growing occupations anticipate an annual growth rate of 3.1% or higher. More than 30% of the fastest growing occupations are in the construction and extraction group. Occupations include brick masons and block masons; carpenters; and plumbers, pipefitters and steamfitters. These occupations require a high school diploma with median wages of $13.86 to $36.61 an hour.

Largest Growing Jobs and SDCE
Between 2012 and 2022, the largest growing projected numbers of new jobs and replacement jobs in San Diego County are found in the lowest levels of entry education. Jobs in retail, hospitality, and health care that require less than a high school education are expected to be the largest growing: retail salespersons (21,150 jobs), waiters and waitresses (19,020 jobs), cashiers (17,760 jobs), food and service workers including fast food (16,200 jobs), and personal care aides (12,420 jobs).
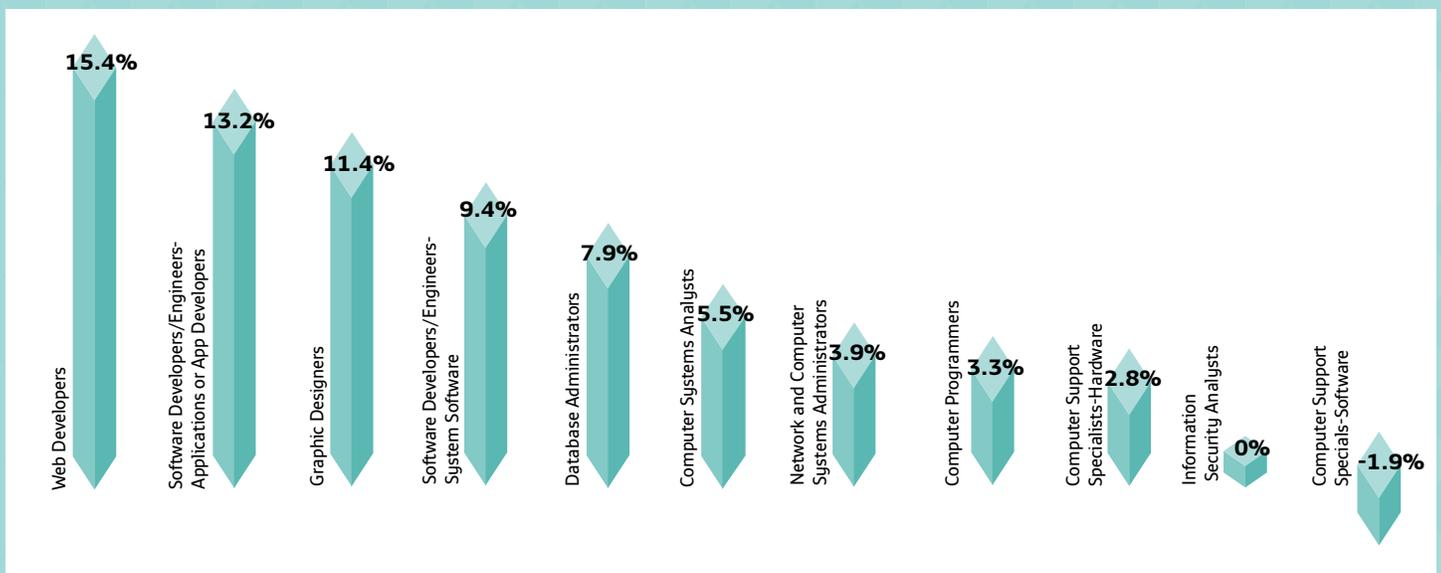
Jobs that require a high school diploma or equivalent are expected to provide a large number of jobs as well: general office clerks (10,350 jobs), customer service representatives (9,040 jobs), secretaries and administrative assistants (except legal) medical, and executive (6,730 jobs), first-line supervisors of office and administrative support workers (5,360 jobs), and first-line supervisors of retail sales workers (4,840 jobs).

Jobs that require some college, but no degree, fall into three categories: computer user support specialists (3,050 jobs), teacher assistants (2,770 jobs), and computer, automated teller, and office machine repairers (390 jobs).

San Diego Continuing Education offers job training in many of these growth areas.

Fastest Growing Jobs

Between 2012 and 2022, the projected fastest growing new jobs from industry growth in San Diego County are mostly found in the lowest levels of entry education. Jobs in health care and construction that require less than a high school education are expected to add the most new jobs: personal care aides (52.7% or 10,940 jobs); tile and marble setters (46.8% or 360 jobs), painters, construction and maintenance (46.3% or 2,500 jobs), cement masons and concrete finishers (42.9% or 540 jobs) and construction laborers (42.8% or 4,040 jobs).

Job	Growth Rate
Web Developers	15.4%
Software Developers/Engineers-Applications or App Developers	13.2%
Graphic Designers	11.4%
Software Developers/Engineers-System Software	9.4%
Database Administrators	7.9%
Computer Systems Analysts	5.5%
Network and Computer Systems Administrators	3.9%
Computer Programmers	3.3%
Computer Support Specialists-Hardware	2.8%
Information Security Analysts	0%
Computer Support Specials-Software	-1.9%

Employer Expectations of 12-month Emplement Growth Rate

The Role of Education and Regional Training

Middle-Skill Education and Jobs in San Diego

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

In the November, 2015 report, San Diego County Middle-Skills Jobs: Gaps and Opportunities, the San Diego Workforce Partnership (SDWP) summarized:

> *Despite the gradual economic recovery and growing number of jobs available in San Diego County, employers still have difficulty finding qualified workers to fill highly-technical positions in the region. These jobs are typically defined as "middle-skill" because they require an associate degree or less; however, only skilled labor with extensive training can fill these positions.*

> *The general definition of a middle-skill or skilled job is a position that requires at least a high school diploma, but less than a four-year degree. Jobs that fall within this definition are projected to have more than 20,000 annual job openings between 2015 and 2019. Additionally, the median hourly wage for these jobs is $20.20. With over 38% of households earning below the self-sufficient wage of $13.09 per hour and over 80,000 people unemployed each month, San Diego needs to fill these positions and close the skills gap.[7]*

The SDWP reported that collaboration between educational institutions and middle skill job employers can reform the region in these ways:

- Industry- or employer-driven curriculum, programs and training will be key in closing the middle-skill jobs gap

- Past public-private partnerships have been shown to generate workers with strong "foundational skills" such as mathematics, and will increase availability of talent as well as employee retention

- Policymakers have the ability to pave the way for more productive collaboration between educators and employers by implementing effective interventions and removing regulatory and legal barriers in San Diego, developing education programs that offer middle-skill training is an essential part of meeting the region's needs for a skilled workforce and an area in which SDCE is well positioned to continue and grow its support.
  SDWP reported:

- Currently, there are 603,535 middle-skill jobs in San Diego, accounting for 37% of all employment in San Diego County

- 526,759 of these jobs pay the self-sufficient hourly wage of $13.09 or higher and have opportunities for career advancement

State-wide efforts support middle skill job development as well. The California Community College Chancellor's Office (CCCCO) is sponsoring an initiative, Doing What Matters™, to support middle skill training and education opportunities throughout the college system.

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[7] San Diego Workforce Partnership. (2015, November). San Diego County Middle-Skills Jobs: Gaps and Opportunities. Retrieved on April 30, 2016 from http://www.sandiegobusiness.org/sites/default/files/Middle-Skill%20Jobs%20Gaps%20and%20Opportunities_2015.pdf
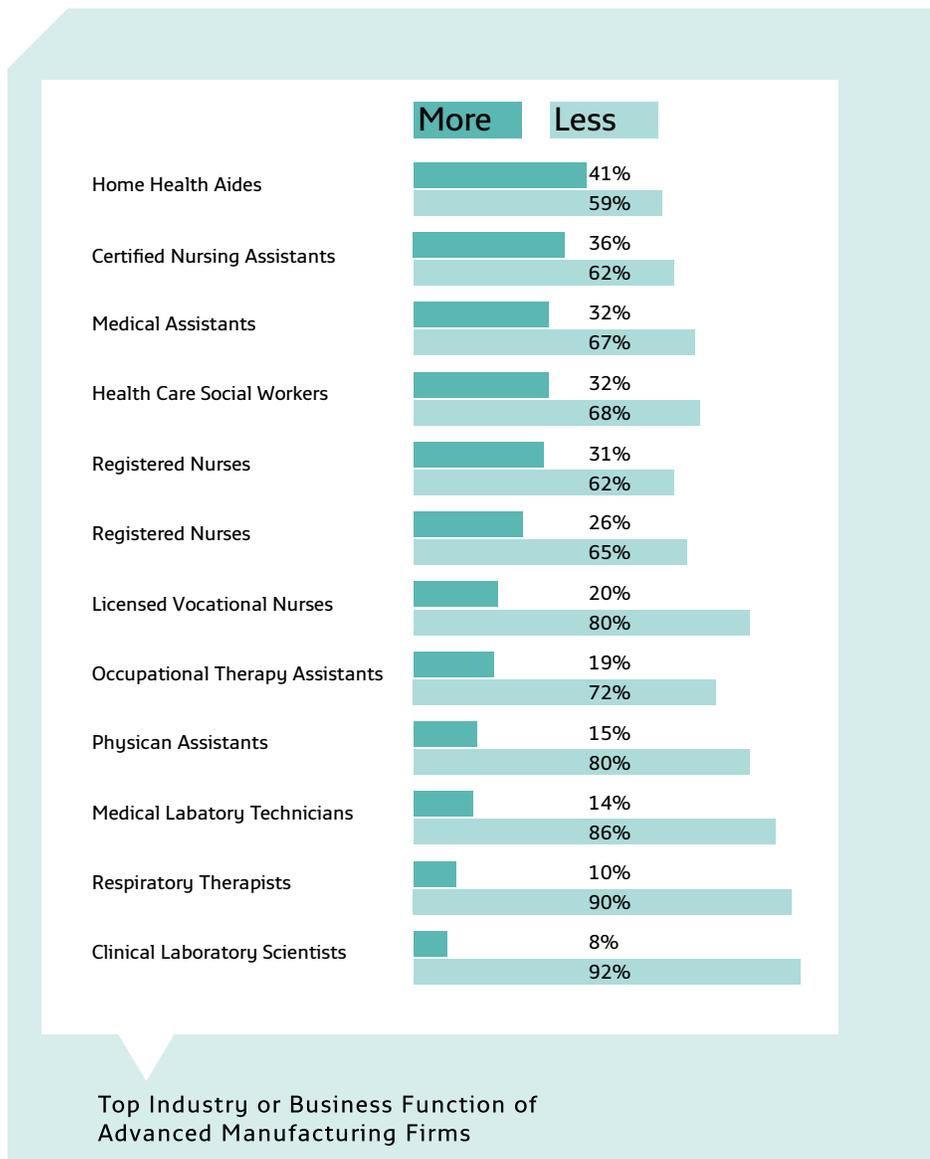
In the October 2015 report, A 10-year 'Middle-Skill' Occupational Outlook for California, the Centers of Excellence for Labor Market Research stated:

> *If recent trends in worker demand and education/training supply continue, California's labor force will not be adequately equipped to meet the needs of employers by 2025. Based on occupational employment projections for the next 10 years, the demand for job applicants who have attained either college preparation (up to and including an Associate degree) and/or 3rd-party certification will overwhelm the actual number of labor force participants with these qualifications. By 2025, the occupational outlook for 'middle-skill' jobs could create as many as one million new jobs during the 10-year period (2014-2024).[8]*

While labor market analysis points to a gap in the middle-skill training, the community college system, including its non-credit division, is poised to respond. In 2015, the California Board of Governor's Task Force on Workforce, Job Creation and a Strong Economy released a report that projected California industry will need to fill a million middle-skill jobs and California Community Colleges are ready to provide the education:

> *CA Community Colleges lead the state and nation in providing postsecondary career technical education (CTE) and training. Serving more than 2.1 million students, the 113 community colleges provide workforce training, basic skills education, and transfer preparation. Students enroll in associate degree and certificate programs in 350 fields of study. The colleges also offer apprenticeship programs, short-term training aligned to third- party credentials, and incumbent worker training to upgrade skills.[9]*

At SDCE, CTE (Career Technical Education) programs, basic skills programs, and wrap-around student services will continue to grow in support of the San Diego community filling these skills gaps with qualified employees. This strategic plan is evidence of this effort.

	More	Less
Home Health Aides	41%	59%
Certified Nursing Assistants	36%	62%
Medical Assistants	32%	67%
Health Care Social Workers	32%	68%
Registered Nurses	31%	62%
Registered Nurses	26%	65%
Licensed Vocational Nurses	20%	80%
Occupational Therapy Assistants	19%	72%
Physican Assistants	15%	80%
Medical Labatory Technicians	14%	86%
Respiratory Therapists	10%	90%
Clinical Laboratory Scientists	8%	92%

Top Industry or Business Function of Advanced Manufacturing Firms

[8] Centers of Excellence for Labor Market Research. (2015). A 10-year 'Middle-Skill' Occupational Outlook for California. Retrieved on April 30 from http://doingwhatmatters.cccco.edu/portals/6/docs/California%20Trends_15-25.pdf

[9] California Board of Governors. (2015). Task Force on Workforce, Job Creation and a Strong Economy. California Community Colleges Chancellor's Office. Retrieved on April 30, 2016 from http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf
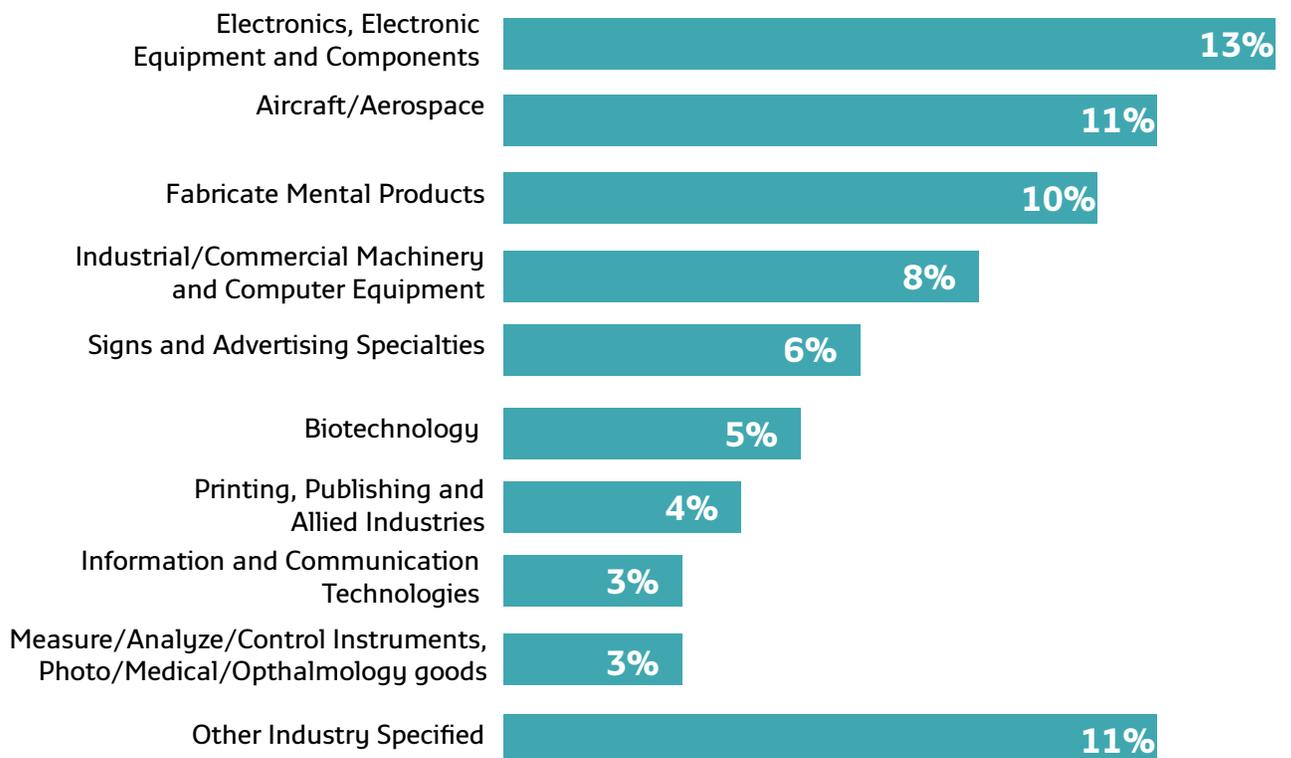
Other Labor and Education Themes

Aging Workforce

The Pew Research Center estimates that 10,000 members of the Baby Boomer generation have been reaching 65 years of age every day since January 1, 2011. The aging of this cohort of Americans is dramatically impacting industry.[10] In fact, the SDWP estimates that 42% of the adult population is at or nearing retirement. The SDWP believes that employers will have difficulty filling the knowledge, skills and abilities (KSA) gaps left by a retiring workforce.

Soft Skills/Essential Skills

Ever since the Department of Labor released the Secretary's Commission on Achieving Necessary Skills (SCANS) report in 1991, labor and industry have identified soft skills as significant skills for employee productivity and success.[11] Indeed, as recently as 2015, SDWP stated that employers consistently report a lack of soft skills, such as communication and problem solving, in workers. SDCE builds these skills training into many of its programs and student learning outcomes.

Industry or Business Function	Percent
Electronics, Electronic Equipment and Components	13%
Aircraft/Aerospace	11%
Fabricate Mental Products	10%
Industrial/Commercial Machinery and Computer Equipment	8%
Signs and Advertising Specialties	6%
Biotechnology	5%
Printing, Publishing and Allied Industries	4%
Information and Communication Technologies	3%
Measure/Analyze/Control Instruments, Photo/Medical/Opthalmology goods	3%
Other Industry Specified	11%

Top Industry or Business Function of Advanced Manufacturing Firms
Precent of Survey Respondents

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[10] Pew Research Center. (2010, December 29). Baby Boomers Retire. Retrieved on May 2, 2016 from http://www.pewresearch.org/daily-number/baby-boomers-retire/

[11] Department of Labor. (1991, June). Secretary's Commission on Achieving Necessary Skills. United States Department of Labor: Employment & Training Administration. Retrieved on May 2, 2016 from https://wdr.doleta.gov/SCANS/whatwork/

Doing What Matters™ Leading Industry Sectors in San Diego/Imperial Region
Across the state of California, industry sectors that are a priority focus in each region have been identified.

For each of these leading industry sectors, education programs are currently delivering training, or emerging training programs have been started (or will be started).

San Diego belongs to the San Diego/Imperial County region and the leading industry sectors in this region.[12]

PRIORITY SECTORS
- Advanced transportation and renewables*
- Health*
- Life sciences/biotech

EMERGENT SECTORS
- Advanced manufacturing*
- Information and communication technologies (ICT)/Digital media*

OTHER SECTOR RESOURCES
- Agriculture, water and environmental technology*
- Energy, construction and utilities*
- Global trade and logistics
- Retail/hospitality/tourism 'learn and earn'*
- Small business*

*SDCE focus

In coordination with other regional educational institutions, SDCE has initiated, grown, and planned for training programs and student services offerings to meet the demands of the selected leading sectors: Health, Information and communication technologies (ICT)/Digital media, Environmental Technology, Construction, Hospitality and Tourism, and Small Business. SDCE continues to work closely with the regional and state sector navigators in developing statewide initiated programs (such as the IT pathways) and our regional colleagues to be in alignment with the region's training needs.

[12] Doing What Matters™. (2016). Priority Sectors in the San Diego/Imperial Region. Retrieved on May 3, 2016 from http://doingwhatmatters.cccco.edu/ResourceMap/SanDiego.aspx

San Diego Trends and SDCE Program Opportunities
Given the regional data, San Diego's population is projected to be in growth mode through 2020. With the unemployment rate below 5% and a projected increase in technical-skilled jobs, San Diego employers will be seeking a skilled, educated workforce. As reported by the San Diego Workforce Partnership, in 2015 there were 603,535 middle-skill jobs in San Diego, accounting for 37% of all employment in San Diego County. The researchers also found that 526,759 of these jobs pay the self-sufficient hourly wage of $13.09 or higher and have opportunities for career advancement.

To meet the mandate to provide training for middle-skill jobs in leading industry sectors, SDCE is addressing the demographic and labor trends and opportunities by offering targeted training, education, and student services.

Training and Education
Given the increasing number of middle-skill jobs and the leading industry sectors, SDCE's programs offer curricula, certificates, and training that are responsive to the local industry need for learners and workers who need more technical skills along with providing basic skills for those careers along with transfer to credit community college.

Many of these opportunities are described in the Education Master Plan section of this strategic plan. The strategic plan also describes how SDCE will support these opportunities to serve the needs of our students and the community.

San Diego Continuing Education Profile

The Institution Overview

SDCE has been providing adult education services to the city of San Diego for more than 100 years since 1914. Originally a part of the San Diego Unified School District (SDUSD) and since 1970 a part of the San Diego Community College District (SDCCD), the institution has become a major provider of college preparation and vocational education programs, as well as a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego.

In 2014/2015, SDCE served over 44,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is the largest separately accredited noncredit continuing education institution in the nation.

With more than 170 countries represented among the student population, SDCE is also one of the most diverse adult schools in California.

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

SDCE Accreditation

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

Campuses and Locations

Headquartered at The Educational and Cultural Complex (ECC), SDCE comprises 5 campuses and over 150 community and neighborhood locations. Funded by the Propositions S and N construction bond program, all campuses were recently built or renovated and received new teaching and learning facilities along with infrastructure improvements.

Campus Locations

- Educational and Cultural Complex (ECC): SDCE headquarters and is the designated Campus of Excellence for Career and Technical Education
- Mid-City: Campus of Excellence for English as a Second Language Education
- West City: Campus of Excellence for Hospitality and Consumer Science
- Cesar Chavez: Campus of Excellence for Healthcare Careers
- North City: Campus of Excellence for Business and Information Technology and CE at Mesa College: Campus of Excellence for Intergenerational Studies

■ **Continuing Education Campuses**
● **College Campuses**
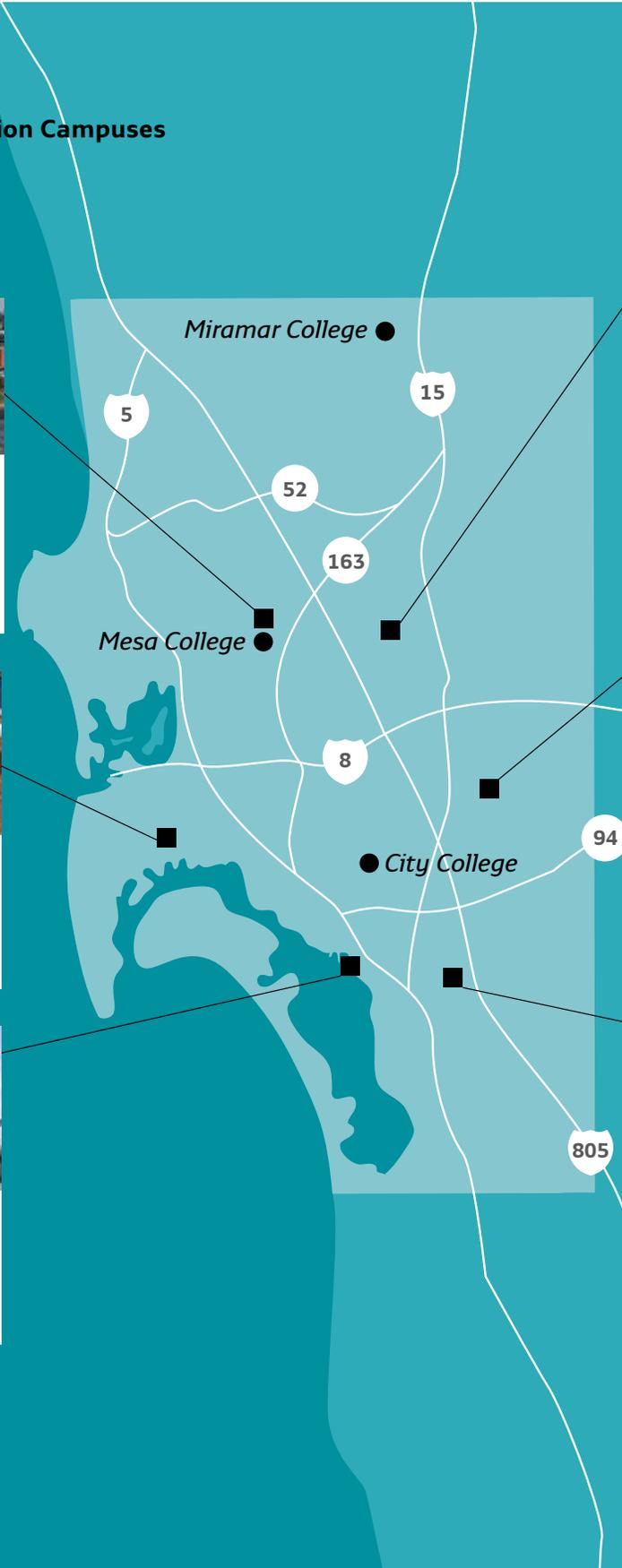
Continuing Education at:
Mesa College
7350 Armstrong Place
San Diego CA 92111
619-388-1950

West City
3249 Fordham Street
San Diego CA 92110
619-388-1873

César E. Chávez
1901 Main Street
San Diego CA 92113
619-388-1910

Miramar College ●

Mesa College ●

● *City College*

North City
8355 Aero Drive
San Diego CA 92123
619-388-1800

Mid-City
3792 Fairmount Avenue
San Diego CA 92105
619-388-4500

**Educational
Cultural Complex**
4343 Ocean View Boulevard
San Diego CA 92113
619-388-4956

SDCE Programs

SDCE is authorized to offer classes in eight of the ten state-supported noncredit program categories set forth in Title 5 (§58160) and include:

1. Elementary and Secondary Basic Skills
   » Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English as a Second Language
   » Vocational English as a Second Language
3. Citizenship for Immigrants
4. Short-Term Vocational
   » Business and Information Technology (BIT)
   » Child Development
   » Healthcare Careers
   » Heavy Vocational (Automotive, Plumbing, Upholstery, and Welding)
   » Hospitality and Consumer Sciences
5. Courses for Older Adults
   » Emeritus/Older Adult (OA)
6. Home Economics
7. Parenting
8. Disability Support Programs and Services (DSPS)

Adult Basic Education	High School Diploma/Equivalency	Disability Support Programs & Services	Office Systems	English as a Second Language
2,477	**3,007**	**5,105**	**7,592**	**13,508**

Top Five Subjects Areas by Number of Enrollments Fall 2014

Student Services
The pathways between education and industry, and between noncredit and credit, are enhanced by wrap around counseling services that support development of students' Individual Education Plans. In addition, specialized services in many areas of support are provided for special student populations including veterans, foster youth, LGBTQ, economically disadvantaged, and DSPS students.
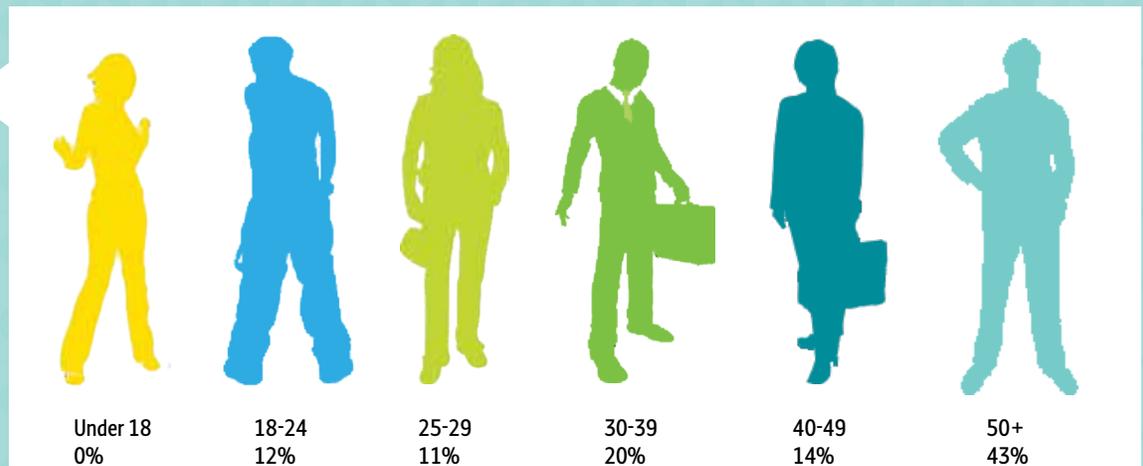
Student Enrollment Information
SDCE serves over 44,000 students each year through 5 campuses and over 150 community and neighborhood locations. This number refers to unduplicated student headcount, and is different from the number of enrollments, the latter accounting for the fact that many students enroll in multiple classes and often in more than one program.

Age
The student population in SDCE is generally older than the population District wide. In fall 2014, the largest groups within SDCE were students age 50 and over (43%) and students between ages 30 and 39 (20%). Compared to the district wide population, the youngest adults are most strongly underrepresented (12% vs. 38% across the District), while people 50 and over, who represent only 19% of the student population district wide, comprise 43% of SDCE students.

Ages Group
Fall 2014

Under 18	18-24	25-29	30-39	40-49	50+
0%	12%	11%	20%	14%	43%

Ethnicity
The information highlights the diverse population served by SDCE. The ethnic groups with the largest representation on average in fall 2014 were Latino (34%) and White (32%). Asian/Pacific Islander students constituted 15% of the student population. The ethnic breakdown indicates that about 60% of SDCE students are from historically underrepresented groups and these rates have been constant during the past several years. SDCE student enrollment data reflects the ethnic breakdown of the District, which highlights the importance of tailoring student services to the needs of the underrepresented student groups.

Military

The active military and veteran student population is estimated to be 5,316, or 12% of the overall student population during academic year 2014-2015. SDCE counts and percentages by military/veteran status are estimates based on actual ratios found at all credit colleges in the District.

Military/Veterans 2014-2015

Note: SDCE counts and percentates bymilitary/verteran status are estimates based on actural ratios found at all credit colleges in the SDCCD District

Non-Active Military/Veteran Spouse/Dependent   886 = 2%

Active Military/Veteran Spouse/Dependent   886 = 2%

Active Military/Veteran   3,544 = 8%

Total   5,316 = 12%
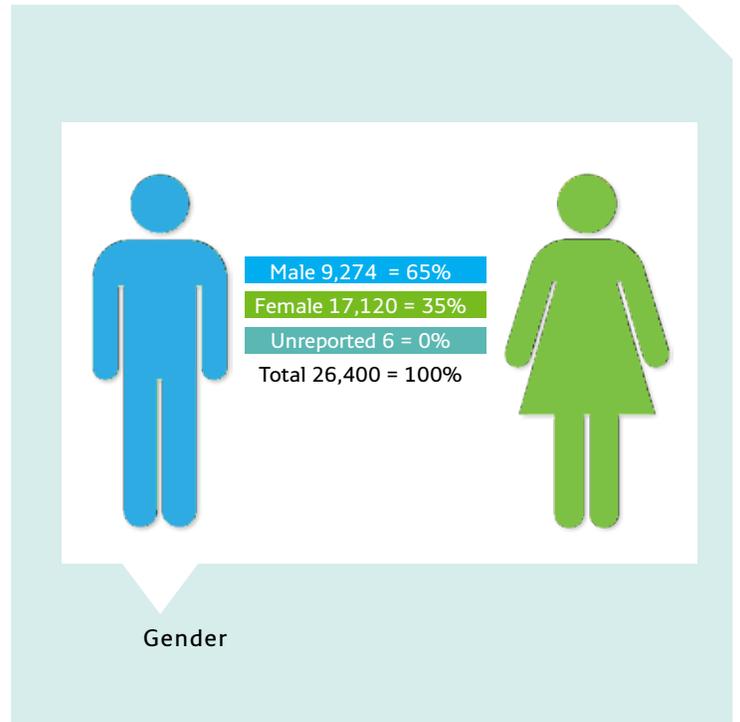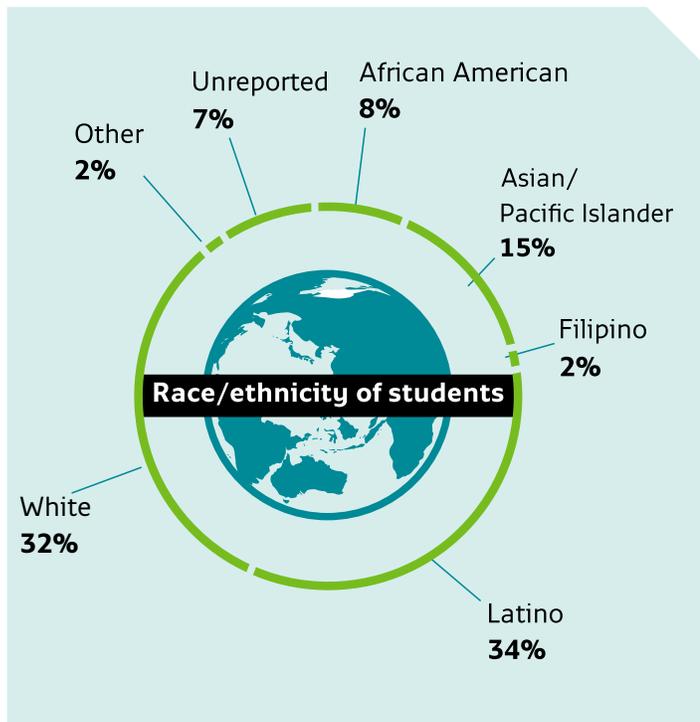
Gender

Women constitute the majority of our student population (65%). This percentage is higher than Districtwide (55%).

CE Non-State Supported
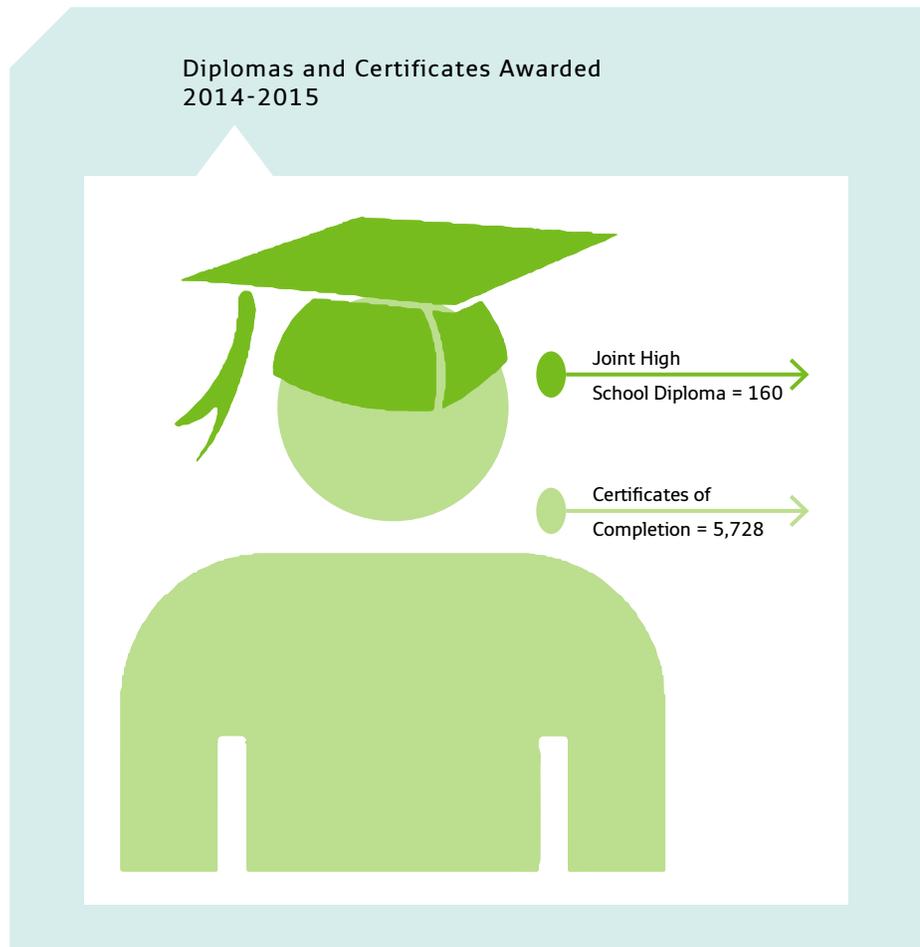
SDCE offers community education (fee supported classes) according to Education Code section 78300 to address a range of needs within the community college mission and provide specific lifelong learning opportunities to its local community such as CPR training.

Race/ethnicity of students

- Unreported **7%**
- African American **8%**
- Other **2%**
- Asian/Pacific Islander **15%**
- Filipino **2%**
- White **32%**
- Latino **34%**

Male 9,274 = 65%
Female 17,120 = 35%
Unreported 6 = 0%
Total 26,400 = 100%

Gender

Student Outcomes

The enrolled students in our top five programs are shown along with each type of certificates offered through SDCE. Course completion/competency certificates are awarded to students who completed a course or to students also met the student learning outcomes. Competency certificates have specific competences listed. Joint High School Diplomas are also awarded in conjunction with San Diego Unified School District.[13]

Noncredit classes are offered at no cost, and students who enroll in classes have a variety of educational and personal goals. Programs address essential areas of adult education including short-term job training, career development, English as a Second Language, Adult Basic Skills, an Emeritus program for age 55+, parenting, and Disability Support Programs and Services. Additionally, a Community Education program offers low fee classes for professional and personal enrichment.

Diplomas and Certificates Awarded 2014-2015

Joint High School Diploma = 160

Certificates of Completion = 5,728
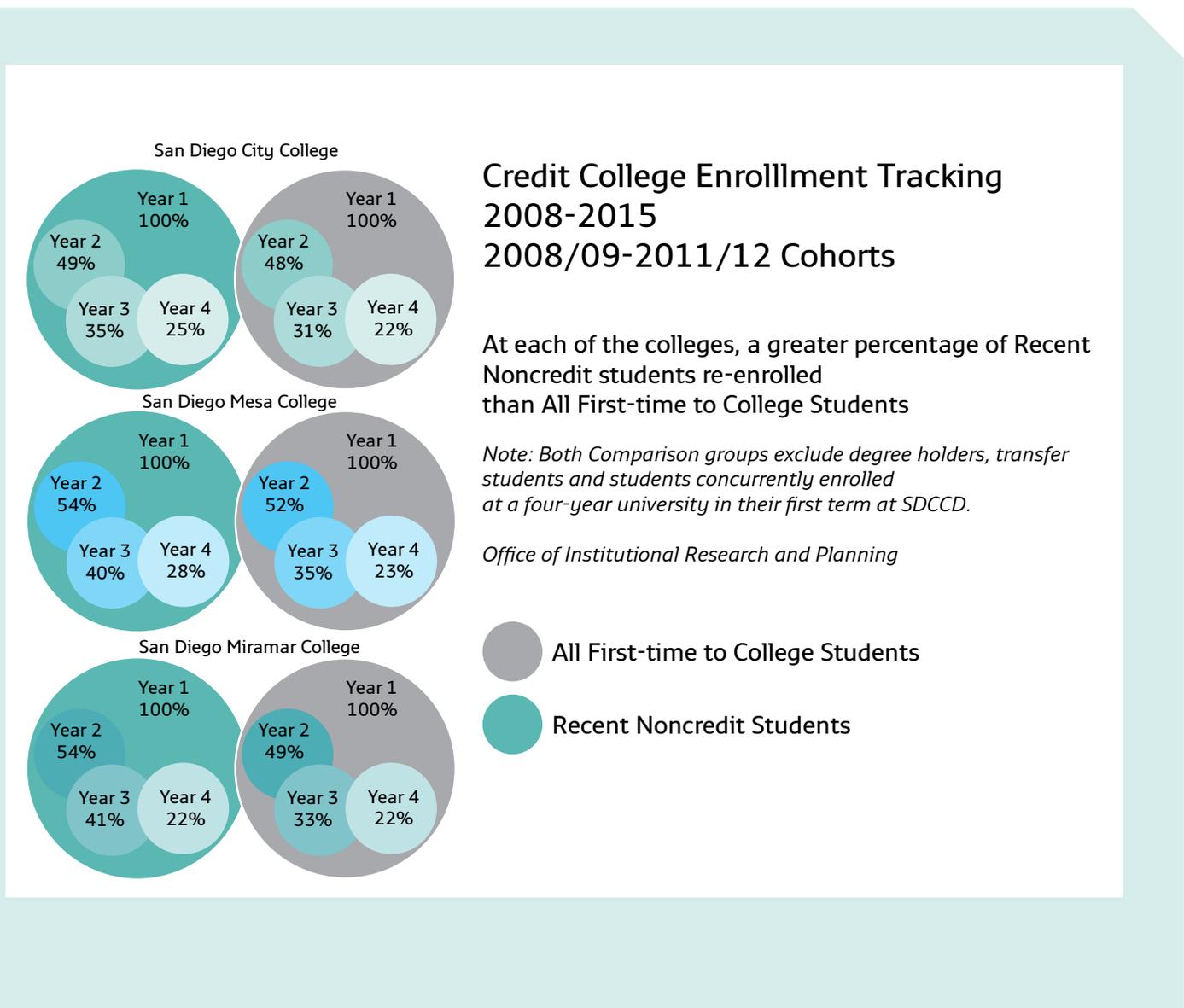
[13] State of California, Employment Development Department. (2014, December). 2012-2020 Projection Highlights San Diego-Carlsbad Metropolitan Statistical Area (San Diego County). Retrieved on February 20, 2016 from www.labormarketinfo.edd.ca.gov

SDCE Students Transition to College

SDCE noncredit students are encouraged to pursue courses at the District credit colleges. In an effort to document noncredit student success, the Office of Institutional Research and Planning tracked cohorts of students who were recently enrolled in SDCE noncredit courses and then transitioned to SDCCD credit colleges (City, Mesa, and Miramar Colleges) for the first time.

The diagram, Credit College Enrollment Tracking 2008-2015, provides a visual representation of the aforementioned recent noncredit students compared to all first-time SDCCD credit college students. At each of the three college institutions, recent noncredit students persisted to a second year at a higher rate than their first-time to college counterparts. For example, at Miramar College, 54% of noncredit (SDCE) students persisted to the next year compared to 49% of the first-time to college students.

San Diego City College

Year 1 100%
Year 2 49%
Year 3 35%
Year 4 25%

Year 1 100%
Year 2 48%
Year 3 31%
Year 4 22%

San Diego Mesa College

Year 1 100%
Year 2 54%
Year 3 40%
Year 4 28%

Year 1 100%
Year 2 52%
Year 3 35%
Year 4 23%

San Diego Miramar College

Year 1 100%
Year 2 54%
Year 3 41%
Year 4 22%

Year 1 100%
Year 2 49%
Year 3 33%
Year 4 22%

Credit College Enrolllment Tracking 2008-2015
2008/09-2011/12 Cohorts

At each of the colleges, a greater percentage of Recent Noncredit students re-enrolled than All First-time to College Students

Note: Both Comparison groups exclude degree holders, transfer students and students concurrently enrolled at a four-year university in their first term at SDCCD.

Office of Institutional Research and Planning

All First-time to College Students

Recent Noncredit Students

Student and Employee Survey/Data

Every three years the Office of Institutional Research and Planning conducts student and employee surveys. Results from the spring 2015 survey show that respondents were satisfied with the SDCE instruction and services with 90% or more of the respondents reporting they were satisfied with their academic and personal development, the decision-making roles and processes, enrollment and registration, and the physical facilities. Of particular note is the 97% of respondents who were satisfied with curriculum and instruction.

Overall, respondent satisfaction with services [blue bar] exceeded the perceived level of importance, or expectation attributed to it [green bar], and satisfaction with 7 out of 8 services met or exceeded respondent expectation.

Perception of Student Services

Satisfaction with Students Services generally meets or exceeds student expectations
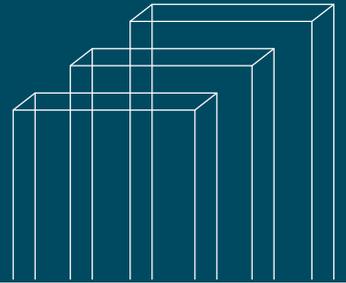
SAN DIEGO COMMUNITY CHALLENGES AND OPPORTUNITIES

San Diego Community Challenges

- Between 2004 and 2014, 16% or 350,000 San Diegans ages 25 and older did not have a high school diploma.

- Educational attainment has remained relatively unchanged since 2004, yet San Diego employers expect more education and technical expertise from the workforce.

- 42% of the adult population is at or nearing retirement. Employers will have difficulty filling the knowledge, skills and abilities (KSA) gaps left by a retiring workforce.

- Employers consistently report a lack of soft skills, such as communication and problem solving in workers.
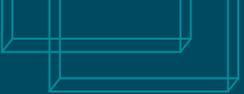
Students learn about the importance of soft skills during a career fair.

San Diego and SDCE Opportunities

- Currently, there are 603,535 middle-skill jobs in San Diego, accounting for 37% of all employment in San Diego County.

- 526,759 of these jobs pay the self-sufficient hourly wage of $13.09 or higher and have opportunities for career advancement.

- Middle-skill jobs are projected to add more than 24,000 positions through 2020.

- Advanced Manufacturing has the largest number of skilled jobs in San Diego and employs 13% of San Diego's workers.

- Health Care employs more than 100,000 people and is considered "recession-proof." Health Care grew 11% while overall San Diego employment declined 6% during the Great Recession (2007–2009).

- Industry- or employer-driven curriculum, programs and training will be key in closing the middle-skill jobs gap.

- Past public-private partnerships have been shown to generate workers with strong "foundational skills" such as mathematics, and will increase availability of talent as well as employee retention.

- Policymakers have the ability to pave the way for more productive collaboration between educators and employers by implementing effective interventions and removing regulatory and legal barriers.

- ICT employs more than 42,000 workers and is projected to add 1,600 jobs through 2020.

Many of these opportunities are described in the Education Master Plan section of this strategic plan. The strategic plan describes how SDCE uses these opportunities to serve the needs of students and the community.
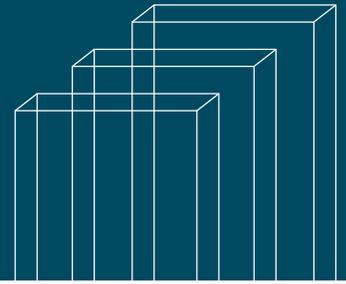
INSTITUTIONAL GOALS AND OBJECTIVES

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

Institutional Objective 1.1	Grow SDCE Distance Education classes through the integration of hybrid and online course development by 10% annually
Institutional Objective 1.2	Increase the number of offsite facilities to compensate for lack of classroom space on SDCE campuses by 5% in five years and maximize the use of campus space
Institutional Objective 1.3	Recruit to increase the faculty pool of adjunct substitutes (and immediate hires) in each program by 25% in five years
Institutional 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%)
Institutional Objective 1.5	Develop systematized and standardized student recruitment and orientation processes, with online marketing and informational materials for all programs within five years
Institutional Objective 1.6	Increase attendance and completion rates in targeted Career Development and College Preparation (CDCP) programs by 2% annually
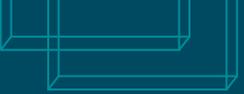
2

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

Institutional Objective 2.1
Increase professional development activities by 2% annually that seek to enhance employee talents interests, and increase collaboration and effective communication

Institutional Objective 2.2
Increase Interdisciplinary collaboration for student enrollment in multiple disciplines by at least one per program within five years

Institutional Objective 2.3
Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate

Institutional 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 SDCE brand and marketing

Institutional Objective 2.5
Create an infrastructure and process for informing internal staff and faculty of new programs and services
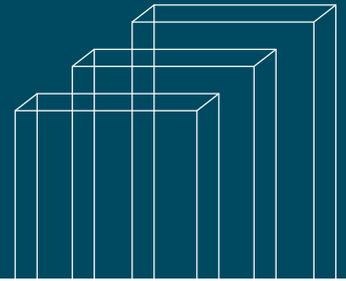
INSTITUTIONAL GOALS
AND OBJECTIVES

**INSTITUTIONAL
GOAL**

3

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

Institutional Objective 3.1

Increase students transitioning from SDCE to the colleges by 5% annually

Institutional Objective 3.2

Identify and implement effective strategies, activities, and interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually

Institutional Objective 3.3

Increase student support services and access to services and resources by 5% within five years

Institutional Objective 3.4

Increase workforce development resources and services by 10% over five years

Institutional Objective 3.5

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

Institutional Objective 3.6

Use the Faculty Priority Hiring Committee (FPH) and the Classified Hiring Priority Committee (CHP) and associated processes and rubrics when replacing any vacating faculty and classified positions

4

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

Institutional Objective 4.1   Orient all new employees to continuing education within their first term of hire beginning fall 2016

Institutional Objective 4.2   Provide current employees the opportunity to participate in at least one professional development activity annually to enhance their teaching, customer service, and technology and/or leadership skills beginning in spring, 2017

Institutional Objective 4.3   Create and maintain an annual technology plan as part of the resource allocation process

Institutional Objective 4.4   Automate student assessment

Institutional Objective 4.5   Develop specifications and identify a systems for course and program completion tracking to improve access to student completion and success data by 2021

Institutional Objective 4.6   Develop a sustainable and efficient process for the collection of instructor attendance paperwork prior to the implementation of PeopleSoft

INSTITUTIONAL GOALS
AND OBJECTIVES

5

Strengthen institutional effectiveness through integrated planning and resource allocation

Institutional Objective 5.1   Develop and implement an integrated planning model within five years

Institutional Objective 5.2   Systematically and annually assess the effectiveness of integrated planning and resource allocation beginning spring 2017

Institutional Objective 5.3   Assess institutional processes and procedures for efficiency and effectiveness within three years

Institutional Objective 5.4   Increase the use of data in decision making through data access and integrated planning processes beginning spring 2017

Institutional Objective 5.5   Create an integrated SDCE brand and marketing campaign in support of the SDCE institutional goals within three years

EVALUATION (ASSESSMENT AND METRICS)

Institutional Effectiveness

San Diego Continuing Education (SDCE) is committed to excellence in supporting students in achieving their goals. The Institutional Effectiveness Office (IEO) will engage in the assessment of the progress of the institutional strategic goals and objectives on an annual basis, support the facilitation of the annual program and administrative reviews, and facilitate the assessment of the integrated planning infrastructure.

Evaluation of the Strategic Plan

SDCE's Strategic Plan is designed to be an action plan. The goals and objectives in the Strategic Plan will be evaluated annually and at the conclusion of the annual planning cycle (see Appendix F: Integrated Planning Schedule). Data will be captured and analyzed by the IEO and/or those assigned to monitor the progress toward specific goals and objectives. The evaluation will be shared throughout SDCE.

The staff of the IEO and identified subject matter experts, will review and consult to establish baseline data and target measures for the strategic objectives. The evaluative review will:

- Measure progress toward institutional goals and objectives
- Assess the strategic plan and SDCE-wide efforts to align programs and processes
- Be collaborative, requiring and incorporating a wide variety of constituencies
- Be subject to SDCE's governance process

As SDCE's Strategic Plan is carried out, the following will be asked and reviewed by the appropriate committees and leadership teams, and the results will inform the annual review of the strategic plan:

- What data model will be used and how will it be organized for data sharing and accountability?
- What constitutes meaningful data?
- How do we define our "culture of evidence" and what will we consider as evidence of our progress in fulfilling our goals and objectives?
- How do we create and evaluate our key performance indicators to ensure they are meaningful and have the intended impact on achieving our objectives?

Continuous assessment outside of program review is new to SDCE and during this first year of the strategic plan (2016), considerable time will be spent to create the evaluation tools and define an evaluation review process. SDCE's focus on continuous improvement and meeting the goals in the plan, will result in a cycle of ongoing evaluation and assessment.

Institutional Assessment

Institutional assessment has two components: institutional effectiveness and learning outcomes, both of which call for accountability and process improvement. This section of the strategic plan will focus on an infrastructure needed to support these components including:

- Student Assessment (Student Learning Outcomes (SLOs)
- Faculty Assessment (Evaluations)
- Program Assessment (Program Review)
- Administrative Assessment (to be included with Program Review)
  - » Instructional Services
  - » Student Services
  - » Business Administrative Services
  - » President's Office
  - » Institutional Effectiveness Office
  - » Public Information Office

Program Assessment

Student Learning Outcomes

"The most important thing to remember about learning outcomes is that the assessment is not about people, it is about process" (Hinton, 2012, p. 18).

The fundamental elements of student learning should be clearly articulated in the form of student learning outcomes (SLOs) at all levels, meaning course, program and institution. The expectation is that SLOs are integrated and with SDCE's mission, and meet the standards required in the relevant disciplines.

Well-planned strategies for implementing multiple measures of student learning, along with the results from these multiple measures, should be used as feedback for further academic planning, including: curriculum redesign, development of new programs, administrative decisions with respect to resource allocation, and potentially facilities design and/or renovation

INSTITUTIONAL
STUDENT LEARNING OUTCOMES

Student assessment activities, both current and proposed, presented by SDCE constituents through the strategic planning process under Candidate Assessment include:

1 Social Responsibility

SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2 Effective Communication

SDCE students demonstrate effective communication skills.

3 Critical Thinking

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

4 Personal and Professional Development

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

- Provide intake, assessment, placement, goal setting, and follow up surveys
- Institutionalize and standardize assessment online
- Provide CASA assessments as part of orientation for all incoming students
- Provide pre and post tests to measure learning gains
- Provide certificates of completion
- Provide grades and facilitate student portfolios, and student pre and post surveys
- Provide technical assessment, pre-assessment (determine prior knowledge), and post-assessment (measures change)
- Track post-graduate employment
- One-on-one interviews with students to collect qualitative data about the effectiveness of program in preparing for their goals
- Survey students to determine how they have grown from program admission to exit
- Survey alumni for job obtainment and transition to other educational opportunities
- Identify growth benchmarks
- Incorporate course competencies where they do not currently exist
- Track student achievement
- Provide individual strengths and opportunities assessment performed at the start of each program as part of the course curriculum

The above will be reviewed and details expanded upon as the institution-wide assessments are developed.

Program Review

Academic program reviews will be designed to evaluate the quality, productivity, and the role of each academic department in fulfilling the institution's mission and strategic goals. The value of this process is only realized when the assessment data are then used to improve programmatic offerings and student performance.

Program reviews encourage ongoing self-exploration and planning within programs and ensure comparability among the review of reports. Program reviews will inform budgetary planning at all levels of administration and will be performed on an annual basis.

During the 2016-2017 academic year the program review template and manual will be reviewed to comply with the outcomes as defined in this strategic plan, to align with accreditation, and to meet the recommendations presented through the strategic planning process. The new process will include responses from individual programs to ensure there is a measurable demand for courses and programs, an indication as to the demand for the courses and programs (increasing, decreasing, or remaining stable), and demonstrable evidence of student learning.

A task force on instructional assessment will be created to work in conjunction with the program review committee in establishing these new templates, manuals, measurable outcomes, and develop key performance indicators (KPIs).

Example KPI (data we already analyze):

- Annual course success (course completion rate)
- Annual program success (annual program certificates awarded)

Program assessment activities, both current and proposed, presented by SDCE constituents through the strategic planning process under Program Assessment included:

- Student surveys
- Class completion rates
- Retention rates
- Curriculum review
- Placement/assessment test preparation class and successfully transition programs
- Advisory board review
- Focus groups
- Small business startup, job placement or promotion percentages after program completion
- Student satisfaction surveys: entry and exit
- Program and course enrollment numbers
- Percentage of attaining student learning outcomes
- Administration student course evaluations each semester
- Student performance feedback review on a semester basis from healthcare partners
- Review of annual certified nurse assistant state test results

Administrative Assessment

Administrative Unit Outcomes (AUOs) are measurable activities that the unit (department) expects to achieve through their delivery of services. Assessing these outcomes leads to the promotion and development of quality and efficient services that ultimately will minimize costs, improve those services, and support SDCE's mission. The development of an assessment plan and materials will be a significant focus of the first year (2016-2017) of this strategic plan.

S.M.A.R.T. Assessment and Outcomes (all units and programs)
- Specific: what is being delivered or accomplished and how it relates to key process and services
- Measurable: quantify so the unit can determine if it has achieved the outcome. Determine how and when data will be collected
- Achievable: outcome is something the unit can accomplish
- Realistic: outcome is something that can be practically completed and in a specific time frame or for a specific amount of money
- Time-bound: outcome is tied to a specific time frame

Process for the Development of Assessment
- Develop a written mission or statement purpose of the unit
  - » Link the functions of the unit to the overall mission of SDCE
  - » Identify core activities and the ultimate experience your constituents should receive after interacting with your unit
- Establish unit outcomes
  - » Outcome statements; process statements, and satisfaction statements
- Determine assessment measures and criteria
  - » Identify sources of evidence that will determine the achievement of expected impacts
  - » Use multiple measures so that composite results can yield a realistic image of the unit's performance
- Conduct the assessment
  - » Create a schedule for the assessment activities
- Analyze the assessment
  - » Determine what collected data indicates and discuss implications including changes needed and associated resources
- Create an action plan based on the results of the analysis
  - » Use the assessment results to make improvement to services; these may include:
  - » Revising organizational structure
  - » Reallocating resources
  - » Revamping administrative procedures
  - » Modifying or expanding collaboration with the public or external agencies
  - » Potential modifications of the unit's outcomes for the following year

Instructional Services Assessment

The Office of Instruction will:
1. Develop a written mission or statement of purpose for the unit
2. Establish outcomes
3. Determine assessment measures and criteria
4. Conduct the assessment
5. Analyze the assessment
6. Create an action plan based on the results of the analysis

Questions to consider:
- How do faculty spend their time outside the classroom?
- What are the department's/program's explicit expectations with respect to faculty service?
- Are faculty accessible to students, either electronically or in person, outside the classroom?
- Are faculty engaged in either designing new curricula or teaching pedagogies, or refining existing courses?
- If the unit has potential access to external funds, is the level of contract and grant activity appropriate?

Student Services Assessment

Student Services Department will:
1. Develop a written mission or statement of purpose for the unit
2. Establish outcomes
3. Determine assessment measures and criteria
4. Conduct the assessment
5. Analyze the assessment
6. Create an action plan based on the results of the analysis

Business Services Assessment

The Business Services Department will:
1. Develop a written mission or statement of purpose for the unit
2. Establish outcomes
3. Determine assessment measures and criteria
4. Conduct the assessment
5. Analyze the assessment
6. Create an action plan based on the results of the analysis

Institutional Effectiveness Office

The Office of Institutional Effectiveness will:
1. Develop a written mission or statement of purpose for the unit
2. Establish outcomes
3. Determine assessment measures and criteria
4. Conduct the assessment
5. Analyze the assessment
6. Create an action plan based on the results of the analysis
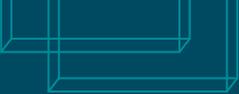
Public Information Office

The Public Information Office will:
1. Develop a written mission or statement of purpose for the unit
2. Establish outcomes
3. Determine assessment measures and criteria
4. Conduct the assessment
5. Analyze the assessment
6. Create an action plan based on the results of the analysis

The development of the assessment infrastructure will occur in 2016-2017.
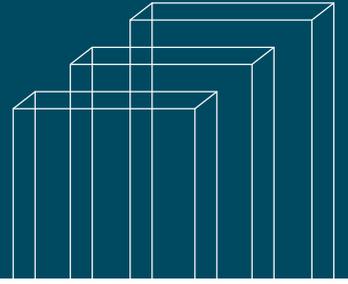
SAN DIEGO CONTINUING EDUCATION ENROLLMENT MANAGEMENT

Enrollment management is a continuous priority at SDCE. Enrollment trends across the state of California have declined, however San Diego Continuing Education is able to focus on growth and increasing enrollment as evidenced through the goals and objectives identified in the Educational Master Plan. The enrollment management objectives and strategies currently in process (Appendix L) align with the strategic plan institutional goals and objectives. As the strategies are implemented, they will be closely monitored to ensure SDCE meets its enrollment targets.
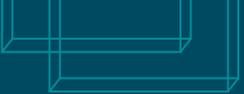
Enrollment Management Objectives and Strategies

1. Grow FTES across SDCE

   » Apply for more grants to fund initiatives that increases enrollment and provides additional student services

   » Cultivate local high school partnerships to serve high school graduates who do not transition to college

   » Improve the system for notifying interested individuals of course/program availability for courses at cap

   » Develop a student recruitment and outreach plan based on strategic planning to involve all key groups (faculty, staff, PIO and managers)

   » Develop a strategic room scheduling process using the new ERP system.

   » Identify additional facilities/sites for classroom space

   » Increase adjunct faculty as needed

2. Increase the number of distance education course offerings

   » Expand the number of faculty with online certification; offer online course assignments to faculty who have completed certification.

   » Increase the number of courses approved for distance education

3. Increase course and program availability at high demand times, and utilize classrooms on Fridays and Saturdays

   » Increase the number of high-demand programs and courses on Fridays and Saturdays

   » Conduct space use analysis to maximize the number of high demand courses by student preferred times (morning and evening)

4. Increase program and course student completion rates

   » Hire qualified faculty through innovative recruitment strategies

   » Fully implement and standardize core student services for Career Development and College Preparation programs.

   » Increase scholarships offered through the SDCE Foundation

   » Support a range of professional development opportunities to support the professional growth of faculty to maintain the highest quality of instruction

EDUCATION MASTER PLAN OVERVIEW

The Education Master Plan provides direction on SDCE's instruction and support services areas of focus and expected outcomes over the next five years. The five year action plans are included in Appendix H-J (online version only). Departmental goals on individual plans are in alignment with SDCE's institutional strategic goals.

The 2016-2021 Education Master Plan was developed through extensive input from the campus community through the strategic planning steering committee and process. The participatory process included broad campus representation as well as community input.

All strategic planning groups looked to create disruptive innovation in their respective programs and departments: "Disruption displaces an existing market, industry, or technology and produces something new and more efficient and worthwhile. It is at once destructive and creative" (Howard, 2013).

SDCE Instructional Programs Summary

SDCE programs meet the diverse needs of the San Diego community from learning English to preparing for college, specific job training or sharpening career skills, and/or lifetime learning opportunities.

Each program created an action plan to meet their strategic goals and objectives and can be found in Appendix E. Plans identify the following:

- Program goals
- Alignment to SDCE's institutional strategic goal(s)
- Objectives and activities
- Action steps to meet objectives
- Expected outcomes of each action step
- Key performance indicator to measure the outcome
- Person(s) responsible for meeting or facilitating the objective
- Expected start and end dates of action steps

Adult Basic Education/Adult Secondary Education

Adult Basic Education (ABE) offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, GED, competency in the English language, citizenship, vocational skills or enrichment.

Adult Secondary Education offers engaging and innovative college-prep programs for the completion of high school, including the Accelerated High School Program and High School Equivalencies (preparation to pass the HiSET or GED exams).
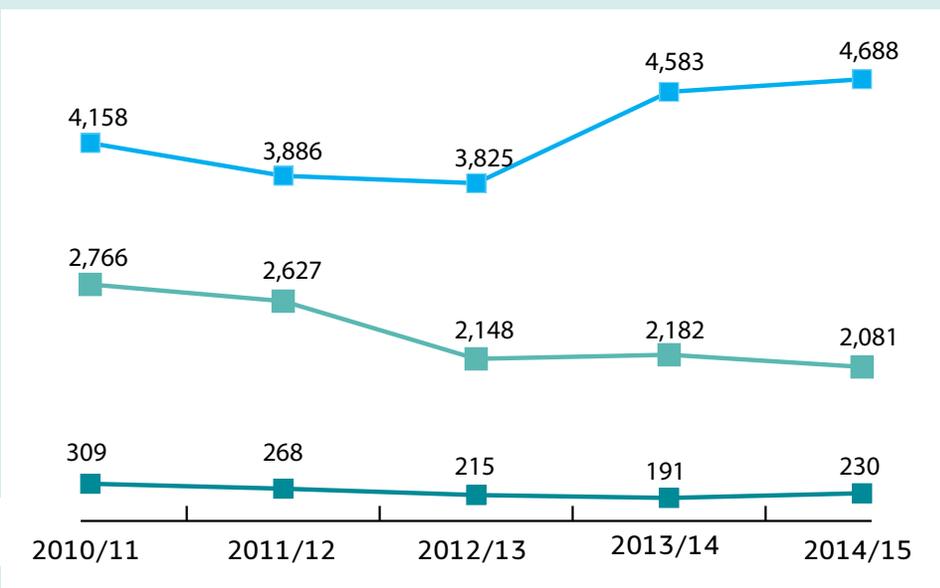
One-Year Goals

- Expand the Accelerated High School Diploma Program to one or more additional campuses by fall of 2016. [Institutional Goal 1]
- Increase math and science offerings in the AHSP. [Institutional Goal 1]
- Offer program certificates for ABE Beginning and ABE Intermediate levels (math and English). [Institutional Goal 1]

Five-Year Goals

- Update GED course outlines to align with CB21 levels. [Institutional Goal 1]
- Increase High School Equivalency (HSE) course completion rates by 25% (students meeting 50% course completion threshold). [Institutional Goal 1]
- Establish ongoing faculty development to offer formal training and leadership development: Increase faculty attendance in professional development by 25%. [Institutional Goal 4]
- Develop a "College Connections" Program within ABE/ASE to reach at least 75% of ASE student population. [Institutional Goal 3]

GED™ Dashboard

	2010/11	2011/12	2012/13	2013/14	2014/15
	4,158	3,886	3,825	4,583	4,688
	2,766	2,627	2,148	2,182	2,081
	309	268	215	191	230

Career Technical Education

Career Technical Education provides vocational education and training programs for the San Diego community that ensure a skilled, productive workforce. SDCE Career Technical Education programs include:

- Automotive
- Child Development and Parenting
- Energy (Efficiency) and Utilities (Electronics, HVAC, Plumbing, Weatherization)
- Entrepreneurship and Small Business Management Program
- Fashion
- Culinary Arts and Hospitality
- Healthcare
- Information and Communication Technologies (ICT)/Digital Media
- Welding

Automotive Goals

Advanced Transportation and Renewable (Auto Technician/Auto Body, Upholstery Repair Auto)

The purpose of the Auto Tech program is to provide heavy skill-set training in automotive technologies. Students learn theory and hands on training, to get jobs in the local repair shops and automotive dealerships.
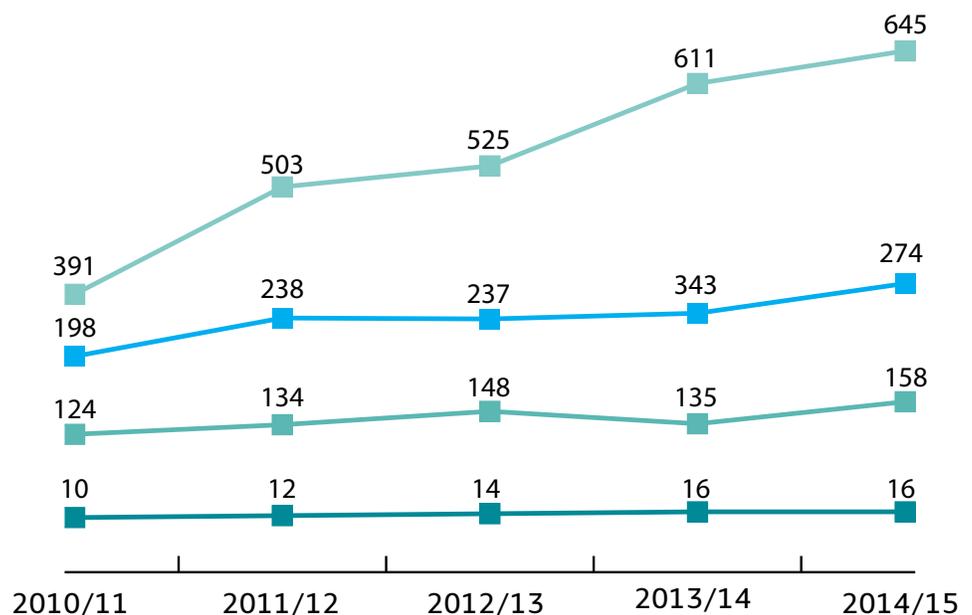
One-Year Goals

- Based on advisory feedback and direction, SDCE will introduce a service advising program to accommodate industry needs. Industry members have already assessed the need for an outline based on the industry market. Faculty will develop this curriculum for this course offering. [Institutional Goal 1]
- Through the use of an Auto 600/601 introductory class, students will feed into the Auto 507 series to increase completion rates and the number of professional technician students. [Institutional Goal 1]
- Continue to expand Advisory Boards for all three programs – Auto Tech, Auto Body, and Upholstery holding at least one advisory board meeting per semester. [Institutional Goal 2]
- Make sure Auto Tech in compliance with NATEF regulations. [Institutional Goal 2]

Five-Year Goals

- More new classes to offer other career directions: we want to offer new curriculum and outlines for more course offerings. We may also include a new (HVAC) class and/or online distance learning opportunity tied into distance learning. We are also considering partnering with local shops and dealers to sign off on lab assignments. [Institutional Goal 1]

- Create an automatic and manual transmission class. This would allow for expansion and new program development. [Institutional Goal 1]

- Develop an online automotive course in a LMS (Learning Management System) such as Blackboard or Canvas. Use GW Wilcox textbook with videos. Assessment options: Students video tape task and instructor grades it. Or students make appointments with automotive instructor at ECC and instructor grades it. [Institutional Goal 1]

- Create (NATEF) accreditation for auto body, with new Auto Body contract instructor [Institutional Goal 1]

Automotive Technician Dashboard

	2010/11	2011/12	2012/13	2013/14	2014/15
	391	503	525	611	645
	198	238	237	343	274
	124	134	148	135	158
	10	12	14	16	16

Child Development and Parenting

Parent Education students gain an understanding of their role as the primary and most important teacher their children have. This comes through their exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs.

One-Year Goals

- Fill 1-100% Parent Education contract position. [Institutional Goal 1]
- Articulate HMDV 626 3-5 Preschool Experience with CD 161 for 2 units of college credit. [Institutional Goal 3]
- Increase community outreach and program marketing efforts by 25%. [Institutional Goal 1]
- Provide ALICE training for all parent education instructors. [Institutional Goal 4]
- Establish a Child Development Certificate Program student organization. [Institutional Goal 2]

Five-Year Goals

- Offer Parent Education classes in Part I, Part II, Part III format, providing each with course completion and completion of program certificates. [Institutional Goal 1]
- Every Parent Education classroom is a "smart" classroom. [Institutional Goal 1]
- Develop new courses that meet data driven needs. [Institutional Goal 1]
- Hire a Parent Education Marketing/Outreach Coordinator. [Institutional Goal 3]
- Hire a Parent Education/Child Development Certificate manager. [Institutional Goal 4]
- Identify growth benchmarks in all Parent Education classes. [Institutional Goal 1]

FTES								
2010/11	2011/12	2012/13	2013/14	2014/15	2 YEAR DIFFERENCE	2 YEAR % CHANGE	5 YEAR DIFFERENCE	5 YEAR % CHANGE
244.07	236.11	232.62	213.81	241.02	27.2	13%	-3.05	-1%

Note: FTES excludes F-Factor

Culinary Arts and Hospitality

Hospitality and Consumer sciences provides students with the knowledge and skills in any of the possible subject matter offerings (foods/nutrition/culinary arts/hospitality/fashion production/fashion merchandising/textiles/interior design/life management/consumer issues and personal development) in order to prepare for vocational careers and to positively affect ones' quality of life.

One-Year Goals

- Implement the Advanced Culinary Arts Curriculum Summer 2016. This includes two new courses and new program. [Institutional Goal 1]
- Evaluate Nutrition and Bakeshop Skills courses and programs and revise, create or discontinue courses as is determined is needed. [Institutional Goal 1]
- Implement new semester Culinary Arts Program - CASP in fall 2016. [Institutional Goal 1]

Five-Year Goals

- Remodel ECC kitchen classroom. [Institutional Goal 1]
- Schedule the courses/programs to be taught at remodeled ECC kitchen. [Institutional Goal 2]

Course Awards	Awards Distrciption						
		2010/11	2011/12	2012/13	2013/14	2014/15	Total
818	Professional Bakeshop Course	0	57	109	58	58	282
819	Advanced Bakeshop Skills Course	0	54	48	37	91	230
Total		**0**	**111**	**157**	**95**	**149**	**512**

Energy (Efficiency) and Utilities (Electronic Techs, HVAC, Plumbers, Weatherization)

Career Technical Education provides vocational education and training programs for the San Diego Community that ensures a skilled, productive workforce
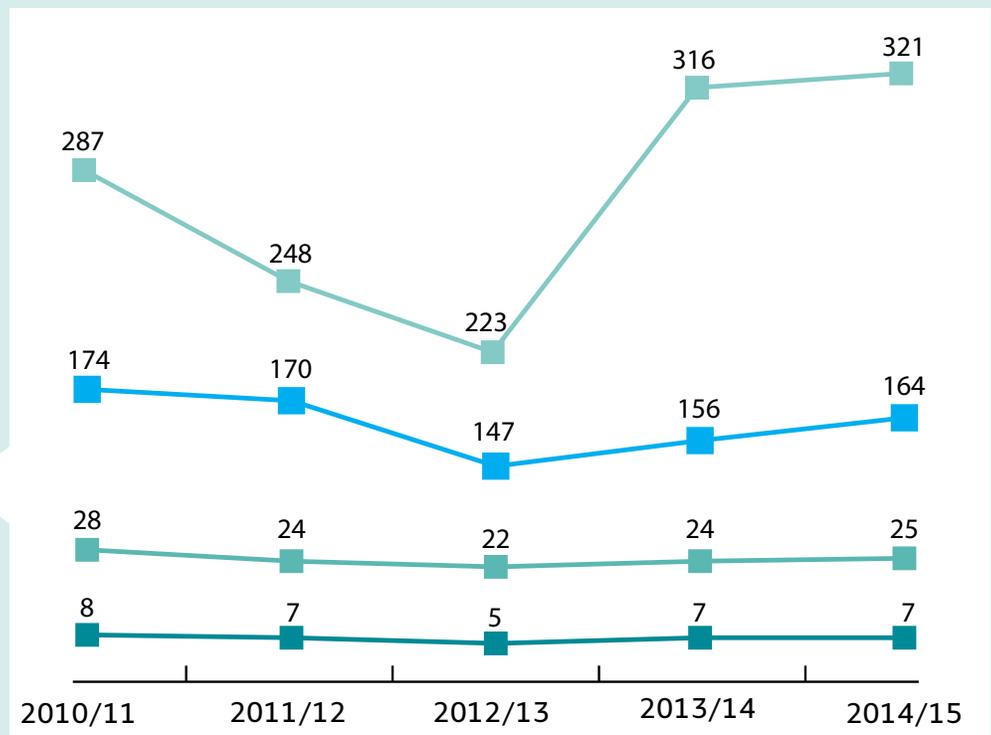
One-Year Goals

- Attract adjunct qualified faculty-industry competencies in combination with excellent communication skills (i.e.--Use head hunter or scouts for identifying qualified. [Institutional Goal 1]

- Upgrade HVAC curriculum with energy efficient; whole house energy efficiency models-insulation, caulking, dual paned windows. [Institutional Goal 1]

- Apply for Perkins funding for 2107-2018 to accommodate equipment and supply needs for a startup program. [Institutional Goal 5]

Five-Year Goals

- Evaluate alternative managed enrollment for new 15 or 25 hour/week CTE courses. [Institutional Goal 1]

- Develop curriculum and lessons for the new equipment. [Institutional Goal 1]

- Pursue hiring a plumbing/HVAC/energy efficiency contract faculty member in order for courses to be offered for additional hours per week. [Institutional Goal 1]

- Expand industry and community partnership for enhancing curriculum/training to meet industry needs. Establish Industry Advisory Board, conducting at least one advisory board meeting per semester. [Institutional Goal 2]

Air Conditioning/ Heating Dashboard

	2010/11	2011/12	2012/13	2013/14	2014/15
	287	248	223	316	321
	174	170	147	156	164
	28	24	22	24	25
	8	7	5	7	7

Entrepreneurship and Small Business Management Program

The Small Business Program provides students with the practical application skills and knowledge to plan, manage and grow a small business.

The Small Business Program is under the leadership of the Business and Information Technology Program (BIT) which provides adults open access to transformational career technical education programs.

Through skill building, upskilling and reskilling, BIT provides the San Diego community the opportunity to transition to college and work by providing hands-on and project based training in current technology, foundational skills, and business practices with real-work simulations.

Lead by industry experienced instructors; these programs build student confidence for future employment, promotion, and entrepreneurial opportunities.

One-Year Goals

- Create and develop SDCE Entrepreneurship and Small Business Management programs of the highest quality. [Institutional Goal 1]
- Form industry and community partnerships that enhance the student learning experience. [Institutional Goal 2]
- Establish base-line metrics. [Institutional Goal 5]
- Establish a Small Business library. [Institutional Goal 3]

Five-Year Goals

- Build awareness and brand recognition of SDCE Small Business programs as the most "cost-effective value" in San Diego (aligned with BIT's vision statement). [Institutional Goal 1]
- Create student pathways that lead to successful start-ups and jobs during and after program completion. [Institutional Goal 3]
- Continually assess, improve, add or remove Small Business programs. [Institutional Goal 5]

SUBJECT	COURSE NUMBER	COURSE TITLE	TERM	TOTAL ENROLL
BUSN	630	SMALL BUSINESS ESSENTIALS	SPRING 2016	56
BUSN	631	SMALL BUSINESS PLANNING	SPRING 2016	37

First Term Program Enrollment

Fashion

Students completing a fashion or fashion production course or program will be able to understand and apply concepts, technologies, related skills and techniques by successfully completing class projects in order to prepare for fashion careers.

Currently, there are two Fashion Programs. The Clothing Construction Program offers training in hands on sewing production skills to prepare students for entry level careers or to matriculate to other fashion colleges. The Sewn Product Business Program provides training to take a sewing product from concept to consumer.

One-Year Goals

- Write an intermediate clothing construction course to bridge the beginning skills with the advance skills found in the Sew Like a Pro course outline. [Institutional Goal 1]
- Review and update the course objectives, goals and industry skills in each of the courses found the new Clothing Construction Program. They include, Sewing Fundamentals I, Sewing Fundamental II, Sewing Like a Professional, and Tailoring. [Institutional Goal 1]
- Identify new classroom sites, especially in the new Cesar Chavez Campus for Fashion Courses. [Institutional Goal 1]
- Identify new classroom sites for Fashion Courses. [Institutional Goal 1]

Five-Year Goals

- Implement the Fashion Retail Business program. This includes state course and program approval. [Institutional Goal 1]
- Add industry partner in Retail to the Fashion Advisory Board. [Institutional Goal 2]
- Develop and implement marketing strategies to promote new Fashion Retail Program. [Institutional Goal 2]
- Develop a plan to increase counseling support and services. [Institutional Goal 3]
- Increase the quantity and scope of professional development activities by Fashion instructors. [Institutional Goal 4]

FTES								
2010/11	2011/12	2012/13	2013/14	2014/15	2 YEAR DIFFERENCE	2 YEAR % CHANGE	5 YEAR DIFFERENCE	5 YEAR % CHANGE
113.79	99.38	111.93	92.88	118.44	25.56	28%	4.65	4%

Note: FTES excludes F-Factor
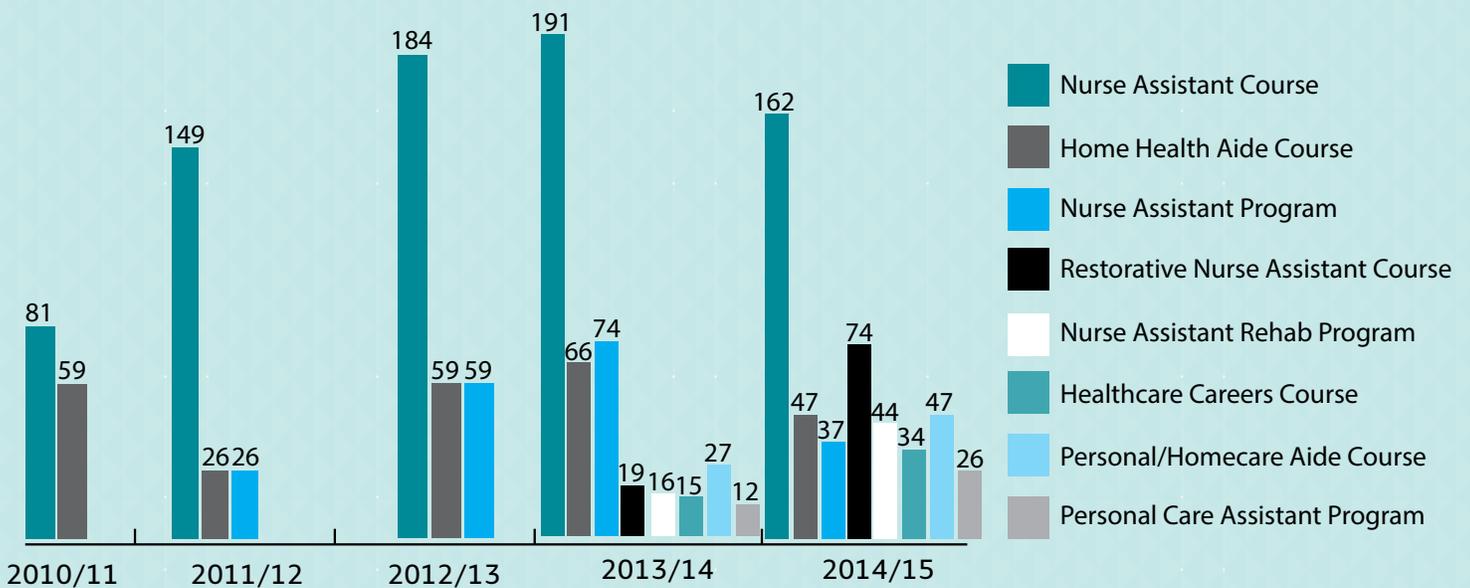
Healthcare

Healthcare offers a 260-hour Nursing Assistant Training course to prepare students for the State Certified Nurse Assistant (CNA) examination and to receive certification as Home Health Aides.

One-Year Goals
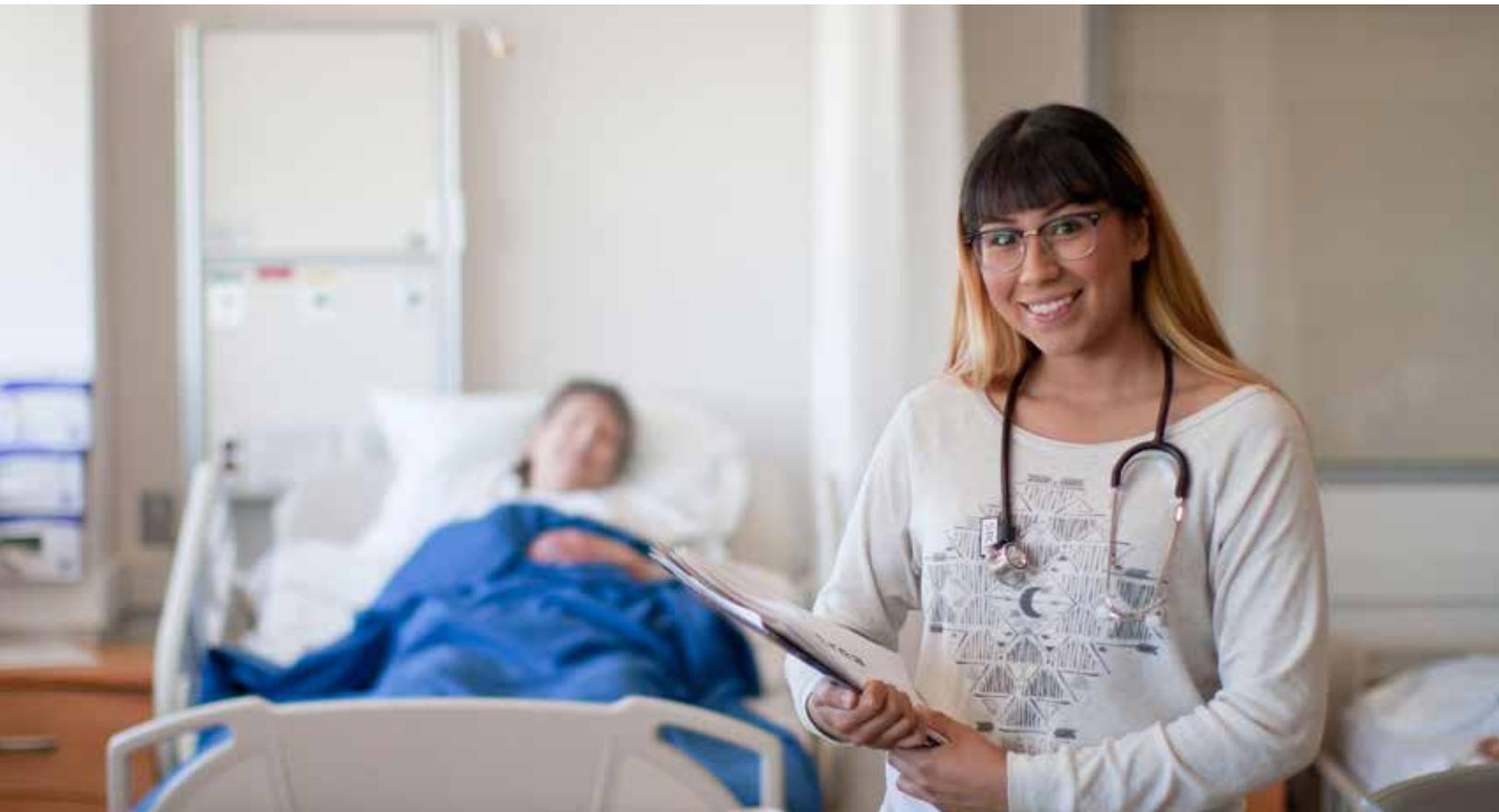
- Hire contract instructor for the Acute Care program and implement pilot program by July 2016. [Institutional Goal 1]

- Revise pilot Acute Care Nurse Assistant program by June 2017. [Institutional Goal 1 and 2]

- Develop and submit curriculum to CIC for two new programs: Health Facility Unit Coordinator and Medical Office Operations Specialist Program by October 2016. [Institutional Goal 1 and 2]

- Review, revise and pilot one condensed program option for the Nurse Assistant Training program by June 2017, including exploring offering the program in a hybrid, on-line capacity. [Institutional Goal 1 and 2]

- Design and develop a new program to prepare Behavioral Health Aides by October 2016. [Institutional Goal 1, 2]

Healthcare Course and Program Certificates Awarded 2010-2015

Legend:
- Nurse Assistant Course
- Home Health Aide Course
- Nurse Assistant Program
- Restorative Nurse Assistant Course
- Nurse Assistant Rehab Program
- Healthcare Careers Course
- Personal/Homecare Aide Course
- Personal Care Assistant Program

Year	Nurse Assistant Course	Home Health Aide Course	Nurse Assistant Program	Restorative Nurse Assistant Course	Nurse Assistant Rehab Program	Healthcare Careers Course	Personal/Homecare Aide Course	Personal Care Assistant Program
2010/11	81	59						
2011/12	149	26	26					
2012/13	184	59	59					
2013/14	191	66	74	19	16	15	27	12
2014/15	162	47	37	74	44	34	47	26

Five-Year Goals

- Develop a four year marketing plan to promote Healthcare Careers department which includes promotion of the four existing programs as well as the San Diego Continuing Education offerings and new programs by June 2018. [Institutional Goal 5]

- Begin implementation of the marketing plan by July 2018 to June 2019. [Institutional Goal 5]

- Revise and expand on Healthcare Careers curriculum July 2017-2021. [Institutional Goal 1]

- Improve department use of technology for instructional delivery and faculty collaboration from July 2017-June 2021. [Institutional Goal 1 and 4]

- Investigate methods to establish program internships given non-credit program limitations in conjunction with SDCE Administration by July 2017. [Institutional Goal 3]

- Using existing approved curriculum developed in the Health Facility Unit Coordinator and Medical Office Operations program design and develop an online or hybrid Medical Terminology course. [Institutional Goal 1
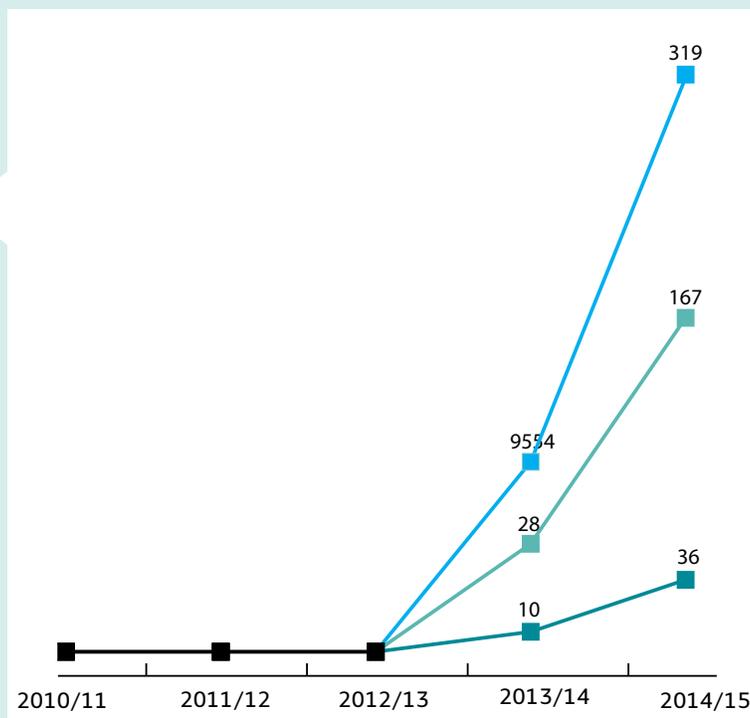
Information and Communication Technologies (ICT)/Digital Media

The Business and Information Technology Program (BIT) provides adults open access to transformational career technical education programs. Through skill building, upskilling and reskilling, BIT provides the San Diego community the opportunity to transition to college and work by providing hands-on and project based training in current technology, foundational skills, and business practices with real-work simulations. Lead by industry experienced instructors; these programs build student confidence for future employment, promotion, and entrepreneurial opportunities.

One-Year Goals

- Document pathways for all disciplines, creating a map of new programs that fall into these pathways, and developing a master class schedule. [Institutional Goal 1]

- Expand Netlab pilot to offer additional classes and to prepare for its use for remote synchronous instruction and remote access to labs and activities in an online or hybrid class environment. [Institutional Goal 1]

- Initiate discussion of current articulation process and policy. The current process of filing an application for articulation (Credit by Exam), is unduly limiting for our students. [Institutional Goal 3]

- Expand collaboration with outside agencies. [Institutional Goal 3]

- Place additional programs (Accounting) under TOP codes (for Perkins Funding). [Institutional Goal 3]

Project Mangagement Dashboard

	2010/11	2011/12	2012/13	2013/14	2014/15
				95	319
				54	167
				28	36
				10	
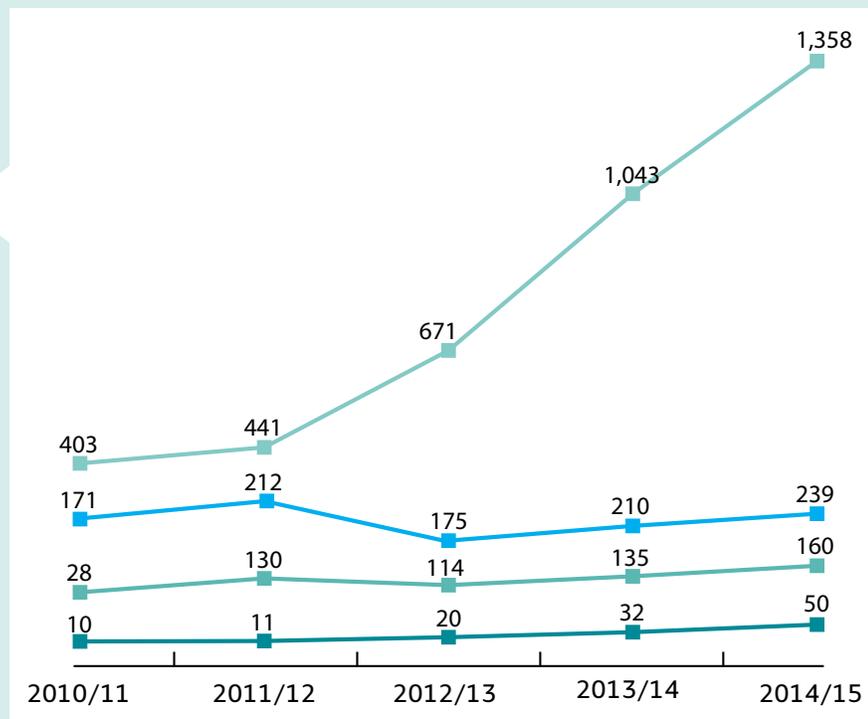
Five-Year Goals

- Restructure programs by modifying, developing and implementing career technical education (CTE) programs to support the education of San Diego citizens with the skills needed to transition to work or college. [Institutional Goal 3]

- Ensure technology, software, and infrastructure supports programs. [Institutional Goal 1]

- Expand and improve articulation process to include more courses, and ensure that upon completion of required coursework at San Diego Continuing Education, the appropriate college credits will be granted to the students according to the agreements with the community colleges. [Institutional Goal 3]

- Create partnerships with the credit colleges, industry, placement firms and/or Work Force Partnership for access to internships and job placement. [Institutional Goal 3]

- Build awareness and brand recognition of BIT programs as the most "cost-effective value" in San Diego (aligned with BIT's vision statement). [Institutional Goal 1]

- Provide instructor professional development opportunities in workforce development and local industry to increase instructor collaboration in program development and student success. [Institutional Goal 4]

IMCP Dashboard

	2010/11	2011/12	2012/13	2013/14	2014/15
	403	441	671	1,043	1,358
	171	212	175	210	239
	28	130	114	135	160
	10	11	20	32	50

Welding

The Welding program provides instruction in shielded metal arc welding (SMAW), gas metal arc welding (GMAW), flux cored arc welding (FCAW-G and FCAW-S), gas tungsten arc welding (GTAW), pipe welding, and metal fabrication. Topics include safety, shop math, welding blueprint reading, metallurgy, metal cutting and preparation, and welding procedures and practices. Students weld a variety of ferrous and non-ferrous sheet, shape, and tube stock projects and repairs to America Welding Society standards.

Workplace soft skills, including communication and business ethics, are integrated into the curriculum. Students successfully completing the program courses will be prepared for entry-level positions.

One-Year Goals

- Rework Welding program introductory safety training. [Institutional Goal 1]
- Create progress charts for all courses and programs. [Institutional Goal 1]
- Re-establish GTAW (TIG) program. [Institutional Goal 1]
- Update Welding program curricula. [Institutional Goal 3]
- Expand outreach to industry partners. [Institutional Goal 2]
- Incorporate additional class times to program schedule. [Institutional Goal 1]
- Create marketing tools to attract new students. [Institutional Goal 1]

Five-Year Goals

- Textbooks and workbooks for each student (i.e., ownership rather than library or reference books). [Institutional Goal 1]
- Standardized lesson plans for all welding courses/programs. [Institutional Goal 1]
- Online learning modules. [Institutional Goal 1]
- Articulation with Palomar College. [Institutional Goal 3]
- Math for the Trades curriculum. [Institutional Goal 1]

Course Awards	Awards Distrciption						
		2010/11	2011/12	2012/13	2013/14	2014/15	Total
425	Shielded Metal Arc Welding I	0	0	11	51	54	116
246	Shielded Metal Arc Welding II	0	0	0	13	16	29
Total		**0**	**0**	**11**	**64**	**70**	**145**

Disability Support Programs and Services

Disability Support Programs and Services (DSPS) offers a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal, and vocational goals.

One-Year Goals

- Increase DSPS course offerings by 5%. [Institutional Goal 1]
- Increase number of mainstream DSPS students served by 2%. [Institutional Goal 1]
- Increase communication and collaboration with community partners including TRACE and SDUSD. [Institutional Goal 2]

Five-Year Goals

- Develop ESL class for DSPS students. [Institutional Goal 1]
- Collaboration with CalWorks program to promote early identification and services to CalWorks students with disabilities. [Institutional Goal 2]
- Enhanced services and program for students with autism spectrum disorder (ASD). [Institutional Goal 2]
- Collaboration with Parent Education program to offer courses to parents of children with disabilities. [Institutional Goal 2]

Emeritus

The Emeritus Program provides older adults 55+ the opportunity to acquire a quality education, specifically designed to offer lifelong learning opportunities in the areas which will promote positive aging: personal growth for self-improvement, critical thinking, independence, community advocacy, mental and physical well-being, creativity, and economic self-sufficiency.
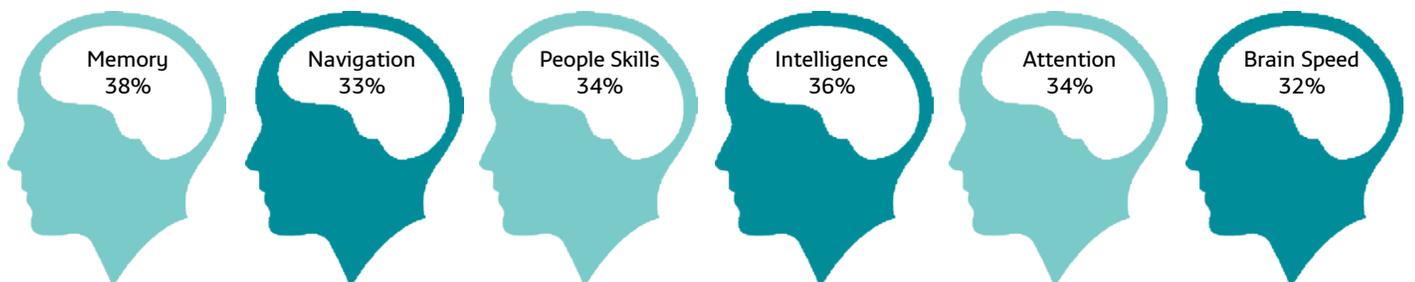
One-Year Goals

- Update five existing course outlines. [Institutional Goal 1]
- Explore five new courses including state approved courses. [Institutional Goal 1]
- Plan for five retiring instructors and administrators. [Institutional Goal 1]
- Increase faculty development opportunities through 6 workshops. [Institutional Goal 4]
- Strengthen community outreach and partnerships by adding new courses at new or existing sites. [Institutional Goal 2]

Five-Year Goals

- Develop new courses for needs of older adults based on needs/interests of current and future OA populations/re-categorize courses. [Institutional Goal 1]
- Maximize inter-disciplinary partnerships/courses, pilot 1-2 courses. [Institutional Goal 1]
- Develop three online and distance education courses. [Institutional Goal 1]
- Enhance three community collaborations with senior housing facilities and libraries. [Institutional Goal 2]
- Design/ameliorate three workforce development (classes/courses). [Institutional Goal 3]
- Create 1 position for a grant writer.

Online Brain Fitness-OA
Fall 2015 Assessment

Memory 38%

Navigation 33%

People Skills 34%

Intelligence 36%

Attention 34%

Brain Speed 32%

English as a Second Language/Citizenship

English as a Second Language offers up to date English language instruction to learners seeking to communicate with English speakers, acquire basic literacy skills, learn about the culture and customs of the United States and fulfill their goals as family members, workers, community participants, and lifelong learners.

One-Year Goals

- Serve more ESL/Citizenship students by developing and increasing on-line courses. [Institutional Goal 1]

- Create pathways for ESL students. [Institutional Goal 3]

- Update and maintain technology in classrooms that do not meet district technology standards or which is required to support grant requirements: podium computer, document camera, mounted ceiling projector, administration computer, as well as up-to-date printers. [Institutional

- Revise existing ESL/Citizenship course outlines and create new course outlines, all with options for distance learning. [Institutional Goal 1]

- Conduct a research study (Fall 2016/Spring 2017 in collaboration with the SDCE Office of Institutional Effectiveness on the relationship of the Writing Tutor Program to course completion and transition to other programs (e.g. high school/GED, career training) and college. [Institutional Goal 5]
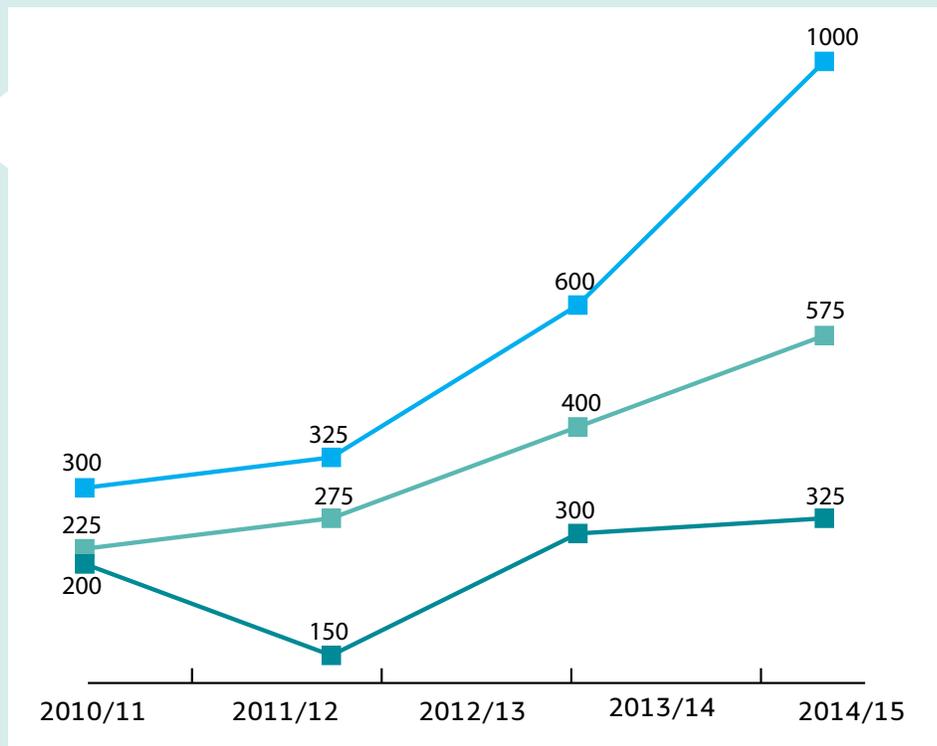
SDCE Citizenship students show great pride.

Five-Year Goals

- Create pathways for ESL students to high school/GED, career training, employment or college. [Institutional Goal 3]

- Develop additional on-line or hybrid ESL classes at all campuses. [Institutional Goal 1]

- Expand our prevocational ESL course offerings. [Institutional Goal 1]

- Restore a family literacy program with babysitting to serve the needs of parents with school-age children. [Institutional Goal 1]

- Collaborate with other programs to create classes or programs that meet the special needs of our ESL students. [Institutional Goal 1]

ESL Course Program
Certificates of Completion
Combined Dashboard

Distance Education

SDCE has a faculty mentor to support initiatives and faculty.

One-Year Goals

- Increase SDCE's online course offerings – to meet students' needs for flexible class schedules, short-term modules, modularized programs and/or high touch, high technology synchronous instruction. [Institutional Goal 1]

- Provide funding to design, pilot, and implement community outreach, market and promote, orientation/enrollment strategies and students services to increase student enrollment by 1% in SDCE online courses. [Institutional Goal 1]

- Provide funding to faculty, staff, and guest speakers to continue to develop and implement instructional best practices that enhance a consistent, high quality online education presence that meets or exceeds the current accepted academic rigor and standards. [Institutional Goal 4]

- Provide funds to support faculty and staff who can research and collect info on emerging online learning software, learning management systems, web conferencing tools, and closed captioning tools such as Canvas, ZoomPro, and Automatic Sync Technologies. [Institutional Goal 4]

- Monitor emerging trends and technologies; discard outdated practices that provide decreasing value. [Institutional Goal 4]

Five-Year Goals

- Expand ability to provide hybrid/synchronous online courses. i.e.CCConfer, Zoom, Netlab. [Institutional Goal 4]

- Establish an integrated infrastructure support model for SDCE's Distance Education and eLearning IT systems. [Institutional Goal 4]

- Pilot a program that uses a team approach for distance education curriculum, and include several faculty members to design, create and deliver distance education curriculum. Would use expertise of faculty to assist with a certain component of curriculum, including video, presentations, handouts and website creation. Would enable faculty to focus specific components of a particular course, working together on a single class or group of classes. [Institutional Goal 4]

- Seek faculty professional funding to stay current with rapid software/hardware updates. [Institutional Goal 4]

- Revise AFT contract description for how SDCE instructors are paid for online instruction. Incentive for attracting quality faculty. [Institutional Goal 4]

Sections by Mode of Instruction-Annual						
	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Total
Distance Education	66	56	70	99	115	406
On Campus	3,805	3,438	3,264	4,214	4,411	19,132
Overall Total	3,871	3,494	3,334	4,313	4,526	19,538

Community Education

Community Education courses are self-supporting, fee-based courses. Course fees range from $5.00 to $15.00 per instructional hour as approved by the SDCCD Board of Trustees. These low fee classes provide diverse, personal and professional enrichment to the San Diego Community.
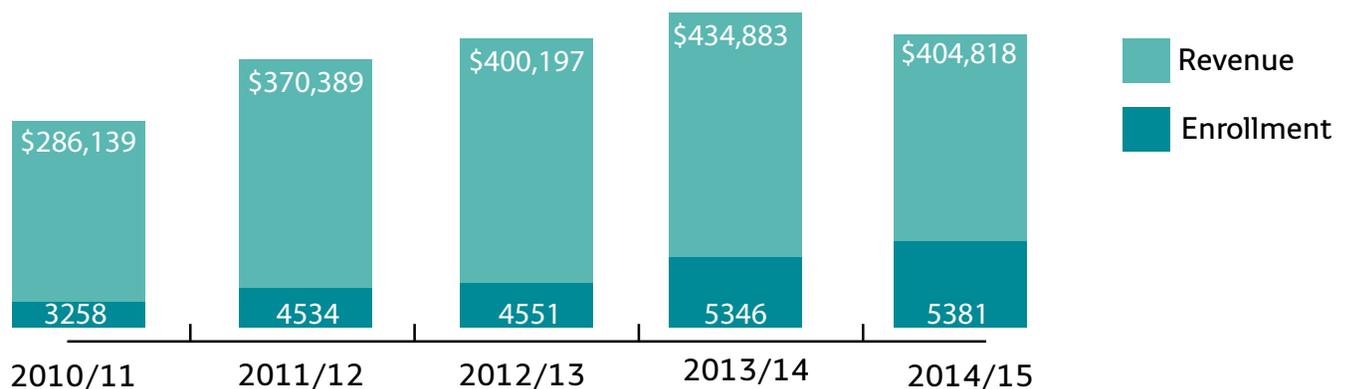
One-Year Goals

- Expand the Community Education Healthcare related Continuing Education (CEU) offerings by 15%. [Institutional Goal 1]
- Design and implement a plan to provide a minimum of 10 scholarships to students enrolling in Healthcare Careers related CEU courses. [Institutional Goal 3]

Five-Year Goals

- Develop a comprehensive marketing plan that incorporates three technology-driven strategies which support a 5% increase in enrollments per year. [Institutional Goal 1]
- Position the Community Education Program as a research and development arm for San Diego Continuing Education career technical education course and program development by working with a minimum of two career technical education programs to offer courses that complement the non-credit offerings. [Institutional Goal 2 and 5]

Community Education
Revenue and Enrollment

Year	Revenue	Enrollment
2010/11	$286,139	3258
2011/12	$370,389	4534
2012/13	$400,197	4551
2013/14	$434,883	5346
2014/15	$404,818	5381

Contract Education (ETI and Corporate Training)

We believe that continuous learning is vital in order to stay competitive in the global marketplace. We take a multidisciplinary approach to working with our clients.

First, we seek to understand the organization and how things are done. We ask a lot of questions. We do this because we want to know and understand how we can really help students achieve their goals. All of this helps us start to build a framework for the training program (or issue) at question.

Once stakeholders are in agreement, we can design a solution that best fits the organization with agreed upon measureable outcomes. This is a collaborative effort.

One-Year Goals

- Primarily self-funded, needs additional funding or support to become self-sufficient. Increase corporate training spending by $80K each year over the next 5 years. [Institutional Goal 5]

- Increase online training by $10K each year over the next five years. [Institutional Goal 1]

- Align clear path for contract education in the development process of new curriculum design and implementation within SDCE and SDCCD. [Institutional Goal 1]

- Increase marketing presence/campaign within San Diego County by 25% each year over year that directly leads to sales funnel and tracking (measureable outcome will be on followers and sales funnel). [Institutional Goal 1]

Five-Year Goals

- Develop a regionalized contract education working model for all regional schools to work as a unit. This includes our own district. [Institutional Goal 2]

- Develop a standardized way to measure the impact of contract education to both internal and external stakeholders. [Institutional Goal 5]

- Develop a curriculum process by which we are able to engage colleges and organizations with fresh and creative student curriculum. [Institutional Goal 2]

EXECUTIVE SUMMARIES

Student Success and Support Plan

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning
- Follow-up services

By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. NSEPs should be completed as soon as possible for students enrolled in short-term programs.

San Diego Promise students receive support and encouragement to begin college. Students are pictured with SDCE leadership, faculty and staff.

These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

One-Year Goals

- Counseling faculty members are charged with providing standardized orientation materials for each program orientation. [Institutional Goal 1]
- Institutionalize and standardize Assessment. [Institutional Goal 1]
- Institutionalize and standardize Educational Plans. [Institutional Goal 1]
- Institutionalize and standardize Follow Up. [Institutional Goal 1]

Five-Year Goal

- Integrate SSSP requirements specific to reporting. (MIS) [Institutional Goal 5]

Student Equity Plan and Resource Centers

The Student Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

Each college is charged with developing specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics. College plans are required to describe the implementation of each indicator, as well as policies, activities and procedures as they relate to student equity.

The Student Equity Plan is prepared with a three-year time frame in terms of planned activities and improvements, and to align with the Student Success and Support Program Plan. The Plan will be updated annually.

One-Year Goals

- Hire a Dean of Equity [Institutional Goal 1]
- Establish a comprehensive approach to data collection that can be used to set a baseline and monitor disproportionate impact on Veterans, Foster Youth, Economically Disadvantaged, and DSPS student groups. [Institutional Goal 5]
- Increase overall male student enrollment in Continuing Education. [Institutional Goal 1]
- Increase female enrollment and instructional support in programs that have low female representation (e.g. Career Technical Education/ Welding, Metal Fabrication, etc.) offered by Continuing Education. [Institutional Goal 1]
- Prepare Continuing Education students for transition to the credit college, and provide them with the resources necessary to increase successful course completion rates for first-term college students. This includes dedicating resources to the development of curriculum for courses designed to transition SDCE students to the credit side. The goal specifically targets African American, American Indian, and Latino students to receive these transitional support services. [Institutional Goal 3]
- Create a research agenda that addresses and accounts for the different types of course completion and transition in order to take into consideration all aspects of the mission of Continuing Education. [Institutional Goal 5]
- Increase ESL completion by providing instructional support services to prepare students for the academic rigors of the English sequence after transition to the credit colleges. [Institutional Goal 3]
- Increase ESL college completion by providing more counseling services to increase student awareness of the matriculation process and the academic rigors of the English sequence after transition to the credit college. [Institutional Goal 3]

- Provide increased supplemental instructional support to DSPS students in order to increase the number of certificates of completion and high school diplomas. [Institutional Goal 1]
- Strengthen the implementation of Continuing Education Student Equity Plan. [Institutional Goal 5]
- Initiate the formation of Student Resource Centers to support disproportionate impacted students. [Institutional Goal 1]

Five-Year Goal

- Meet the success indicators as outlined in the student equity plan. [Institutional Goal 1]

CalWORKs

The purpose of the CalWorks plan is to Increase student enrollment, provide access to a high quality of supportive services, and revamp our collaborative interdisciplinary and community based efforts to further support our CalWORKs students reach their educational and career goals towards self-sufficiency.

One-Year Goals

- Maintain CalWORKs (CW) office open during summer 2016-2017 to increase CW student enrollment and ensure student have access to supportive services on campus. Upon completion of the summer session 2016, the CalWORKs office will collect data to measure the number of CW students served, program type CW students attended, and total number of referrals made to other student services on campus. A monthly statistical report (MSR) will be put together in the beginning of the fall 2016 semester to report outcomes of CW summer enrollment. [Institutional Goal 3]
- CW Coordinators will create a subcommittee to discuss and revise internal CalWORKs office forms to improve the documentation, collection, compilation, and reporting process of data for our monthly and yearly statistical reports. [Institutional Goal 2]
- In collaboration with DSPS and Welfare to Work case management agencies, the CW program will launch the following strategic initiatives to ensure potential DSPS eligible/CalWORKs students are properly screened, assessed, and receive the supportive services needed to succeed in school. [Institutional Goal 3]
- Development of resource center to support CalWORKs Students. [Institutional Goal 3]
- Hire a Director of CalWorks [Institutional Goal 1]

Five-Year Goals

- Professional Development: Participate in professional development activities that offer an opportunity for self-growth, improves our delivery of services, and strengthens our overall goals of our department, campus, and institution. [Institutional Goal 4]

- Outreach CalWORKs Initiatives: CW will launch outreach activities on campus, with partner agencies, and in the community. These outreach activities will be targeted to increase student enrollment, student access to CW services, and address the underserved needs of our student population. [Institutional Goal 1]

- Strengthen collaborative partnership with refugee organizations: Develop community partnerships with refugee organizations serving current and potential CW refugee participants. Planning efforts be underway to develop these partnerships at the fall of 2016 semester. [Institutional Goal 2]

Counseling

Continuing Education's Counseling Department works to ensure the success of our students. Counselors are available to help in providing personal and career counseling, orientation, assessment (reading and math) for placement into classes, student education plans, college transition information, and referrals to additional support services. All SDCE students are supported by the counseling department.

One-Year Goals

- Strengthen quality support services to promote student success. [Institutional Goal 1]

- Improve processes, programs and services through program review, planning and resource allocation. [Institutional Goal 5]

Five-Year Goals

- Develop and Provide online orientations. [Institutional Goal 1]

- Develop and Provide Personal Growth Classes to support successful college transition. [Institutional Goal 1]

- Strengthen linkages with SDCCD counseling faculty and programs. [Institutional Goal 1]

New Horizons/Gender Equity

Gender Equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in the benefits available to males and females.

One-Year Goals

- Increase program awareness with the outcome of increasing the number of students enrolling in and completing non-traditional certificate programs by 2%. [Institutional Goal: 1]
- Develop LGBTQ resource center.

Five-Year Goal

- Increase all Special Population program completers by 3%. [Institutional Goal: 1]

Outreach and Recruitment

Plan, organize and implement outreach to students by facilitating wrap-around services such as EOPS and DSPS.

One-Year Goal

- To initialize an Outreach plan for Continuing Education. [Institutional Goal 1]

Five-Year Goal

- Sustain an Outreach Department for Continuing Education. [Institutional Goal 1]

Veterans Outreach

The Veterans Outreach provides counseling and guidance to veterans and assists in selection of educational programs that qualify for veterans educational benefits.

One-Year Goals

- Accurately identify veteran population attending Continuing Education. [Institutional Goal 1]
- Disseminate information regarding resources available to veterans through the development of Veteran Services resource centers. [Institutional Goal 1]
- Determine other courses to approve for veteran benefits certification. [Institutional Goal 1]

Five-Year Goals

- Increase veteran population by 10%. [Institutional Goal 1]
- Open certificate programs at ECC for veteran benefit certification; e.g. Admin Assistant, Front Desk, CNA, and computer certification classes. [Institutional Goal 1]
- Open certificate programs across Continuing Education for veteran benefit certification. [Institutional Goal 1]

Associated Student Body

The purpose of the Associated Student Body (ASB) is to promote the interests and welfare of the students and the campus community. The purpose of the ASB strategic plan is to increase student participation and number of ASB activities on all campuses and, strengthen and grow our current ASB program.

One-Year Goals

- Dedicated space for ASB meetings, materials and equipment storage at each campus. [Institutional Goal 1]
- Two-Year faculty appointment of ASB Advisors to support continuity of leadership in ASB. [Institutional Goal 2]

Five-Year Goal

- Increased hours for ASB Advisors to devote more time to planning, organization, and support of ASB activities for both AM and PM Students. [Institutional Goal 1]

Academic and Classified Senates

Academic Senate

The purpose of the Academic Senate is to integrate innovative opportunities and to expand participatory governance across the SDCE campus. The Academic Senate fosters the effective participation of San Diego Continuing Education faculty in local academic and professional matters; develops, promotes, and acts upon policies responding to local and statewide concerns; and serves as the official voice of the faculty of Continuing Education in academic and professional matters. The Academic Senate collaborates with other local senates of California community colleges and the state Academic Senate (Adapted from State Academic Senate Mission Statement).

One-Year Goals

- Increase the number of faculty participating in Academic Senate monthly General Meeting. Capture participation of faculty not currently coming to face-to-face meetings. [Institutional Goal: 2]

- Provide a more robust and searchable archive of SDCE Academic Senate minutes and agendas (M&A). [Institutional Goal: 2]

- Review and revise AS Constitution and SDCE Shared Governance manual to be upload-ready to SDCE AS online. [Institutional Goal: 2]

- Review and revise SDCCD HR Screening Committee Guideline Document AP 4200.5 - Continuing Education Contract Faculty Hiring Procedure and related documents including Recommendation for Adjustment to EEO Representative Procedure, July 2015. [Institutional Goal: 4]

Five-Year Goals

- Increase the number of faculty participating in Academic Senate monthly general meeting and capture participation of faculty not currently coming to face-to-face meetings. [Institutional Goal: 2]

- Provide a more robust and searchable archive of SDCE Academic Senate minutes and agendas (M&A). [Institutional Goal: 2]

- Create certified parliamentarians to be available to serve on campus committees. [Institutional Goal: 2]

SDCE faculty participate in SDCCD Faculty Leadership Development Academy

Classified Senate

The Classified Senate Strategic Plan outlines the future growth of the Senate and its constituency, its development of a sustainable succession plan, continued solicitation of support for the annual Classified Senate scholarship, the expansion of a comprehensive professional development program for Classified Staff, and practical application of the principles of shared and participatory governance and communication throughout the Continuing Education community. The Strategic Plan will endeavor to establish a detailed yet fluid course of action for attaining these goals, while maintaining an eye towards continued evolution of the Continuing Education mission.

One-Year Goals

- Increased hiring of classified personnel to support campus and program growth. [Institutional Goal 1]
- Establish a succession plan for officer development for the Classified Senate. [Institutional Goal 5]
- Increase fundraising for Classified Senate Scholarship program. [Institutional Goal 1]

Five-Year Goals

- Creation of a comprehensive professional development plan for Classified Staff. [Institutional Goal 4]
- Development of Participatory Governance Committee Training Program and Communications Plan for Classified Staff. [Institutional Goal 4]
- Increase fundraising for Classified Senate Scholarship program. [Institutional Goal 1]

Curriculum Committee

The purpose of the Curriculum Committee is to support the development and implementation of curriculum to fulfill the educational needs of the diverse Continuing Education student population and the community served.

One-Year Goals

- Review and revise committee description. [Institutional Goal 2]
- Provide instructors with guidelines, template, and checklists for revising and creating course outlines. [Institutional Goal 4]
- Provide information to faculty regarding the development and approval process for courses and programs. [Institutional Goal 4]

Five-Year Goal

- Make SDCE programs and course outlines readily available to faculty and staff. [Institutional Goal 4]

Professional Development Committee

The purpose of SDCE's Professional Development (PD) Program is to support the professional growth of faculty, staff, and administrators with the ultimate goal of maintaining the highest quality of service for students. The program seeks to ensure that PD opportunities provide relevant educational topics for the entire institution.

One-Year Goals

- Provide SDCE employees with resources and training to increase the quality of instruction and services by creating a professional development program that fully supports the growth of all faculty, staff, and administrators by providing opportunities that are responsive to needs; relevant to all; and foster a cohesive, effective and proactive organization. [Institutional Goal 4]
- Provide SDCE employees with resources and training to increase the quality of instruction and services by developing and providing and direct a 'New Faculty On-boarding program' for new and recent faculty contract hires, as well as a general orientation for all new faculty and staff. [Institutional Goal 4]
- Provide SDCE employees with resources and training to increase the quality of instruction and services by developing and providing an institution-wide 'Mentoring Initiative/ Project'. [Institutional Goal 4]

Five-Year Goals

- Develop a professional development survey on the following areas:
  - » Technology
  - » Support of students
  - » Pedagogy and instruction
  - » Leadership and succession
  - » Diversity and inclusion
  - » Institutional changes
  - » SDCE faculty who teach less than 18-week classes do not have a Flex Obligation (issue)

Program Review Committee

The purpose of SDCE program review is to fulfill the needs of students and local community by providing every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, its strengths and challenges, external influences, and its relationship to the mission of San Diego Continuing Education and the San Diego Community College District.

One-Year Goals

- Identify affordable and effective online software to collect and organize institutional data/evidence, goals, and measurable outcomes/accomplishments aligned with mission and institutional SLOs (PR Committee) in fall 2016. [Institutional Goal 5]

- Modify Program Review template and procedures and further institutionalize SLOs, Student Equity Plan, Accreditation, Master Plan, and Curriculum Reviews into the SDCE Program Review process for a fall 2017 implementation. [Institutional Goal 5]

- Develop an annual Program Review Committee retreat (Program Review Coordinator) by spring, 2017. [Institutional Goal 2]

Five-Year Goals

- Create a program review webpage with new and updated training materials and resources for faculty and staff by spring 2017. [Institutional Goal 4]

- Develop evaluation survey for continuous improvement of program review process the year following the program review redesign. [Institutional Goal 4]

- Obtain clerical support (.30) to program review process/committee to ensure success as the committee work and role expands, and given its critical role to SDCE's ongoing reaffirmation of accreditation process.

San Diego Continuing Education Grant Plans

Adult Education Block Grant (SDAERC)

The San Diego Adult Education Regional Consortium (SDAERC), which includes the San Diego Community College Continuing Education (SDCE) and the San Diego Unified School District Adult Education (SDUSD) serves the entire City of San Diego. The purpose of Adult Education Block Grant is to implement a regional plan for adult education that expands and improves the provision of adult education. The three-year AB86 plan will be implemented within the period of this strategic plan.

One-Year Goals

- Hire 25 classified staff to support instruction and student support services. [Institutional Goal 1]

- Hire a career counselor. [Institutional Goal 2]

- Upgrade Mid-City and select ECC classrooms with smart podiums. [Institutional Goal 4]

- Implement Smart conference room facilities to facilitate. [Institutional Goal 4]

- Begin the process to align and standardize high school diploma curricula, placement assessment (CASAS), course mastery standards, and Career Technical Education embedded course content to ensure that the dually offered High School Diploma program is aligned and standardized. [Institutional Goal 3]

- Explore, implement and analyze student outcome in order to determine the strength of programs. [Institutional Goal 5]

- Reevaluate programs within the consortium to assure that curriculum is aligned and proficient instruction is employed to deliver said curricula. [Institutional Goal 1]

- Support on-going professional development. [Institutional Goal 2]

- Improve communication paths. [Institutional Goal 2]

- Investigate, access website, newsletter and other communication support. [Institutional Goal 2]

Five-Year Goals

- Integration and seamless transition. [Institutional Goal: 3]

- Address gaps. [Institutional Goal: 1]

- Accelerate student progress. [Institutional Goal: 1]

- Professional development collaboration. [Institutional Goal: 4]

- Leverage structures and assets. [Institutional Goal: 5]

Perkins IV Section 134 (b) (5)

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

SDCE's appointed Dean determines the portion of the Perkins funding that will be available for distribution to all programs that have funding requests that meet the criteria.

One-Year Goals

- Each discipline's Request for Proposal (RFP) for the following year's funding will be submitted to the committee, at which time the committee will review and discuss the merits of each RFP in the context of the goals of Perkins, and funds will be awarded accordingly. Committee members cannot vote on RFP from their department. [Institutional Goal 5]
- Each discipline prepares all necessary documentation for submittal to District and State within the allotted time frame. [Institutional Goal 5]
- A tracking system is established for quarterly tracking of all funding applicants following the Perkins requirements. [Institutional Goal 5]

WIOA Title II Grant-231

The purpose of this grant is to provide funding to states to provide adult basic skills instruction, including English as a Second Language, Citizenship, Adult Basic Education, Adult High School Diploma and GED instruction. Funds are allocated to supplement program services and not supplant services required by the State.

The Goals are to provide services to students most in need, coordinate with other service providers in the community, provide curricula and instruction focused on meeting real life needs, provide continuous professional development to faculty, and staff, integrate technology, assess learner gains and outcomes, and provide student support services.

One -Year Goals

- Increase the number of learner outcomes or benchmarks in the ASE Program. [Institutional Goal 1]
- Increase student enrollment in Citizenship through providing a hybrid instructional model in the spring of 2016. [Institutional Goal 1]
- Increase the number of ESL instructors who use class websites to provide course material online for students unable to attend on a regular basis. [Institutional Goal 1]
- Increase the number of ABE/ASE instructors who integrate college readiness technology skills into their lessons. [Institutional Goal 1]
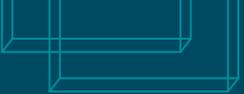
San Diego Continuing Education Foundation

Operating since 2008 the San Diego Continuing Education (SDCE) Foundation now distributes $25,000 in scholarships to over 100 students annually. The SDCE Foundation Board was revitalized in 2015 adding five new members with ambitious plans for growth and service.

One-Year Goals

- Expand the number and amount of scholarships by 10% annually. [Institutional Goal 1]

- Establish mini-grants for six SDCE programs. [Institutional Goal 1]

- Cultivate donors so that the first two goals are adequately funded. [Institutional Goal 1]

- Create a framework of outreach via a pilot program; support and networking that will provide for development of Alumni Associations in Continuing Education will be performed in the first year. [Institutional Goal 2]

- Build Business Partnerships and Alliances with companies, community based organizations and other non-profits will correspond to a pilot program done in concert with the timeline for pilot Alumni Association. [Institutional Goal 3]

Five-Year Goals

- Expand the number and amount of scholarships by 50% with a 10% increase for each of the next five years. [Institutional Goal 1]

- Establish mini-grants for all eleven major SDCE programs with the goal of rolling out all programs within the end of the second year. [Institutional Goal 1]

- Cultivate donors so that the first two goals are adequately funded. [Institutional Goal 1]

- Create a framework of outreach via a pilot program; support and networking that will provide for development of alumni associations in SDCE performed in the first year. [Institutional Goal 2]

- Build business partnerships and alliances with companies, community based organizations and other non-profits will correspond to a pilot program done in concert with the timeline for pilot alumni association. [Institutional Goal 3]

- Working with the District wide effort to support the maintenance of theaters will be part of our fund raising goals and will be tied to the timeline established by the District. [Institutional Goal 2]

INFRASTRUCTURE SUPPORT PLANS

Infrastructure Support Plans

The planning process resulted in the identification of additional resource needs for SDCE in the areas of communications, human resources, facilities and technology. These needs were identified as a result of a qualitative analysis process, identifying the most frequent themes from program and department master plans as shown here.

This Education Master Plan includes the following:

- Communications Master Plan
- Facilities Master Plan
- Human Resources Master Plan
- Instructional Equipment Library Material (IELM), Business Services
- Technology Master Plan

Communications

Continuing Education has a Public Information Officer who works closely with the President and also liaisons with local, city, and county organizations, as well as state and national agencies.

One-Year Goals

- Encourage a professional communications environment that follows best practices in communication for large, public organizations.
  - » Use organizational strategic plan to inform development a four-year strategic communications plan that prioritizes goals, identifies available resources to achieve goals, and sets timelines for realistic implementation of goals.
  - » Assess current staffing levels and determine future needs within communications based on technology trends and design needs within SDCE.
  - » Support professional development opportunities for communications staff.
  - » Ensure consistency amongst print and digital information.
  - » Build and maintain a current, professional media library.
  - » Strengthen SDCE's brand.

- » Develop written brand messaging and positioning statements for use in printed and digital materials, presentations and media opportunities.

- » Continue media relations efforts to increase awareness of SDCE facilities, classes, faculty, staff and administrators.

- » Maintain a proactive approach to developing and pitching interesting stories to local media about student success.

- » Update, implement and communicate SDCE's graphic guidelines.

- » Maximize opportunities to promote diversity and inclusion.

- » Increase awareness of certificate programs in local media through promotion and advertising.

- » Highlight student success stories in print and digital media.

- Improve communication to current and potential students.
  - » Create a plan for communicating existing print and digital resources available to students.

  - » Explore and develop a campaign to help with persistence.

  - » Explore a postcard campaign that emphasizes certificate programs.

  - » Emphasize credit by exam agreements in print and digital communication.

  - » Support strategies developed by faculty that make sense for cross-promotion among classes.

  - » Assess current printed and online class schedule to determine areas for improvement and create a plan and timeline for implementing the improvements.

- Create an environment for consistent improvement to digital promotion.
  - » Develop a more strategic, proactive approach with e-mail marketing.

  - » Explore the possibility of expanding the use of video.

  - » Explore reducing and eliminating support for faculty websites on local web servers. Research and suggest external services for faculty websites.

  - » Develop a plan that includes ongoing review and regular updates and improvements to sdce.edu.

  - » Develop a plan that expands SDCE's current social media efforts.

  - » Continually explore the use and relevance of developing mobile apps.

- Continue development and refinement of existing communication materials to a) increase cost effectiveness; b) utilize internal resources, and c) eliminate duplication and streamline messages.
  - » Conduct publications review and establish a plan and timeline for updates and production.

- » Produce a report to the community that highlights updates to SDCE's strategic planning efforts and emphasizes community partnerships.
- » Update and distribute the certificates programs brochure.
- » Establish a production schedule and process for producing and distributing class fliers.
- » Work with faculty leadership to identify faculty experts who can contribute relevant content for print and online promotion.
- » Continue to monitor and use analytics to inform updates to web design.

- Support SDCCD communication objectives.
  - » Serve on SDCCD Marketing and Outreach, and Social Media committees.
  - » Participate in SDCCD branding and consistent messaging efforts.
  - » Support SDCCD enrollment efforts.
  - » Create content for SDCCD print and online publications.
  - » Develop print and digital campaigns that emphasize transition from SDCE to SDCCD colleges.
  - » Support SDCCD efforts to expand social media outreach.
  - » Include and emphasize Props S and N bond program in print and digital materials as appropriate.

- Support organizational efforts to collaborate with community partners for the purpose of increasing awareness of SDCE.
  - » Assess feasibility of promoting SDCE certificate programs within the branding of local priority sector areas as promoted by the San Diego Workforce Partnership.
  - » Support the engagement of key business organizations through participation in local events and advertising support.
  - » Support organizational efforts to build stronger relationships with community members.

- Support efforts that strengthen internal communication.
  - » Update SDCE's participatory governance digital and print materials.
  - » Develop a strategic internal communications plan.
  - » Continue production of the digital SDCE newsletter for faculty and staff based on best-practices for newsletter-type communication (current and through.
  - » Support accreditation efforts.
  - » Support grant writing and special project efforts by publicizing awards.
  - » Redesign and update areas of the website to accommodate new areas for institutional effectiveness and accreditation.

Five-Year Goals

- Create a plan that establishes a publications division within the Public Information Office to support production of all print materials in accordance with established branding guidelines.

- Support organizational efforts for SDCE to serve as a regional coordinator for a one-stop career center with relevant promotion and signage to create awareness.

- Develop student and alumni communication methods and paths.
  - » Develop a student newsletter.
  - » Support organizational efforts for alumni development.

- Develop and support prospective student outreach.
  - » Increase outreach and partnerships with local community media.
  - » Support organizational efforts to develop and maintain an effective outreach program that promotes SDCE classes and programs to current and potential students.
  - » Work toward implementing a recommendation system for potential students searching online for classes.
  - » Implement the plan to develop consistent, comprehensive information to students during orientation.

- Develop the SDCE brand.
  - » Support development of a student resource center at each campus by creating a formal structure for branding and promoting each center.
  - » Support organizational efforts to develop distance education with promotion of existing and new classes.
  - » Create and support a call center to handle all incoming calls to all SDCE campuses and administration.

Facilities

The purpose of the plan is to maintain and improve and SDCE's facilities to create conducive environment for learning and working for our students, faculty and staff. SDCE current facilities will be remodeled for office space and additional resource centers. The purpose is also to make all SDCE's facilities safe for our students, faculty and staff. The plan will also address security and parking issues. (See Appendix I)

One-Year Goals:

- Identify Site improvement projects based on new and future needs.
    - » Compile list of all site improvements such painting, ceiling tiles and carpet replacements.
    - » Create work orders and submit to District Facilities Services.
    - » Follow up completion of projects by closely working with Facilities.

- Assess and recommend office and work space needs based on current and future staffing needs.
    - » Design a plan to arrange office space needs by working with all stakeholders.
    - » Work closely with District Facilities Services to make sure renovations are done in a timely manner.
    - » Work with outside vendors to order needed furniture.
    - » Work with our IT department that computer equipment are in place and telephone work orders created to make the smooth move.

- Identify all three-year and five-year State Scheduled Maintenance projects.
    - » Maintain active participation with SDCCD facility and planning committee in obtaining the list of all Scheduled Maintenance.
    - » Follow up on the completion of the projects with project leaders.
    - » Keep tracking system for completed and pending projects.

- Lead efforts for SDCE's safety and facilities committee.
    - » Meet regularly with SDCE's safety and facilities committee.
    - » Work closely with our campus police personnel to ensure safety on our campuses.
    - » Identify issues of concerns and plan to resolve them.
    - » Follow up to ensure all issues have been resolved to the satisfactory of the areas affected.

- Identify new construction and expansion projects.
    - » Work with SDCCD Facility and Planning Committee to see what new construction projects are coming up for the next five years.
    - » Share the information with the SDCE's Safety and Facilities Committee.
    - » Keep tracking system to follow up with the projects.

Fiscal Impact

SDCE has struggled to reach FTES targets and therefore balance the institution's budget for the past three years. Starting in summer 2016, special efforts are being made to address three specific areas of the budget shortfall. First, we need to realize our FTES targets to avoid a deficit in adjunct faculty salaries. Second, we need to limit overtime assignments for classified employees. Third, we need to reduce requests for non-emergency substitute coverage. If we address these three budgetary considerations, then we should be able to avoid future deficits and begin building a budgetary reserve. In five years, we aim to establish a surplus reserve to protect the institution during future economic downturns.

Human Resources

The purpose of the Human Resources (HR) plan is to identify the current resource gap within the institution as identified in our collaborative strategic planning process. The strategic planning process pulled out themes which identified areas of human resource support needs (Appendix C).

A restructuring and a reorganization of the institution took place just prior to the start of the strategic planning process and included the following:

- VP of Instruction and Student Services divided into two positions
- Special Projects Manager position established
- Reorganization of the instructional deans to establish a Dean of Institutional Effectiveness
  - » Loss of one instructional dean (note: instructional staff was already lean)
  - » Movement of Student Affairs from DSPS/Student Affairs to the Dean of Counseling and Student Success (note: dean already serving in multiple roles)

The institutional strategic goals of growth and student success require an evaluation of the dean reorganization's impact and concerns of sustainability to meet our institutional strategic goals. An additional funding source would need to be identified to support the Institutional Effectiveness Dean position in consideration of a return to the pre-reorganization structure.

The following positions were identified during the strategic planning process and have been approved and/or funded through AEBG, SSSP or Student Equity. **See p87.**

Position or Description	Support Area	Funding Source	Institutional Strategic Goal
Instructional Assistant Computer Science (1) Office Systems (1)	Instruction	AEBG (approved)	Goal 1 & 2
Instructional Lab Tech Computer Science (1)	Instruction/Tech	AEBG (approved)	Goal 1 & 3
Instructional Lab Tech, Trades (2)	Instructional/Tech	AEBG (approved)	Goal 1 & 3
Instructional Assistant Welding (1) Auto (1) Office Technical (1)	Instructional	AEBG (approved)	Goal 1 & 3
Instructional Assistant, Nursing (1)	Instruction	AEBG (approved)	Goal 1 & 3
Instructional Program Support (1)	Instruction	AEBG (approved)	Goal 1 & 3
Research Associate (1)	Instruction/Accountability (IEO)	AEBG (approved)	Goal 1 & 3 & 5
Administrative Technical (1)	Instruction/Accountability (IEO)	AEBG (approved)	Goal 1 & 3 & 5
Senior Secretaries Instructional Support (8)	Instructional	AEBG (approved)	Goal 1
Counselor Career Services (1)	Student Support	AEBG (approved)	Goal 3
Outreach Coordinator (1)	Student Support/Outreach	AEBG (approved)	Goal 1
Multimedia Specialist (1)	Marketing	AEBG (approved)	Goal 1-5
Curriculum Analyst	Instruction	AEBG (approved)	Goal 1 & 3
Student Services Supervisor (1)	Student Support	SSSP	Goal 1 & 3
Outreach Coordinator (1)	Instructional Support	Student Equity	Goal 1 & 3
Instructional Counselors (7)	Instructional/Student Support	Student Equity & SSSP	Goal 1 & 3
Administrative Technician	Student Support	SSSP	Goal 3
Student Services Technicians	Student Support (SSSP)	SSSP	Goal 3 & 5
Contract Faculty - Instructional (6)	Instruction	1010	Goal 1 & 3
Dean of Student Equity	Student Support	Student Equity	Goal 1 & 3
Reorganization			
Instructional Dean (add back and fund IE Dean position)	Instruction	**Unfunded**	Goal 1
Vice President Student Services	Student Support	1010	Goal 1 & 3
Vice President Instruction	Instruction	1010	Goal 1 & 3
Special Projects Manager	Business Services	231 & Perkins	Goal 1 & 3

The following positions were also identified as needs in the strategic planning process and are currently unfunded: Instructional Designer, Administrative Technician, Curriculum Writer, additional Program Chairs, HR Hiring Support, Adjunct and Contract Faculty, Technology (IT) Support, Maintenance and Security Support, Dean of Student Affairs, Director of Admissions and Records,

Research Associate.

Goals

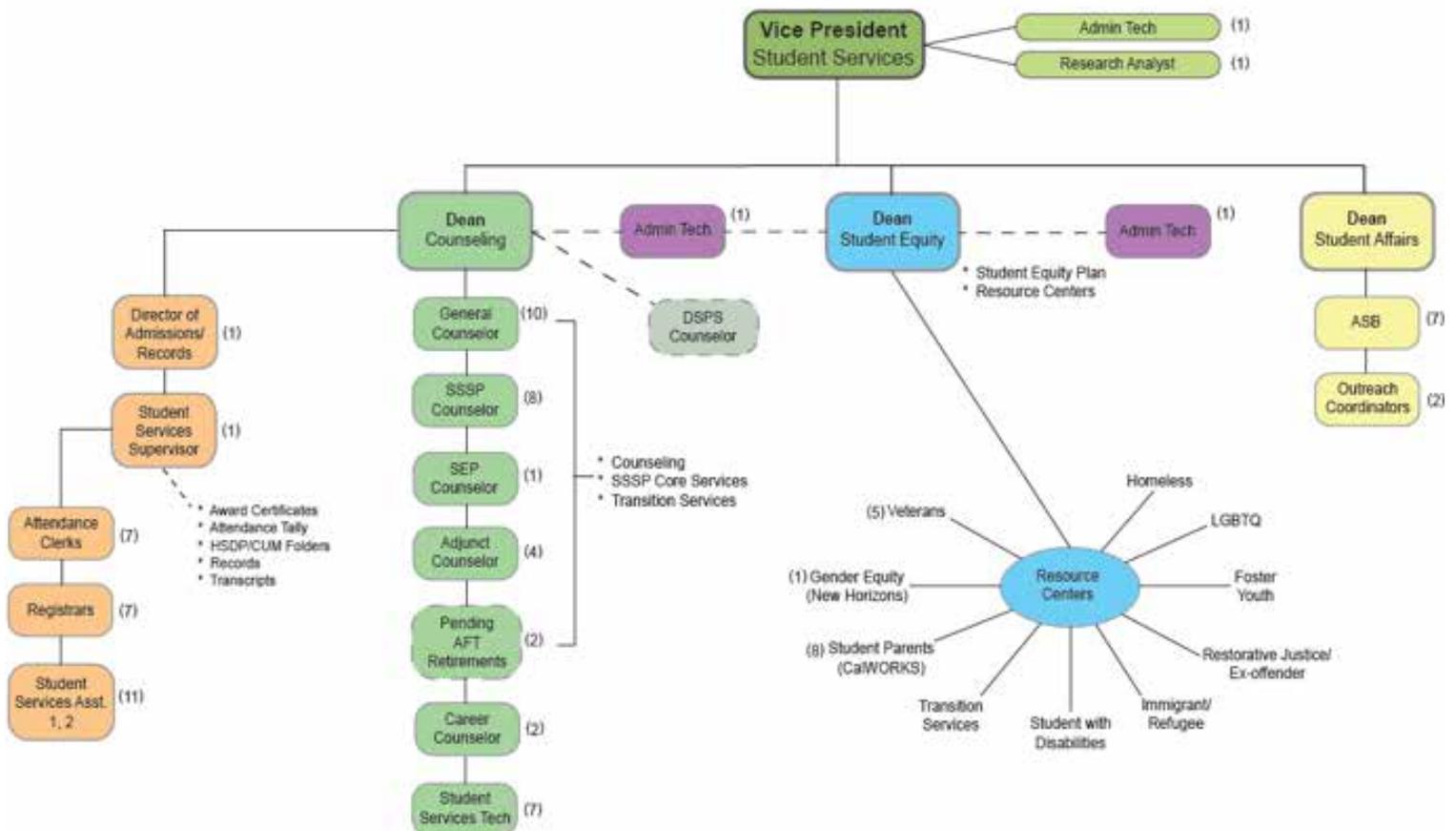- Support hiring Classified Staff
  » 14 Classified staff will be hired effective July 01, 2016

  » Identify funding sources

  » Prepare agenda items for Board of Trustees approval

  » Coordinate activities and procedures of screening committees

  » Liaison between HR and the screening committee

  » Facilitate the posting process of these positions

  » Support the hiring manager for all job postings and timelines

  » Keep hiring tracking system of these positions from date of agenda item to accepting and starting date

  » Work with HR to finalize hiring process

  » Complete paperwork for hiring and coordinate with HR for orientation

  » Provide necessary payroll support

  » Work with the Classified Hiring Priority Committee to determine the needs

- Support hiring of all faculty including contract and adjunct
  » 24 Faculty will be hired effective July 01, 2016

  » Work with the Faculty Hiring Priority Committee to determine the needs

  » Identify funding source

  » Work with the screening committee that established procedures, including SDCCD Policy 4200.5, are followed.

  » Assist the Screening committee in the job announcement process

  » Support the hiring manager for all job postings and timelines

  » Liaison between HR and the screening committee

  » Keep hiring tracking system of these positions from date of agenda item to accepting and starting date

  » Work with Human Resources to finalize hiring process

  » Complete paperwork for hiring and coordinate with Human Resources for orientation

  » Provide necessary payroll support

» Support the New Faculty Academy (onboarding process)

- Support hiring of Administrators
  » 5 Administrators will be hired effective July 01, 2016

  » Identify funding sources

  » Prepare agenda items for Board of Trustees approval

  » Coordinate activities and procedures of screening committees

  » Liaison between Human Resources and the screening committee

  » Facilitate the posting process of these positions

  » Support the hiring manager for all job postings and timelines

  » Keep hiring tracking system of these positions from date of agenda item to accepting and starting date

  » Work with HR to finalize hiring process

  » Complete paperwork for hiring and coordinate with Human Resources for orientation

  » Provide necessary payroll support

- Support hiring of all part-time, hourly, non-academic/non-classroom as needed
  » Identify funding source

  » Provide necessary payroll support

  » Liaison between Human Resources and the screening committee

  » Work with Human Resources to finalize hiring process

  » Complete paperwork for hiring and coordinate with HR for orientation

» Provide necessary payroll support

Due to additional funding from Student Equity and SSSP plans, there will be a second phase of reorganization for Student Services division over the period of this strategic plan, to include:

- Hire a Dean of Student Equity - in process (1-year goal)
- Move admissions and records from Instructional Services (1-year goal)
- Hire a Dean of Student Affairs (5-year goal)
- Hire a Director of Admissions and Records (5-year goal)

A larger version of this chart can be found in Appendix D:
Student Services Reorganization

- Hire a second Research Analyst (5-year goal)

Instructional Equipment Library Material (IELM), Business Services
The purpose of this five-year Instructional Support plan is to obtain eligible equipment, library materials or technological enhancement, such as classroom demonstration; student evaluation or use; preparation of learning materials; repair and replace and/ or expand lab or class furniture to enhance technology and to bring all equipment. Equipment should be used by the students. Equipment cannot be used for administrative or non-classroom purposes.

Technology

This five-year plan will be implemented by June 2021, with a purpose of upgrading, replacing computer hardware and software, including:

- Audio Visual equipment due to obsolescence, warranties and licensing
- Upgrading all classrooms to smart classrooms-wireless classroom upgrades-to facilitate student learning as well as to acquire portable technology to augment learning delivery.

Computer equipment for administrative over eight years old will be replaced. The instructional equipment and software will be used to enhance technology such as classroom demonstration; student evaluation or use; preparation of learning materials; repair and replace and/ or expand lab or class furniture to enhance technology and to bring all equipment up to date. Some of our computers labs are functioning with minimum efficiency because they are out of life cycle.

Funding Source: Instructional Equipment and Library Materials (IELM) Block Grant and Adult Education Block Grants from the State as well as funds from General Funds Unrestricted that have been allotted for technology upgrades.

Funding Amount for Current Year: The total amount that will be secured from both grants to enhance technology for the first year is $1,880,000.

Funding Amount for a 5-Plan Year: The plant anticipates to secure $5,307,472 from both grants by June 2021.

Goals

- Ensure the replacement and enhancement of all computer equipment, furniture and software in the classrooms. [Institutional Goal 4]
  - » Evaluate and determine the need for replacing computer equipment and software in the labs by collaborating with our IT Department as well as obtaining feedbacks from program administrators.
  - » Collect inventory to determine the need for smart classrooms, portables technology with collaborating with our IT department.
  - » Identify program changes to accommodate needs.
  - » Submit a 5-year plan to the State Chancellor's Office the dollar amount need for technology enhancement so we can secure the grant.
  - » Evaluate the proposals to ensure they are within State expenditures guidelines.

- Assess the effectiveness of the proposals and redistributing any unused funds. [Institutional Goal 5]
  - » Monitor and audit that all equipment/computers/software have been ordered, received and paid for.
  - » Make budget realignment for any unused funds and redistribute them

to the programs that need them the most.

- Ensure programs receive funds in a timely manner. [Institutional Goal 5]
  - » Convene with the SDCE's budget committee at the beginning of the fall semester to go over the proposal.
  - » Distribute funds to each program according to the approved plan.
  - » Make budget realignment for any used funds and redistribute them to the programs that need them.

- Ensure that all administrative computer equipment are current and functional. [Institutional Goal 4]
  - » Evaluate and assess the needs for computer equipment for all SDCE's campuses with collaborating with our IT department.
  - » Compile a list of all needs in a matrix or rubric format.
  - » Prioritize the list according to critical needs.

Technology Purchases Already in Progress for 2016/17:
- Mid-City classroom upgrades (smart podiums)
- ECC select classroom upgrades (smart podiums)
- ECC headquarters smart conference room

INSTITUTIONAL EFFECTIVENESS AND INTEGRATED PLANNING

Institutional Effectiveness and Integrated Planning

The institutional Effectiveness Office's (IEO) primary goal for the first year of this strategic plan is to create the infrastructure to develop and support SDCE's institutional integrated planning. Integrated planning is most successful with well-defined procedures and is dedicated to the improvement of institutional effectiveness. A Planning and Institutional Effectiveness (PIE) committee will be created to develop a participatory process for institutional effectiveness. The IEO is also researching software to help manage SDCE's multiple plans and strategic goals, providing easy access for reporting progress on action plans for all programs, departments and committees.

A significant component of integrated planning is the assessment of how well students are learning and how the institution can improve student learning and success. The planning begins with a review of the mission and vision as the first step in the strategic planning process, a significant component of integrated planning. As indicated in the model cycles on the following pages, institutional planning and effectiveness is an ongoing systematic cycle of evaluation and the 2016/2017 academic year will be a time of great collaboration in determining our assessment tools and criteria.

The newly development institutional effectiveness and integrated planning infrastructure will facilitate and position San Diego Continuing Education to become the leader in policy advocacy and research for non-credit adult education.
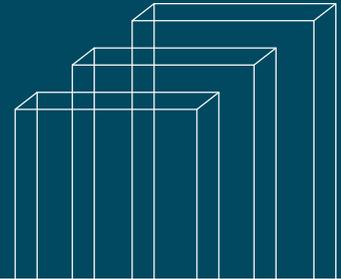
Integrated Planning

The six-year planning cycle builds the accreditation cycle along with the elements of program review, strategic planning, review and revision of mission, vision, SLOs (student learning outcomes), and the shared governance into the SDCE operational infrastructure. A comprehensive Integrated Planning Manual will be produced by the Institutional Effectiveness Office in 2016/2017.

Six-Year Planning Cycle

Note: Subject to Change
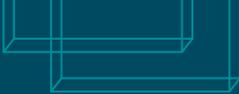SDCE is in alignment with SDCCD's
integrated planning schedule (Appendix M)

Integrated Planning and Budgeting

Annually there are specific periods and mechanisms for input and integration into San Diego Continuing Education's planning and assessment processes. Each component creates a continuous cycle of sustainable quality improvement grounded in data and assessment, and conducted on a regular and scheduled basis. These components, particularly the program and department reviews, are critical to budgeting and resource allocation, and create the integrated planning and budgeting process and cycle.

Annual Planning Cycle

Note: Subject to Change
SDCE is in alignment with the SDCCD's integrated planning schedule (Appendix N)

ANNUAL CYCLE

- Program Review Fall — October
- Resource and Budget Planning — January
- Mission/Vision/SLO/Participatory Governance Review — March
- Assessment Process Review and Modifications — April-May
- Strategic and Action Plan Review — April-May
- Analyze Assessment Improvement — June-August

PARTICIPATORY GOVERNANCE OVERVIEW

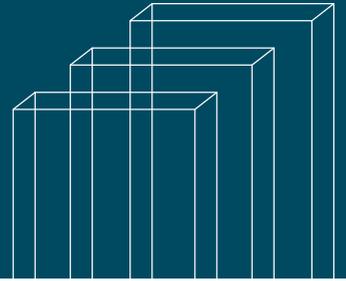## Participatory Governance Overview

California Education Code §70902 (b)(7) speaks to the establishment of "procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards".

San Diego Continuing Educations governance structure encourages the representation of our constituencies: students, faculty, staff, and administration. Committees are an avenue to bring together members of Continuing Education from all constituencies and components of the administrative structure. Members represent various interests and levels of expertise. Committee responsibilities may include making recommendations, identifying and studying institutional issues, and reviewing services and programs.

Members actively participate to further institutional directions. Members are chosen for their expertise and area of responsibility, not just to represent a constituent group. The appointment of faculty members to serve on committees is made by the San Diego Continuing Education Academic Senate, after consultation with the President or designee. Similarly, the appointment of classified staff members is made by the San Diego Continuing Education Classified Senate.

Committee member responsibilities:

- To the extent possible, attend all meetings.
- To maintain quorum, members are encouraged to appoint a designee.
- Serve as the major conduit for the distribution of information that must flow between the committee and the constituent groups in a timely manner.
- Prepare for and contribute to informed decision-making by reviewing all committee materials.
- Consider, and make accommodations for, the time required for student, faculty, and staff participation.

Primary Constituencies

San Diego Continuing Education is comprised of four primary bodies that work together in committees and administrative divisions to further the work of Continuing Education:

Academic Senate
The primary function of the Academic Senate is to allow faculty to have the opportunity to express their opinion and to ensure that those opinions are given every reasonable consideration, and that faculty assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Administration
The administration consists of the president, vice presidents, deans, managers and directors. The President's Cabinet and President's Executive Cabinet are advisory groups to the president.

Classified Staff
The primary function of the Classified Senate is to participate in the governance structure of San Diego Continuing Education; to actively collect, evaluate, and disseminate information for the classified staff; and to represent the collective interests of the classified staff before or on any governance, college or district committee.

Students
The Associated Student Body (ASB) promotes the interests and welfare of students and the campus community. Membership is open to all students and is voluntary.

SDCE Shared Governance: Executive Governance Infrastructure

The highest-level governance group, the Executive Governance Council (EGC), accepts recommendations that have been passed through the committee structure. EGC accepts and reviews committee recommendations, rendering an executive recommendation to the Continuing Education President.

A guiding principle is that issues should be resolved at the most direct level possible, with broader level issues being recommended to the EGC. Recommendations should be brought before EGC if:

- The matter will change current policy or procedure, temporarily or permanently; or
- The matter will establish a new policy.

Committee proposals relating to academic and professional matters should be submitted to the Academic Senate and be available for review by other affected groups.

Executive Governance Council

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

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

Academic Senate

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

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

Standing Sub-Committees:
- Academic Senate Executive Council
- Appointments Committee
- Curriculum Committee
- Elections Committee
- Environmental Stewardship
- Program Chair Committee
- Professional Advancement Committee (proposed)

Classified Senate

The Classified Senate Executive Council is the highest level Classified Senate committee in the Continuing Education participatory governance structure. The primary function of the Classified Senate Executive Council is to provide San Diego Continuing Education Classified staff a leadership voice in the institution.

The Classified Senate Executive Council is an equal partner in the governance of San Diego Continuing Education. The Classified Senate Executive Council creates sub-committees as needed to review, research, and analyze specific matters. These subcommittees make recommendations to the Classified Senate Executive Council, which it receives as input to rely primarily on for an ultimate recommendation to Continuing Education's Executive Governance Council.

The Classified Senate Executive Council also serves to represent classified constituency at District-wide governance meetings such as the District Governance Council.

Full Governance Handbook in Appendix K.

Executive Governance Council Committees

Access, Retention and Completion Committee (ARCC)
In accordance with San Diego Continuing Education mission and core goals, the Access, Retention and Completion Committee serves in an advisory capacity to support Continuing Education planning, and reaching institution-wide strategic enrollment objectives. ARCC provides evidence based recommendations that contribute to student access, recruitment, retention, and completion rates of all students.

The ARCC is a cooperative effort where representatives from constituent groups across Continuing Education work to set the tone for the student experience at Continuing Education, from application and access, through completion and success.

Budget Committee
The role of the Budget Committee is to make recommendations to the Executive Governance Council, optimizing resource allocations from all sources to accomplish the institutional mission.

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

Diversity Committee

The Diversity Committee is comprised of representation from Continuing Education faculty, administration, staff and students. The role of the committee is to fulfill the mandates contained in Board Policies related to SDCCD's Commitment to Diversity and Inclusion:

The District is committed to employing qualified administrators, faculty, staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.

The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates. Education Code Section 87100 et seq.; Title 5, Section 53000, et seq. Adopted: 4/16/2009. Supersedes: 9/11/2007.

Flex Committee

The Flex Calendar Committee is a standing subcommittee of the Professional Development Committee of the Continuing Education Administrative Governance Council. The purpose of the committee is to work with the Administrative Governance Council and Academic Senate to develop a flexible calendar program that provides faculty members with opportunities to participate in professional development activities. These activities should be related to "staff, student, and instructional improvement" (title 5, section 55720).

This committee provides recommendations to the Professional Development Committee. The flex committee is responsible for making recommendations on staff, student, and instructional improvement activities (Title 5, Section 55730(e)). The recommendations are based upon a comprehensive planning process that includes needs assessment and evaluation. The committee assists the flex coordinator in the tasks necessary for implementation of the flexible calendar program.

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

The committee provides a venue to discuss facility planning and improvement.

Technology Committee
To assess the current status of technology in the delivery of services to San Diego Continuing Education students and to develop and maintain a strategic information technology plan.

The committee shall serve in an advisory capacity to faculty, staff, and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications, and other technologies.

San Diego Continuing Education Operational Committees

Adult Education Block Grant
In order to implement the San Diego Adult Education Regional Consortium SDAERC) plan and ensure collaboration and transparency among stakeholders, the establishment of the Adult Education Block Grant Committee is proposed. The committee will take into consideration the integration between the Adult Education Block Grant Committee plan and other San Diego Continuing Education (SDCE) plans, including program review, strategic planning and accreditation action plans.

Associated Student Body Committee
The Associated Student Body Committee is comprised of representation from CE faculty, administration, staff, and students.

Basic Skills Committee
The Basic Skills Steering Committee coordinates the Basic Skills Initiative (BSI) Action Plan. The BSI current action plan is a significant instructional effort at San Diego Continuing Education. This committee was formed to be the central location where issues could be raised and decisions could be made to address the needs across basic skills Action Plan implementation.

Classified Hiring Priority Committee
The purpose of the Classified Hiring Priority Committee is to review the vacant positions that have existed in Continuing Education since the beginning of the District-wide hiring freeze, as well as any other vacant positions that currently exist due to retirements or other structural changes. The role of the committee is to make an initial priority vacancy list recommendation to the Executive Governance Council for final disposition. Upon creation of the initial priority list, the Committee may meet in reduced form as needed.

Curriculum Committee

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

Faculty Priority Hiring Committee
The Faculty Priority Hiring Committee oversees development of the contract faculty hiring priorities for San Diego Continuing Education. Recommendations from this committee are directed to the Executive Governance Council for final recommendation to the President.

Marketing Advisory Committee
The Marketing Advisory Committee is charged with maximizing the institutions visibility as an important educational and community resource as well as dissemination of relevant information. The committee is responsible for providing guidance and support for both internal and external initiatives and communication strategies that enhance the reputation and mission of Continuing Education.

Perkins Committee
Perkins IV Section 134(b) (5) requires that a group of individuals be involved in the development, implementation, and evaluation of Career Technical Education (CTE) programs, which are assisted with Perkins IV funds.

This group of stakeholders has been expanded to include academic and CTE faculty. The majority of faculty members on the Local Planning Team should be representatives of CTE programs. Administrators of CTE programs should be integral members of the CTE Local Planning Team. The team may be augmented with other representatives and individuals, as needed, for additional planning advice and expertise.

Planning and Institutional Effectiveness Committee
The Planning and Institutional Effectiveness Committee is responsible for the advancement of integrated planning throughout San Diego Continuing Education. The committee is responsible for assuring the San Diego Continuing Education planning framework is consistent with accreditation criterion, and guides the institutional assessment, evaluation and coordination of activities leading to institutional effectiveness and improvement.

The Planning and Institutional Effectiveness Committee may establish sub-committees to carry out specific objectives of the committee. These sub-committees will report directly back to the Planning and Institutional Effectiveness Committee. The committee shall serve in an advisory capacity reporting directly to the President's Cabinet.

Program Review Committee

Program Review Committee maintains the process of formative and summative (summary) assessments of San Diego Continuing Education departments, programs, and services. The process will determine how well programs meet specific goals and objectives through qualitative and quantitative summary data analysis. Programs are reviewed annually and at the sixth year in the formal Program Review to coincide with the six year cycle of institutional accreditation. The process includes a feature for program discontinuance under certain conditions as outlined in the Continuing Education Program Review Process and Procedures Manual.
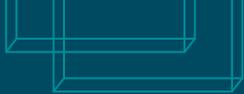
Student Services Council

The Student Services Council reviews issues concerning student services in CE and makes recommendations to the Administrative Governance Council. Areas of concern include but are not limited to: DSPS, matriculation, student affairs, student retention, veterans, student transitions, career development services, and basic skills initiative.

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

WIOA Title II Committee

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

CONCLUSION

SDCE's Strategic Plan is a key component in the ongoing efforts of continuous improvement and integrated planning. It is the result of a great deal of hard work, time and effort not only in the collaborative development of the plan, but in the intent of the institution to allocate resources based on program review and plans.

This Strategic Plan clearly informs our decisions and are based on providing our students with the services needed to succeed. It requires us to be collaborative, make data-driven decisions, and provides a clear vision with specific activities to increase student success.

Over the next year the integrated planning structure and infrastructure will be developed. Software will be purchased to enable us to track all goals and associated details, including at the program and departmental level. This will be a tool for the institution to use to manage activities in support of meeting strategic goals.
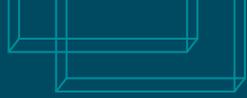
Our strategic plans are not static documents, rather they are planning documents and action plans that are expected to change over time.

A culture of assessment is also a focus of this first comprehensive strategic plan for San Diego Continuing Education. This too will be developed in a collaborative process and be critical in our integrated planning processes to ultimately inform all resource allocations.

Thank you to everyone in San Diego Continuing Education including faculty, staff, administrators, as well as our students, foundation and community members for their participation in this strategic planning process. Your dedication and hard work are greatly appreciated and will result in San Diego Continuing Education being the leader in innovative education and transforming our students' lives.

2016-2021 Strategic Goals

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

APPENDICES

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