Strategic Planning From The Ground Up

USING QUALITATIVE SOFTWARE

Presenters:
Michelle Fischthal, Dean of Institutional Effectiveness
Jessica Luedtke, Research and Planning Analyst

Prepared by: SDCE Office of Institutional Effectiveness
April, 2017
Agenda

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

Session Learning Outcomes

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

- Identify and analyze relevant research information
- Develop a new mission and vision with all constituencies
- Develop Education Master Plan and Executive Summary templates to collect information and program/department goals with associated activities
- Develop institutional goals and objectives
- Obtain constituency feedback on SDCE strategic goals
- Create the 2016–2021 strategic plan
Strategic Planning Process & Tools
### Strategic Planning 2015-2016 Timeline

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November/December</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Hoc Committee Developed [32 Lead Authors]</td>
<td></td>
<td>Program/Department Planning</td>
<td>Community Meeting Coding and Theme Development</td>
</tr>
<tr>
<td>Committee Kickoff [40 participants]</td>
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</tbody>
</table>

#### March
- Institutional Goals Developed

#### April
- Draft Strategic Plan
- Distribution and Development Program/Department SP

#### May
- Distribution and Approval through Shared Governance

#### June-August
- Merge accreditation issues with Strategic Plan
- Refine program and department Action Plans
# What was Included in the Strategic Plan?

<table>
<thead>
<tr>
<th>Environmental Scan</th>
<th>SDCE Profile</th>
<th>Institutional Goals and Objectives</th>
<th>Program/Department Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Environmental Scan
- [Chart showing environmental data]

## SDCE Profile
- [Icons representing various aspects of SDCE]

## Institutional Goals and Objectives
- **Institutional Goal 1**: Activities through a three-year plan to achieve a 240-hour nursing assistant training program to prepare students for the home care aide worker assistant certification and to receive certification at home institutions.
  - **One-Year Goals**
    - Finalize training program for the home care aide worker assistant program by July 2020 and certification by January 2021.
    - Finalize the home care aide worker assistant program.
    - Develop and continue various SCCERT training programs.
    - Implement a 240-hour nursing assistant training program by October 2020.
    - Implement a 240-hour nursing assistant training program by June 2021.
    - Develop and implement a home care aide worker assistant program for the home care aide worker assistant program.
    - Implement a 240-hour nursing assistant training program by October 2020.

## Program/Department Assessment
- [Diagram of program assessment process]

## Student Learning Outcomes
- [Chart showing learning outcomes]

## Enrollment Management
- [Image of enrollment management tools]

## Education Master Plan
- [Infographic showing education master plan]

## Infrastructure Support and Integrated Planning
- [Diagram of infrastructure support and planning]

## Participatory Governance
- [Image of participatory governance]

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**Health Care Training**
- Full-time (12-month) San Dieguito Academy offers a 240-hour Nursing Assistant Training program to prepare students for the home care aide worker assistant certification and to receive certification at home institutions.
- **One-Year Goals**
  - Finalize training program for the home care aide worker assistant program by July 2020 and certification by January 2021.
  - Finalize the home care aide worker assistant program.
  - Develop and continue various SCCERT training programs.
  - Implement a 240-hour nursing assistant training program by October 2020.
  - Implement a 240-hour nursing assistant training program by June 2021.
  - Develop and implement a home care aide worker assistant program for the home care aide worker assistant program.
  - Implement a 240-hour nursing assistant training program by October 2020.
## Templates

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

**Instructions:** Complete one template per program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Information and Communication Technologies (ICT)/Digital Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Michelle Pinckard</td>
</tr>
<tr>
<td>Class</td>
<td>NTCE / EDC</td>
</tr>
</tbody>
</table>

**Key Data Points:**
- Technical Advisory Committee, SDCE Report, 11/17/2015
- Digital Media Advisory Board Meeting Minutes, 11/11/2015
- San Diego Workforce Partnership, "Labor Market Analysis, ICT Sector, SD County, October 2014"
- CCC Center of Excellence, San Diego & Imperial Region, "CLCTE Enhanced Funding LMS San Diego Imperial Region"

**One-Year Goals with Measurable Outcome (including program development, expansion, reduction, and elimination) with Key Activities:**
1. Document pathways for all disciplines, creating a map of new programs that fall into these pathways, and developing a master class schedule.
   - Create visual pathways with flowcharts.
   - Promote pathways during promotions, on the SDCE website, and through marketing collateral.
   - All short-term classes will be integrated into active certificate programs.
   - Revision plan for all programs and courses that may be considered out-of-date, including DMCAP.
   - Offer new programs that fit into the pathways, including Business Information Worker 1 (BIW1), Windows, and Linux Server.
2. Expand Netlab pilot to offer additional classes using remote synchronous instruction and remote access to labs and activities in an online or hybrid class environment.
   - Instructors and students will access course info, hosted on the Netlab servers, off-campus using the Internet and web browser.
   - Courses will include CCNA3, CCNA4, and Cisco Security.
   - Use open-source curriculums and Netlab to host hands-on labs for Security - and Networking.
   - Use Netlab to augment current courses by delivering certification test simulations. Exams include CCENT, CCDA, CCNA Comprehensive exam, as well as Networking and Security.
3. Initiate discussions of current articulation process and policy. The current process of filing the application for articulation (Credit by Exam), is usually limiting for our students. This student has to be registering at one of our credit colleges at the time of application submission, submitting the application within one week after completion of such course program. Our Office Assistant program takes awards (up to one year) to complete and many students have not received credit for courses they have completed due to the length of the program.

| Limit 3-6 goals and 3-6 activities for each goal |

### Executive Summary for Strategic Planning (WIA – Title II Grant)

**Lead document author(s):** Gretchen Bitterlin

**Responsible Contact/Department for Plan Execution:** Gretchen Bitterlin, ESL/ABE/AEE programs

**Plan Submission Date:** March 20, 2015

**Plan Start Date:** July 1, 2015

**Plan Completion Date:** August 15, 2016

**Reporting Requirements: data needs**
- The data collection and program management requirements are as follows:
  - a. Use a student tracking system using Tops Pro software to collect student information.
  - b. Provide intake, assessment, placement, goal setting, and follow up surveys for ABE, ESL, and AEE learners.
  - c. Provide staff to provide data collection, data entry, and procedures for correcting errors and resolving missing data.
  - d. Document procedures and guidelines for standardized assessment for all learners.
  - e. Use student assessment data for program management and improvement, such as evaluating learning gains, teacher performance, and meeting student needs.
  - f. Attend MID sponsored training sessions on implementing grant requirements.

**Required by State, Federal or Within District:** Required by California Department of Education

**Funding Source Tied to Plan:** Workforce Investment Act, Title II, Adult Education and Family Literacy Act.

**Funding Amount of Plan (if known):** $1,175,274.00 for program year 2015-2016

**Purpose of Plan (100 – 150 words):** The purpose of this grant is to provide funding to states to provide adult basic skills instruction, including English as a Second Language, Citizenship, Adult Basic Education, Adult High School Diploma and GED instruction. Funds are...
Template Data Elements

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

**Executive Summary for Strategic Planning (WIA – Title II Grant)**

- **Lead document author(s):** Gretchen Bitterlin
- **Responsible Contact/Department for Plan Execution:** Gretchen Bitterlin, ESL/ABE/ASE programs

#### CCC Center of Excellence, San Diego & Imperial Region

**EDC-TE Enhanced Funding LMI San Diego/Imperial Region™**

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

1. Document pathways for all disciplines, creating a map of new programs that fall into these pathways, and developing a master class schedule.
   - a. Create visual pathways with flowcharting
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   - e. Offer new programs that fit into the pathways, including Business Information Worker 1 (BIW1), Windows and Linux Server

2. Expand Netlab pilot to offer additional classes using remote synchronous instruction and remote access to labs and activities in an

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**San Diego Continuing Education**
Executive Summary Template

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

Lead document author(s): Gretchen Bitterlin

Responsible Contact/Department for Plan Execution: Gretchen Bitterlin, ESL/ABE/ASE programs

Plan Submission date: March 20, 2015

Plan Start Date: July 1, 2015

Plan Completion Date: August 15, 2016

Reporting Requirements: data needs

The data collection and program management requirements are as follows:

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c. Provide staff to provide data collection, data entry, and procedures for correcting errors and resolving missing data.

d. Document procedures and guidelines for standardized assessment for all learners.

e. Use student assessment data for program management and improvement, such as evaluating learning gains, teacher performance and meeting student needs.

f. Attend CDE sponsored training sessions on implementing grant requirements

San Diego Continuing Education
Creating Institutional Goals Using Qualitative Software
Importing the Templates for Coding

Executive Summary for Strategic Planning (WIA Title II Grant)

Lead Document Author(s) | Gretchen Bitterlin

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Plan Submission Date | March 20, 2015

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- Provide staff to provide data collection, data entry, and procedure correcting errors and resolving missing data.
- Document procedures and guidelines for standardized assessment learners.
- Use student assessment data for program management and improvement such as evaluating learning gains, teacher performance and meet student needs.
- Attend CDCC sponsored training sessions on implementing grant requirements.

Quarterly reports are due on October 31, 2015 January 31, 2016, April 30, and August 15, 2016.
Importing the Templates for Coding
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August 15, 2016

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Quarterly reports are due on October 31, 2015, January 31, 2016, April 30, 2016.
Importing the Templates for Coding
Human Resource Needs *
1. Increase instructional assistants.
2. Increase adjunct and contract instructors. Replace any contract who retires.

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

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

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

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

Special Supplemental Student Support Services Needs
Increase counseling including DSPS to outreach and promote courses and programs. Develop a plan to have counselor in the culinary arts classes.
Provide crisis management training for faculty, more 3100 policy training.
Coding the Documents

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SAN DIEGO CONTINUING EDUCATION
### Analyzing the Frequency of Codes

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Description</th>
<th>Count</th>
<th>% Codes</th>
<th>Cases</th>
<th>% Cases</th>
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<td>5.9%</td>
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<td>Consumables</td>
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<td>0.1%</td>
<td>1</td>
<td>2.9%</td>
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</table>
Pulling Out the Theme

Distribution of keywords (Frequency) - Technology

- New Equipment: 26.0%
- New Software: 6.9%
- New Computers: 6.9%
- In-Use Software: 5.0%
- In-Use Equipment: 0.8%
- Internet Technology: 4.0%
- Mobile Technology: 0.6%
- Teaching Technology: 4.0%
- In-Class Equipment: 0.3%
- In-Class Software: 3.0%
- Instructional Video: 1.0%
- In-Class Materials: 2.0%
- Space for Equipment: 1.0%
- Accessibility Equipment: 1.0%
- Consumables: 2.0%
- Student Tracking/Assessment Software: 3.0%
- Donor Software: 3.0%
- Print Media: 1.0%
- Maintenance of Equipment: 7.0%
- Administrative Software: 8.9%
- Smart Classrooms: 8.9%
Pulling Out Themes

New Equipment

Smart Classrooms  Administrative Software  Maintenance of Equipment  New Computers  New Software

Textbooks  Portable Technology  Upgrade Equipment  Updated Software  Student Tracking, Assessment Software  Consumables  Instructional Videos  Accessibility Equipment  Specs for Equipment
SDCE 2016-2021 Strategic Goals

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

**Institutional Goal 2**
Cultivate an environment of creativity and increased collaboration both internally and externally

**Institutional Goal 3**
Increase student success, academic achievement, life-long learning, and workforce development

**Institutional Goal 4**
Provide SDCE employees with resources and training to increase the quality of instruction and services

**Institutional Goal 5**
Strengthen institutional effectiveness through integrated planning and resource allocation
<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Increase students transitioning from SDCE to the colleges by 5% annually</td>
</tr>
<tr>
<td>3.2</td>
<td>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</td>
</tr>
<tr>
<td>3.3</td>
<td>Increase student support services and access to services and resources by 5% within five years</td>
</tr>
<tr>
<td>3.4</td>
<td>Increase workforce development resources and services by 10% over five years</td>
</tr>
<tr>
<td>3.5</td>
<td>Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process</td>
</tr>
<tr>
<td>3.6</td>
<td>Use the Faculty Priority Hiring Committee (FPH) and the Classified Hiring Priority Committee (CHP) and associated processes and rubrics when replacing any vacant faculty and classified positions</td>
</tr>
</tbody>
</table>
Objectives Developed from Recurring Codes

**Institutional Goal 3**

**Institutional Objective 3.1**
Increase student success, academic achievement, life-long learning, and workforce development.
Increase students transitioning from SDCE to the colleges by 5% annually.

**Institutional Objective 3.2**
Identify and implement effective strategies, activities, and interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually.

**Institutional Objective 3.3**
Increase student support services and access to services and resources by 5% within five years.

**Institutional Objective 3.4**
Increase workforce development resources and services by 10% over five years.

**Objective 3.5**
Upgrade all campus classrooms with smart technology to enhance student learning and active engagement in the learning process.

Committee (CHP) and associated processes and rubrics when replacing any vacating faculty and classified positions.
Self-Study Chapter IV / Action Plan Process
Combined Accreditation and Strategic Planning Steering Committee

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

Strengths and Issues

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

Action Plan

- Developed through combined meeting and further developed through focus group
- Brought back to combined accreditation/Strategic Planning Committee
- Finalized for inclusion in the accreditation self-study
<table>
<thead>
<tr>
<th></th>
<th>Diversity</th>
<th>Participatory Governance</th>
<th>Professional Development</th>
<th>Student Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td>Community Relationships</td>
<td>Facilities</td>
<td>Institutional Effectiveness</td>
</tr>
</tbody>
</table>
SDCE Issues: Themes

**Curriculum**
- Enrollment and Student Success
- Professional Development

**Community**
- Communication
- Community Collaboration

**Technology**
- Maintaining and Securing Technology
- Support Resources

**Integrated Planning**
Accreditation Action Plan Aligns with Strategic Plan

Growth Area/Overarching Key Issue 1

Growth in Enrollment and Student Success

Rationale:

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

Goals Addressed

- SDCE Institutional Goal(s):
  - Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services
  - Goal 3: Increase student academic success and workforce development
- SDCCD District Goal(s):
  - Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

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

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

Growth Area/Overarching Key Issue 1

Growth in Enrollment and Student Success

Rationale:

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

Goals Addressed

SDCE Institutional Goal(s)

- Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services
- Goal 3: Increase student academic success and workforce development

SDCCD District Goal(s):

- Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

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

- Effective Communication
  SDCE students demonstrate effective communication skills.

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

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

campuslabs®
Data Driven Innovation
Trainings, Assistance, and Feedback
### SDCE Integrated Planning Cycles

#### Six-Year
- Program Review
  - Strategic Planning
- Accreditation Self Study
  - Year 6
- Mission/Vision
  - Participatory Governance
- Strategic Plan
  - Mid-Cycle Report
  - Program Review
  - Year 3
  - Year 4
  - Year 5

#### Annual
- Program Review
  - Fall
- Analyze
  - Improvement
  - October
- Strategic Analysis
  - Review
  - April-May
- Assessment
  - Process
  - Review and Modifications
  - April-May
- Resource
  - and Budget Planning
  - January
- Mission/Vision/SLO/Participatory Governance
  - Review
  - March
# Building Strategic Action Plans

**Program/Dept./Committee Strategic Action Plan Trainings**

<table>
<thead>
<tr>
<th>PROGRAM/DEPT GOALS: Overarching, General “Where to?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTIONAL GOAL: Which institutional goal does your goal link to?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Your objectives determine what you want to achieve. (increase enrollment, improve attendance, grow online learning, increase awareness, update course outlines) Provide SMART explanations of goals: Specific Measurable Achievable Realistic Time-related</td>
<td>Succinct explanation of what you need to do. Consider... What approach(es) will you use to reach your objective?</td>
<td>Based on the specifics cited in the objective, what do you hope to gain by implementing the action steps?</td>
<td>KPIs are used to measure progress towards the objective. These are the metrics to watch, and they are what will ultimately let you know if the strategic plan was effective.</td>
<td>Who are the persons/group(s) responsible for new activities? For data collection? For reporting?</td>
<td>What are realistic and achievable timelines for major milestones along the way and for overall completion?</td>
</tr>
</tbody>
</table>

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**SAN DIEGO CONTINUING EDUCATION**
## Strategic Action Plan Sample

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Expected Outcome</th>
<th>KPI’s</th>
<th>Responsible Party</th>
<th>Expected Start/ Complete Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course (HOC) development by 10% in five years</td>
<td>Offer professional development opportunities for instructors to increase knowledge and skills in developing online course materials and assess outcomes</td>
<td>Increase in activities focused on developing online course materials</td>
<td>X% increase in PD sessions</td>
<td>Faculty/dean</td>
<td>Survey instruments complete sum 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase in the number of instructors trained.</td>
<td>X% increase in instructors trained</td>
<td>PD Coordinator</td>
<td>PD sessions offered &amp; exit survey complete early fall 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Well attended sessions</td>
<td>X% Fill rate of sessions</td>
<td>OIE</td>
<td>Post survey complete sp 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased knowledge and skills in developing online course materials</td>
<td>X% of participants felt session increased their knowledge/skills (exit survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New/revised online course materials developed</td>
<td>X% of participants developed materials w/in 6 mo. of training (post survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify classes/programs that can be hybrid</td>
<td>List of potential hybrid classes/programs identified</td>
<td># of potential hybrid classes</td>
<td>Faculty/dean</td>
<td>List completed early sum 16</td>
<td></td>
</tr>
<tr>
<td>Hire or engage instructional designer for existing HOCs / developing new HOCs</td>
<td>Instructional designer hired</td>
<td># of new positions filled</td>
<td>Faculty/dean</td>
<td>Hiring complete/courses revised sum 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOCs revised</td>
<td>X% of courses revised</td>
<td></td>
<td>Courses offered 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase in new HOCs</td>
<td>New courses increase by 10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise course outlines &amp; engage approval process</td>
<td>Revised and vetted course outlines</td>
<td>X% of course outlines revised</td>
<td>Faculty/dean</td>
<td>Courses offered 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td># of constituents/groups vetted</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Building / Refining KPIs

## CONSIDER...

**Key Performance Indicators (KPI’S): “How much”**

<table>
<thead>
<tr>
<th>What measurement is appropriate to the objective and targeted outcome?</th>
<th>Number</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number</td>
<td>• Enrollment</td>
<td>• % increase (x-y)/x</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• % point increase X% + 2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The target is the #/% you need to reach to achieve your objective.</th>
<th>X% increase from Yr 1 to Yr 2</th>
<th>Hiring schedule maintained w/ X of XX milestones complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>• X% increase annually</td>
<td>• XX% satisfaction</td>
<td>• % point increase X% + 2%</td>
</tr>
<tr>
<td>• 100% of positions filled</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is data available? If not, how will you measure it?</th>
<th>Maintain list of new programs</th>
<th>Implementation survey X months post training</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training Exit survey</td>
<td>• Track student completion of...</td>
<td></td>
</tr>
</tbody>
</table>

Tip: “# of XX...” is okay when unsure/new plans. Providing a measurable benchmark/goal is better.
1. Review the previously submitted strategic plan and continue filling out/updating any incomplete portions of the plan.

2. Then, identify the status of the goals and objectives by highlighting the text using the following
   - Green: Complete
   - Yellow: In Progress
   - Pink: not started or deferred
   - Cross out if no longer applicable
   - Add in Blue Bold text if newly added or for comments. This comment process enables you to celebrate accomplishments and identify needs.

3. Email the updated document to dking002@sdccd.edu no later than April 10 with subject: STRATEGIC PLAN ANNUAL UPDATE: {Program/Dept. Name}
### Strategic Action Plan Sample Update

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Expected Outcome</th>
<th>KPI’s</th>
<th>Responsible Party</th>
<th>Expected Start/Complete Dates</th>
</tr>
</thead>
</table>
| 1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course (HOC) development by 10% in five years | Offer professional development opportunities for instructors to increase knowledge and skills in developing online course materials and assess outcomes PD sessions were not full, but participants felt they learned a lot. Could benefit from more marketing of PD to faculty | ➢ Increase in activities focused on developing online course materials  
 ➢ Increase in the number of instructors trained  
 ➢ Well attended sessions  
 ➢ Increased knowledge and skills in developing online course materials  
 ➢ New/revised online course materials developed | ➢ X% increase in PD sessions  
 ➢ X% increase in instructors trained  
 ➢ X% Fill rate of sessions  
 ➢ X% of participants felt session increased their knowledge/skills (exit survey)  
 ➢ X% of participants developed materials w/in 6 mo. of training (post survey) | Faculty/ dean  
 PD Coordinator  
 OIE | Exit Survey instruments complete sum 16  
 PD sessions offered & exit survey complete early fall 16  
 Post survey complete sp-17. Post survey not created due to staffing resources & accreditation site-visit priorities. |
| Identify classes/programs that can be hybrid | | ➢ List of potential hybrid classes/programs identified | ➢ # of potential hybrid classes | Faculty/ dean | List completed early sum 16 |
| Hire or engage instructional designer for existing HOCs / developing new HOCs | | ➢ Instructional designer hired  
 ➢ HOCs revised  
 ➢ Increase in new HOCs | ➢ # of new positions filled  
 ➢ X% of courses revised  
 ➢ New courses increase by 10% | Faculty/ dean | Hiring complete/ courses revised sum 16  
 Courses offered 2020 |
| Revise course outlines & engage approval process | | ➢ Revised and vetted course outlines | ➢ X% of course outlines revised  
 ➢ # of constituents/groups vetted | Faculty/ dean | Courses offered 2020 |
## Strategic Action Plan – Annual Update SWOT Analysis

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reviewer</th>
<th>Complete</th>
<th>In Progress</th>
<th>Not Started</th>
<th>Deleted</th>
<th>New</th>
<th>Strength</th>
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</thead>
<tbody>
<tr>
<td>Small Business sample</td>
<td>MF</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Created and developed a CE Entrepreneurship and Small Business Management program: created new curriculum, student satisfaction surveys, evaluations, attended professional development, collaborated with peers; created guest presented series programs, tracking data for use with 5 year goals; established a small business library</td>
</tr>
<tr>
<td>ABE ASE</td>
<td></td>
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<td></td>
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<tr>
<td>ABE ASE</td>
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<tr>
<td>AUTO BODY</td>
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<tr>
<td>AUTOMOTIVE</td>
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<tr>
<td>Institutional</td>
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<td></td>
<td>Strategic Plan Goals Completed</td>
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<tr>
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</tr>
</tbody>
</table>
Strategic Planning Process Feedback

San Diego Continuing Education
Strategic Planning Feedback Survey

Dear San Diego Continuing Education Community,

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

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

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

Thank you in advance for your participation,

Planning & Institutional Effectiveness Committee
San Diego Continuing Education

Begin Survey
Closing and Questions
Contact Information and Website Links

SDCE Office of Institutional Effectiveness

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

619-388-4950

Michelle Fischthal  mfischth@sdccd.edu

Jessica Luedtke  jluedtke@sdccd.edu