Program Reviews Submitted 2022-23

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UNIT REPORT

Instructional Reviews (completed 2022-2023)

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Automotive

AUTOMOTIVE Instructional Review and Improvement

Program / Unit: Automotive

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a. Enrollment by Discipline:

2021-2022 Enrollment Data

Enrollment data is not comparable due to the different modalities used. Currently, we are back on campus with all classes. This will allow us to compare next year's data to pre-pandemic data with better consistency. The data shown this year is not consistent with last year's data, headcount vs. enrollment so accurate conclusions are hard to draw. Although looking at the new data the headcount is lower. This is due to canceled classes, Covid restrictions, and returning to campus full-time.

2020-2021 Enrollment Data

	Academic Year													
Program	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Auto Body and Paint Technician	218	18.03%	251	15.70%	231	12.52%	246	15.24%	188	10.97%	-30	-13.76%	-58	-23.58%
Automotive Technician	628	51.94%	785	49.09%	798	43.25%	801	49.63%	790	46.12%	162	25.80%	-11	-1.37%
Combined Upholstery Trades	139	11.50%	166	10.38%	221	11.98%	171	10.59%	0	0%	-139	-100%	-171	-100%
Quick Service Technician	224	18.53%	315	19.70%	440	23.85%	333	20.63%	474	27.67%	250	111.61%	141	42.34%
Service Advisor	0	0%	82	5.13%	155	8.40%	63	3.90%	261	15.24%	261	---	198	314.29%
Total	**1,209**	**100%**	**1,599**	**100%**	**1,845**	**100%**	**1,614**	**100%**	**1,713**	**100%**	**504**	**41.69%**	**99**	**6.13%**

The overall program shows an increase of 41.69% over 5 years and an increase of 6.13% in the last 2 years. This is in spite of discontinuing the auto upholstery program and Covid-19 affecting overall class enrollment. The addition of the service advisor and the growth of the quick service technician program has more than made up for these in the last school year. The area of concern is the auto body program which is down 13.76% over the last 5 years and down 23.58% over the last 2 years. During this same time, the automotive technician program grew by 25.80% over the last 5 years even though there was a 1.37% drop in the last 2 years due to the lack of in-person labs.

2019-2020 Enrollment Data

Table 5. Enrollments

	Academic Year											
Program	2015/16		2016/17		2017/18		2018/19		2019/20		5 Yr Diff	5 Yr Diff %
Auto Body and Paint Technician Program	70	6.38%	218	18.03%	251	15.70%	231	12.52%	314	14.67%	244	348.57%
Automotive Technician Program	667	60.75%	628	51.94%	785	49.09%	798	43.25%	1,103	51.54%	436	65.37%
Combined Upholstery Trades Program	132	12.02%	139	11.50%	166	10.38%	221	11.98%	171	7.99%	39	29.55%
Inspection and Vehicle Preparation Technician Program	229	20.86%	224	18.53%	315	19.70%	440	23.85%	447	20.89%	218	95.20%
Service Advisor Program	0	0%	0	0%	82	5.13%	155	8.40%	105	4.91%	105	---
Total	**1,098**	**100%**	**1,209**	**100%**	**1,599**	**100%**	**1,845**	**100%**	**2,140**	**100%**	**1,042**	**94.90%**

Enrollment has increased across all programs within auto with the exceptions of Upholstery and Service Advisor which have dropped in the 2019/2020 period. Our enrollment has been impacted due to COVID-19 as there is an accessibility gap in regard to technology with our underserved student populations.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

2021-2022

Women now account for about 1/3 of our program students. It will be interesting to see how this percentage changes as the classes return to fully in-person learning. The age and ethnicity demographics have remained consistent.

2020-2021 Data

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year														
Gender	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	5 Yr Avg %	2 Yr Diff	2 Yr Diff %
Female	59	13.20%	115	17.83%	122	19.15%	162	22.19%	232	31.82%	173	293.22%	21.64%	70	43.21%
Male	388	86.80%	530	82.17%	515	80.85%	565	77.40%	495	67.90%	107	27.58%	78.20%	-70	-12.39%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---
Unreported	0	0%	0	0%	0	0%	3	0.41%	2	0.27%	2	---	0.16%	-1	-33.33%
Ethnicity															
African American	54	12.08%	71	11.01%	67	10.52%	65	8.90%	41	5.62%	-13	-24.07%	9.35%	-24	-36.92%
American Indian	0	0%	1	0.16%	1	0.16%	1	0.14%	2	0.27%	2	---	0.16%	1	100%
Asian/Pacific Islander	33	7.38%	54	8.37%	54	8.48%	47	6.44%	61	8.37%	28	84.85%	7.81%	14	29.79%
Filipino	32	7.16%	55	8.53%	66	10.36%	110	15.07%	120	16.46%	88	275%	12.01%	10	9.09%
Latino	243	54.36%	362	56.12%	346	54.32%	393	53.84%	321	44.03%	78	32.10%	52.23%	-72	-18.32%
White	64	14.32%	65	10.08%	75	11.77%	79	10.82%	97	13.31%	33	51.56%	11.92%	18	22.78%
Other	14	3.13%	20	3.10%	14	2.20%	28	3.84%	39	5.35%	25	178.57%	3.61%	11	39.29%
Unreported	7	1.57%	17	2.64%	14	2.20%	7	0.96%	48	6.58%	41	585.71%	2.92%	41	585.71%
Age Group															
Under 18	0	0%	1	0.16%	1	0.16%	0	0%	1	0.14%	1	---	0.09%	1	---
18 - 24	128	28.64%	193	29.92%	175	27.47%	179	24.52%	145	19.89%	17	13.28%	25.72%	-34	-18.99%
25 - 29	74	16.55%	108	16.74%	106	16.64%	119	16.30%	94	12.89%	20	27.03%	15.72%	-25	-21.01%
30 - 39	98	21.92%	152	23.57%	131	20.57%	138	18.90%	178	24.42%	80	81.63%	21.86%	40	28.99%
40 - 49	63	14.09%	86	13.33%	93	14.60%	132	18.08%	136	18.66%	73	115.87%	16%	4	3.03%
50 and Older	84	18.79%	105	16.28%	131	20.57%	162	22.19%	175	24.01%	91	108.33%	20.61%	13	8.02%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---

The last year has been very different due to almost completely online learning. This apparently affected the student population in some interesting ways. First more female students are taking the program with a 43.21% increase over the last 2 years with an almost 300% increase over the last 5. This was one of the populations that we have targeted and now makes up about a 1/3 of our student population. Also, our percentage of 30-39-year-old students has continued to climb with an increase of 28.99% over the last 2 years and an 81.63% increase over the last 5. This is hopefully due to our focus on workforce preparation and moving from a hobby to a professional attitude in our automotive programs. The area that appears to be most affected in a negative way over the last 2 years is students under 30 with enrollment in both the 18-24 age group down 18.99% and the 25-29 age group down 21.01%.

Although the 5-year numbers still show growth in both age groups this is very concerning for two reasons. First many of these students may be taking advantage of good-paying short-term jobs that do not require any special skills. This is brought on by the current labor shortage created by Covid-19 and government stimulus. Since neither of these issues will affect the jobs market long term we expect to see them return for training in the future once the market changes back to a more normal structure. The second issue is technology, many younger students do not have the computer skills or access to technology that is required to be successful in an online course environment.

2019-2020 Data

Table 1. Headcount by Age, Gender, Ethnicity, and Income

	Academic Year														
	2015/16		2016/17		2017/18		2018/19		2019/20		5 Yr Diff	5 Yr Diff %	5 Yr Avg %	2 Yr Diff	2 Yr Diff %
Gender															
Female	53	13.52%	59	13.20%	115	17.83%	122	19.15%	162	22.19%	109	205.66%	17.92%	40	32.79%
Male	339	86.48%	388	86.80%	530	82.17%	515	80.85%	565	77.40%	226	66.67%	81.97%	50	9.71%
Unreported	0	0%	0	0%	0	0%	0	0%	3	0.41%	3	---	0.11%	3	---
Ethnicity															
African American	54	13.78%	54	12.08%	71	11.01%	67	10.52%	65	8.90%	11	20.37%	10.91%	-2	-2.99%
American Indian	2	0.51%	0	0%	1	0.16%	1	0.16%	1	0.14%	-1	-50%	0.18%	0	0%
Asian/Pacific Islander	28	7.14%	33	7.38%	54	8.37%	54	8.48%	47	6.44%	19	67.86%	7.58%	-7	-12.96%
Filipino	25	6.38%	32	7.16%	55	8.53%	66	10.36%	110	15.07%	85	340%	10.10%	44	66.67%
Latino	212	54.08%	243	54.36%	362	56.12%	346	54.32%	393	53.84%	181	85.38%	54.58%	47	13.58%
White	52	13.27%	64	14.32%	65	10.08%	75	11.77%	79	10.82%	27	51.92%	11.75%	4	5.33%
Other	11	2.81%	14	3.13%	20	3.10%	14	2.20%	28	3.84%	17	154.55%	3.05%	14	100%
Unreported	8	2.04%	7	1.57%	17	2.64%	14	2.20%	7	0.96%	-1	-12.50%	1.86%	-7	-50%
Age Group															
Under 18	0	0%	0	0%	1	0.16%	1	0.16%	0	0%	0	---	0.07%	-1	-100%
18 - 24	110	28.06%	128	28.64%	193	29.92%	175	27.47%	179	24.52%	69	62.73%	27.53%	4	2.29%
25 - 29	73	18.62%	74	16.55%	108	16.74%	106	16.64%	118	16.16%	45	61.64%	16.80%	12	11.32%
30 - 39	86	21.94%	98	21.92%	152	23.57%	131	20.57%	139	19.04%	53	61.63%	21.26%	8	6.11%
40 - 49	54	13.78%	63	14.09%	86	13.33%	93	14.60%	132	18.08%	78	144.44%	15.01%	39	41.94%
50 and Older	69	17.60%	84	18.79%	105	16.28%	131	20.57%	162	22.19%	93	134.78%	19.33%	31	23.66%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---

The headcount was included for the Automotive program as a whole since many of the students enroll in more than one certificate program. We found the demographics to be very consistent between the different program offerings. Although growth was consistent in most of our programs the break of the demographic growth was across all programs. The areas that grew the most were females, Filipino, and over 50. We believe this to be due to the large increase in VA students but without the VA enrollment numbers to compare this to it is only an educated guess.

c. Certificates Awarded by Discipline :
2021-2022

Total awards are down due to canceled classes for the quick service program. Awards are up compared to 2020-2021 for the automotive repair, auto body, and service adviser programs compared to 2020-2021.

2020-2021 Data

Auto Body

			Fiscal Year														
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Total	5 Yr Diff	5 Yr Diff %	2 Yr Total	2 Yr Diff	2 Yr Diff %
Program Award	4AUTOBODYP	Auto Body and Paint Technician	14	20.90%	35	31.53%	9	16.36%	15	14.85%	5	11.36%	78	-9	-64.29%	20	-10	-66.67%
Course Award	4AUTO411CC	Auto Body and Paint Technician	39	58.21%	42	37.84%	37	67.27%	51	50.50%	24	54.55%	193	-15	-38.46%	75	-27	-52.94%
Course Award	4AUTO411AC	Auto Body Refinishing Technician	14	20.90%	34	30.63%	9	16.36%	35	34.65%	15	34.09%	107	1	7.14%	50	-20	-57.14%
Total			**67**	**100%**	**111**	**100%**	**55**	**100%**	**101**	**100%**	**44**	**100%**	**378**	**-23**	**-34.33%**	**145**	**-57**	**-56.44%**

No information was provided by the instructor for the auto body but the decline over the last 2 years can be partly blamed on many of the same issues discussed below in Automotive Technician. However, the 5-year downward trend of 34.33% is substantial and of concern. With this being one of only 2 auto body programs in San Diego County and a large supply gap according to LMI data the number 4495s should be rising and not falling. This required more investigation at the administrative level to determine the root cause.

Auto Upholstery

			Fiscal Year														
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Total	5 Yr Diff	5 Yr Diff %	2 Yr Total	2 Yr Diff	2 Yr Diff %
Program Award	4COMBUPHOL	Combined Upholstery Trade	1	2.04%	14	17.07%	17	19.77%	8	9.09%	0	---	40	-1	-100%	8	-8	-100%
Course Award	4AUTO415CC	Automotive Upholstery	9	18.37%	13	15.85%	20	23.26%	27	30.68%	0	---	69	-9	-100%	27	-27	-100%
Course Award	4AUTO414CC	Basic Upholstery Skills	25	51.02%	32	39.02%	34	39.53%	30	34.09%	0	---	121	-25	-100%	30	-30	-100%
Course Award	4HMID535CC	Upholstery	0	0%	0	0%	0	0%	23	26.14%	0	---	23	0	---	23	-23	-100%
Total			**49**	**100%**	**82**	**100%**	**86**	**100%**	**88**	**100%**	**0**	**---**	**305**	**-49**	**-100%**	**88**	**-88**	**-100%**

The program is currently closed so no awards were issued.

Automotive Technician

			Fiscal Year														
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Total	5 Yr Diff	5 Yr Diff %	2 Yr Total	2 Yr Diff	2 Yr Diff %
Program Award	4AUTOTECHN	Automotive Technician	37	15.35%	16	7.77%	38	15.02%	32	8.56%	6	2.63%	129	-31	-83.78%	38	-26	-81.25%
Course Award	4AUTO507BC	Advanced Driveability and Perforn	68	28.22%	53	25.73%	58	22.92%	104	27.81%	73	32.02%	356	5	7.35%	177	-31	-29.81%
Course Award	4AUTO507CC	Automotive Technician	67	27.80%	59	28.64%	89	35.18%	109	29.14%	95	41.67%	419	28	41.79%	204	-14	-12.84%
Course Award	4AUTO507AC	Engine/Electrical/Performance	69	28.63%	78	37.86%	68	26.88%	129	34.49%	54	23.68%	398	-15	-21.74%	183	-75	-58.14%
Total			**241**	**100%**	**206**	**100%**	**253**	**100%**	**374**	**100%**	**228**	**100%**	**1,302**	**-13**	**-5.39%**	**602**	**-146**	**-39.04%**

			Fiscal Year														
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Total	5 Yr Diff	5 Yr Diff %	2 Yr Total	2 Yr Diff	2 Yr Diff %
Program Award	4INSPVEHIC	Quick Service Technician	0	0%	0	0%	0	0%	46	17.69%	63	19.21%	109	63	---	109	17	36.96%
Course Award	4AUTO601CC	Automotive Fundamentals	44	31.88%	47	29.56%	68	56.67%	110	42.31%	146	44.51%	415	102	231.82%	256	36	32.73%
Course Award	4AUTO600CC	Quick Service Lube, Pre-Delivery In	53	38.41%	65	40.88%	24	20%	104	40%	119	36.28%	365	66	124.53%	223	15	14.42%
Total			**138**	**100%**	**159**	**100%**	**120**	**100%**	**260**	**100%**	**328**	**100%**	**1,005**	**190**	**137.68%**	**588**	**68**	**26.15%**

			Fiscal Year														
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Total	5 Yr Diff	5 Yr Diff %	2 Yr Total	2 Yr Diff	2 Yr Diff %
Program Award	4SERVICADV	Service Advisor Program	0	---	9	18.75%	13	37.14%	14	19.44%	26	12.26%	62	26	---	40	12	85.71%
Course Award	4AUTO508CC	Service Advisor I	0	---	30	62.50%	8	22.86%	34	47.22%	99	46.70%	171	99	---	133	65	191.18%
Course Award	4AUTO508AC	Service Advisor II	0	---	9	18.75%	14	40%	24	33.33%	87	41.04%	134	87	---	111	63	262.50%
Total			**0**	**---**	**48**	**100%**	**35**	**100%**	**72**	**100%**	**212**	**100%**	**367**	**212**	**---**	**284**	**140**	**194.44%**

The number of automotive program awards is significantly lowered over the last 2 years for several issues. For one many students are no longer taking courses with the goal of a certificate of employment in the automotive industry. Many saw it as an opportunity to gain personal knowledge and fulfillment while at home

during the Covid-19 shutdown. When their employer called they had to go back to work and drop the class. Other students are taking several sessions to complete the work in just one class because they are balancing work, home, and school life in new ways. Many students have never taken an online course and thought that the only commitment was the in-person meetings. This allowed no time for course

\work that has taken some students several sessions to complete.

This being said the 5-year certificate numbers are only down 5.39% overall with the 507 and 507B classes increasing over the last 5 years. Program certificates are down by 83.78% due to the issues discussed above and the 507A class without in-person labs is unable to complete the smog training in the class.

During this same time, the quick service program has increased awards by 26.15% over the last 2 years and 137.68% over the last 5 years. This is due to the much shorter length of courses and the overall program. This trend is also shown in the Service Advisor program data with a 2-year gain of 194.44%. There is no 5-year data for this program since it is not 5 years old.

Looking at this data confirms the need to shorten the length of the 507 series classes and create stackable certificates. This process was started in the 2020-2021 school year and continues through the approval process.

2019-2020 Data

Auto Body

Award Type	Award Code	Award Description	2014/15	2015/16	2016/17	2017/18	2018/19
Program Award	217	AUTO BODY & PAINT TECH PROGRAM	21	5	14	35	9
Course Award	214	AUTO BODY AND PAINT TECH COURS	22	5	38	34	6
	215	AUTO BODY/COLLISION REPAIR	0	0	0	8	31
	216	AUTO BODY REFINISHING TECH	18	14	15	34	9
Total			**61**	**24**	**67**	**111**	**55**

Auto Upholstery

Award Type	2014/15	2015/16	2016/17	2017/18	2018/19
Program Award	21	5	14	35	9
Course Award	40	19	53	76	46
Total	**61**	**24**	**67**	**111**	**55**

Automotive Technician

Certificates Awarded by Discipline					
Program	2014/15	2015/16	2016/17	2017/18	2018/19
Automotive Tech	225	264	236	203	223
Quick Service	110	187	138	144	120
Service Advisor	0	0	0	31	35
Department Total	335	451	374	378	378

Over the last five years, we have seen a fluctuation in the awarded certificate numbers. The Automotive Technician program has seen a 10% increase in certificates awarded over the last two years. The Inspection and Vehicle Preparation Technician program has seen a decrease of 17% in the certificates awarded over the last two years. However, the addition of our Service Advisor program has helped to increase and stabilize our numbers over the last two years with the Auto Tech department having a total number of 378 certificates awarded.

Automotive Upholstery

Award Type	Award Code	Award Description	2014/15	2015/16	2016/17	2017/18	2018/19
Program Award	210	COMBINED UPHOLSTERY TRADES PRC	5	7	1	14	17
Course Award	211	BASIC UPHOLSTERY SKILLS	29	17	25	32	34
	212	AUTOMOTIVE UPHOLSTERY COURSE	11	6	9	13	20
	213	FURNITURE UPHOLSTERY COURSE	4	7	13	23	15
	218	UPHOLSTERY COURSE	0	4	1	0	0
Total			**49**	**41**	**49**	**82**	**86**

Award Type	2014/15	2015/16	2016/17	2017/18	2018/19
Program Award	5	7	1	14	17
Course Award	44	34	48	68	69
Total	**49**	**41**	**49**	**82**	**86**

d. FTES by Discipline and class mode (online/on-campus):
2021-2022

Auto Body & Refinishing FTES was from both fully online and hybrid courses. Since the same instructor taught both classes but at different times it is impossible to compare the two directly. The overall FTES dropped slightly with the return to campus and Covid restrictions.

Automotive Technician FTES was from both fully online and hybrid classes. A higher percentage of time was spent on campus and this program was the first to return. FTES is lower this year due to students being unwilling or unable to return to campus due to Covid restrictions.

Automotive Upholstery This program has been closed

2020-2021

Auto Body & Refinishing

	Fiscal Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Auto Body and Paint Technician (AUTO411)	36.97	69.61%	33	55.13%	30.63	62.51%	52.69	69.92%	38.73	69.48%	1.76	4.77%	-13.96	-26.49%
Auto Body Refinishing Tech (AUTO411A)	16.14	30.39%	26.85	44.87%	18.37	37.49%	22.66	30.08%	17.02	30.52%	0.87	5.41%	-5.65	-24.93%
Total	**53.11**	**100%**	**59.85**	**100%**	**49**	**100%**	**75.35**	**100%**	**55.75**	**100%**	**2.63**	**4.96%**	**-19.61**	**-26.02%**

The autobody program has seen a drop in FTES of 26.02% over the last 2 years. This is largely due to Covid-19 forcing all classes to be online and the cutback of evening class offerings. The program over the last 5 years still shows a growth of 4.96% FTES in spite of the losses of the last 2 years. We expect this trend to change once students are allowed to return to campus full-time.

Automotive Technician

	Fiscal Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Adv Driveability & Performance (AUTO507B)	47.45	29.75%	43.66	26.16%	40.10	24.31%	45.77	22.38%	56.36	23.36%	8.92	18.79%	10.59	23.15%
Automotive Technician (AUTO507)	57.73	36.19%	57.20	34.27%	62.39	37.82%	77.03	37.68%	119.26	49.43%	61.53	106.59%	42.22	54.81%
Engine/Electrical/Performance (AUTO507A)	54.32	34.06%	66.05	39.57%	62.46	37.87%	81.66	39.94%	65.64	27.21%	11.31	20.82%	-16.02	-19.62%
Total	**159.50**	**100%**	**166.90**	**100%**	**164.95**	**100%**	**204.46**	**100%**	**241.25**	**100%**	**81.76**	**51.26%**	**36.79**	**18%**

	Fiscal Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Automotive Fundamentals (AUTO601)	6.78	35.35%	6.80	22.41%	20.36	60.29%	13.76	46.60%	20.14	41.80%	13.35	196.94%	6.37	46.29%
Quickservice Lube/Pre-Delivery (AUTO600)	12.40	64.65%	23.53	77.59%	13.41	39.71%	15.77	53.40%	28.03	58.20%	15.63	126.07%	12.26	77.72%
Total	**19.18**	**100%**	**30.33**	**100%**	**33.76**	**100%**	**29.54**	**100%**	**48.17**	**100%**	**28.99**	**151.13%**	**18.63**	**63.07%**

	Fiscal Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Service Advisor I (AUTO508)	0	---	10.71	77.06%	8.73	45.37%	12.87	70.25%	33.75	55.84%	33.75	---	20.88	162.17%
Service Advisor II (AUTO508A)	0	---	3.19	22.94%	10.52	54.63%	5.45	29.75%	26.69	44.16%	26.69	---	21.24	389.56%
Total	**0**	**---**	**13.89**	**100%**	**19.25**	**100%**	**18.33**	**100%**	**60.44**	**100%**	**60.44**	**---**	**42.11**	**229.82%**

The Automotive Technician program has seen an increase in FTES over the last 2 years of 18% and 5 years of 51.26%. This is due to the growth in the program and better retention of students in the program and moving from positive enrollment to census-based tracking. The 2-year FTES number is lower for the 507A class due to lower enrollment and class size compared to the Pre-Covid-19 class sizes and the cancellation of the evening 507A class. The 5-year FTES numbers for the 507A class are still positive showing a growth of 20.82%. This trend will most likely continue once students return to campus full-time and smog training continues.

As shown in our enrollment and completion data the Quick Service program is rapidly growing with the 2 years FTES showing a 63.07% growth and a growth of 151.13% over 5 years. We expect to see both drops next year as these classes were canceled or not offered in the Summer of 2021 and early Fall of 2021. This is due to funding issues and student recruitment problems where students are not being reached out to in an effective matter. This problem has been identified and researched to determine the root cause and create effective solutions.

Since the Service Advisor program is a new program to the Automotive Technician department there is no 5-year data but the 2-year data shows strong growth in the FTES numbers. With a gain of 229.82% over the last 2 years. This trend is expected to continue and the short class length has assisted in student completion and retention.

Automotive Upholstery

	Fiscal Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Automotive Upholstery (AUTO415)	12.31	30.95%	13.16	29.43%	18.64	37.64%	28.94	45.26%	0	---	-12.31	-100%	-28.94	-100%
Basic Upholstery Skills (AUTO414)	17.35	43.61%	19.45	43.47%	21.20	42.81%	20.06	31.38%	0	---	-17.35	-100%	-20.06	-100%
Upholstery (HMID535)	10.12	25.43%	12.12	27.10%	9.68	19.54%	14.94	23.37%	0	---	-10.12	-100%	-14.94	-100%
Total	**39.77**	**100%**	**44.73**	**100%**	**49.51**	**100%**	**63.95**	**100%**	**0**	**---**	**-39.77**	**-100%**	**-63.95**	**-100%**

Since the Automotive Upholstery program is currently closed there is no FTES data for the current school year and a decrease of 100% is shown for both the 2 and 5-year data.

2019-2020

Auto Body & Refinishing

Table 3. FTES

Course	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Difference	5-Yr % Change	2-Yr Difference	2-Yr % Change
AUTO411	11.00	11.33	36.97	33.00	30.63	19.63	178%	-2.36	-7%
AUTO411A	12.77	11.83	16.14	26.85	18.37	5.60	44%	-8.49	-32%
Total	**23.78**	**23.16**	**53.11**	**59.85**	**49.00**	**25.23**	**106%**	**-10.85**	**-18%**

Automotive Technician

Table 3. FTES

Program Table Title	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Difference	5-Yr % Change	2-Yr Difference	2-Yr % Change
Auto Body And Paint Technician Program	23.78	23.16	53.11	59.85	49.00	25.23	106%	-10.85	-18%
Automotive Technician Program	159.01	139.98	159.50	166.90	164.95	5.93	4%	-1.95	-1%
Combined Upholstery Trades Program	40.36	38.11	39.77	44.73	49.51	9.16	23%	4.78	11%
Inspection And Vehicle Preparation Technician Program	12.89	20.98	19.18	30.33	33.76	20.88	162%	3.43	11%
Service Advisor Program	0.00	0.00	0.00	13.89	19.25	19.25	---	5.35	39%
Total	**236.04**	**222.23**	**271.56**	**315.71**	**316.48**	**80.44**	**34%**	**0.77**	**0%**

Table 4. Enrollments

Program Table Title	2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Difference	5-Yr % Change	2-Yr Difference	2-Yr % Change
Auto Body And Paint Technician Program	128	70	218	251	231	103	80%	-20	-8%
Combined Upholstery Trades Program	161	132	139	166	221	60	37%	55	33%
Automotive Technician Program	645	667	628	785	798	153	24%	13	2%
Inspection And Vehicle Preparation Technician Program	107	229	224	315	440	333	311%	125	40%
Service Advisor Program	0	0	0	82	155	155	---	73	89%
Total	**1,041**	**1,098**	**1,209**	**1,599**	**1,845**	**804**	**77%**	**246**	**15%**

We have seen an increase in FTES, especially in regard to the Inspection and Vehicle Preparation Technician Program and the Service Advisor Program. This can be directly tracked by the increase we've seen in enrollment, which has seen a 40% and 89% increase over a two-year period, respectively. The Auto Technician Program has held steady over the last five years, seeing a five-year increase of 4% and a two-year decrease of 1%. These increases in FTES and enrollment could be contributed to the implementation of the new Service Advisor program two years ago as well as the addition of offering additional evening classes.

Automotive Upholstery

Table 10. FTES On-Campus/Online

Course		2014/15	2015/16	2016/17	2017/18	2018/19	5-Yr Difference	5-Yr % Change	2 -Yr Difference	2 -Yr % Change
AUTO414	On-campus	20.90	14.68	17.35	19.45	21.20	0.30	1%	1.75	9%
	Total	**20.90**	**14.68**	**17.35**	**19.45**	**21.20**	**0.30**	**1%**	**1.75**	**9%**
AUTO415	On-campus	13.15	10.95	12.31	13.16	18.64	5.48	42%	5.48	42%
	Total	**13.15**	**10.95**	**12.31**	**13.16**	**18.64**	**5.48**	**42%**	**5.48**	**42%**
HMID535	On-campus	6.31	12.48	10.12	12.12	9.68	3.37	53%	-2.45	-20%
	Total	**6.31**	**12.48**	**10.12**	**12.12**	**9.68**	**3.37**	**53%**	**-2.45**	**-20%**
Total		**40.36**	**38.11**	**39.77**	**44.73**	**49.51**	**9.16**	**97%**	**4.78**	**30%**

We have seen a 30% percent increase in FTES over 2 years, which is to show the Upholstery combined trades program is growing well.

e. Cost by Discipline:
2021/2022

PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total FTES		662	670			
AUTO TECH	094800	1,044,181	1,159,475	1,171,675	849,909	623,943
AUTO COLLISION REPAIR	094900	219,829	278,814	295,043	249,537	246,603
UPHOLSTERY REPAIR	094910	6,256	5,596	63,289	70,968	76,834
Total Program Expenditures		1,270,266	1,443,884	1,530,006	1,170,414	947,380
Cost Per FTES		1,917	2,155	#DIV/0!	#DIV/0!	#DIV/0!

There appears to be an issue with the data provided, for example, the cost of the upholstery repair program has increased even though when the costs increased by a factor of more than 10 there were no classes or students. The cost per FTES is not displayed for the last 3 school years. However, we do see a sharp decrease in the investments made to the auto tech program which is not consistent with other skilled trades. This is happening at a time when automotive technology is rapidly changing and requires even more investment to prepare students for the new green economy and electric vehicles.

2020-2021

Auto Body & Refinishing

Data Not provided

Automotive Technician

Data Not Provided

Automotive Upholstery

Data Not Provided

2019-2020

Auto Body & Refinishing

PROGRAM TITLE	PROGRAM CODE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2	
AUTO COLLISION REPAIR	094900	119,355	135,249	126,694	167,654	328,241	219,829	278,814

Automotive Technician

AUTO TECH	094800	449,561	514,523	620,152	731,393	762,594	1,044,181	1,159,475

We have seen an increase in cost for the Automotive program over the years, especially in the last two years. We've added multiple pieces of equipment and technology to keep our program current and sustainable for the continued growth of our program. One contributor to the increase in cost is the implementation of our new smog training. A

dding this smog training included curriculum development, and buying the new Gen 3 BAR 97, OIS, and LPFET machines.

Automotive Upholstery

PROGRAM TITLE	PROGRAM CODE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2	
UPHOLSTERY REPAIR	094910	90,920	163,603	183,089	205,384	127,720	6,256	5,596

f. Course Completion by Discipline (Retention and Success) :
2021-2022

Data for this term is not a valid representation of our program due to data input changes. Therefore, it will not be evaluated until there is enough data using the new metrics to draw a valid conclusion.

2020-2021

Auto Body & Refinishing

Data Not Provided

Automotive Technician

Data Not Provided

Automotive Upholstery

Data Not Provided

2019-2020

Auto Body & Refinishing

Course	% Completed	2014/15		2015/16		2016/17		2017/18		2018/19	
AUTO411	Less Than 25%	10	16%	7	18%	56	33%	39	30%	44	28%
	25 to 49%	17	27%	8	20%	39	23%	29	22%	31	20%
	50 to 74%	22	35%	11	28%	48	28%	42	33%	43	27%
	75 to 99%	12	19%	14	35%	25	15%	16	12%	39	25%
	100%	2	3%	0	0%	2	1%	3	2%	0	0%
	Total	**63**	**100%**	**40**	**100%**	**170**	**100%**	**129**	**100%**	**157**	**100%**
AUTO411A	Less Than 25%	18	28%	5	17%	18	38%	44	36%	26	35%
	25 to 49%	26	40%	7	23%	15	31%	23	19%	21	28%
	50 to 74%	10	15%	10	33%	13	27%	33	27%	19	26%
	75 to 99%	10	15%	8	27%	2	4%	22	18%	8	11%
	100%	1	2%	0	0%	0	0%	0	0%	0	0%
	Total	**65**	**100%**	**30**	**100%**	**48**	**100%**	**122**	**100%**	**74**	**100%**

Automotive Technician

Course Completion by Discipline					
Program	2014/15	2015/16	2016/17	2017/18	2018/19
507	35	23	91	133	200
507A	63	37	80	139	146
507B	30	27	72	98	109
600	59	65	68	119	103
601	26	51	83	45	94
508				14	30
508A				12	36
Department Total	213	203	394	560	718

Our course completion data shows that all of our courses have steadily increased, averaging about a 31% of increase over a five-year span. Some of the things that contribute to the increase in our course completions are the addition of our Service Advisor program and offering our 600/601 and 507 classes at night. This indicates that our program has grown over the last five years, and more importantly, that it can sustain that growth. We are able to fill our available classes with students and have them complete the courses that they are in.

Automotive Upholstery

Course	% Completed	2014/15		2015/16		2016/17		2017/18		2018/19	
AUTO414	Less Than 25%	23	26%	18	38%	16	26%	24	32%	22	24%
	25 to 49%	23	26%	3	6%	10	16%	21	28%	11	12%
	50 to 74%	27	31%	20	42%	14	23%	22	30%	32	36%
	75 to 99%	14	16%	6	13%	20	32%	7	9%	21	23%
	100%	0	0%	1	2%	2	3%	0	0%	4	4%
	Total	**87**	**100%**	**48**	**100%**	**62**	**100%**	**74**	**100%**	**90**	**100%**
AUTO415	Less Than 25%	13	26%	8	21%	10	29%	7	17%	26	33%
	25 to 49%	8	16%	7	18%	2	6%	7	17%	15	19%
	50 to 74%	11	22%	8	21%	9	26%	14	34%	12	15%
	75 to 99%	18	36%	15	38%	14	40%	11	27%	21	27%
	100%	0	0%	1	3%	0	0%	2	5%	5	6%
	Total	**50**	**100%**	**39**	**100%**	**35**	**100%**	**41**	**100%**	**79**	**100%**
HMID535	Less Than 25%	15	63%	6	13%	14	33%	9	18%	25	48%
	25 to 49%	3	13%	6	13%	3	7%	20	39%	2	4%
	50 to 74%	1	4%	17	38%	13	31%	8	16%	15	29%
	75 to 99%	5	21%	16	36%	12	29%	14	27%	10	19%
	Total	**24**	**100%**	**45**	**100%**	**42**	**100%**	**51**	**100%**	**52**	**100%**

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) : 2021-2022

All course awards are down with the exception of the auto body program which had many student waiting to return to campus to complete the program. Canceled quick service classes and returning to campus lowered the awards compared to last year the automotive repair program.

2020-2021

Auto Body & Refinishing, Automotive Technician, Automotive Upholstery

Table 14. Program Completion by Program

			Academic Year													
Program	Start Course(s)	Completion Time	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	5 Yr Avg %	2 Yr Diff	2 Yr Diff %
Auto Body and Paint Technician	Auto Body and Paint Technician (AUTO41	Average Months	10	---	10	---	8	---	8	---	7	---	-3	-31.37%	---	-1	-15.66%
		0-5 Months	5	15.15%	0	0%	1	11.11%	0	0%	0	0%	-5	-100%	7.79%	0	---
		6-11 Months	19	57.58%	17	85%	8	88.88%	10	100%	5	100%	-14	-73.68%	76.62%	-5	-50%
		12-17 Months	7	21.21%	3	15%	0	0%	0	0%	0	0%	-7	-100%	12.98%	0	---
		18-23 Months	2	6.06%	0	0%	0	0%	0	0%	0	0%	-2	-100%	2.60%	0	---
		24 Months or More	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---
		Subtotal	33	100%	20	100%	9	100%	10	100%	5	100%	-28	-84.85%	100%	-5	-50%
Automotive Technician	Automotive Technician (AUTO507)	Average Months	9	---	12	---	14	---	9	---	0	---	-9	-100%	---	-9	-100%
	Engine/Electrical/Performance (AUTO507	0-5 Months	11	23.40%	0	0%	0	0%	0	0%	0	---	-11	-100%	8.15%	0	---
	Adv Driveability & Performance (AUTO507	6-11 Months	34	72.34%	41	77.36%	1	14.28%	27	96.43%	0	---	-34	-100%	76.30%	-27	-100%
		12-17 Months	2	4.26%	7	13.21%	5	71.43%	1	3.57%	0	---	-2	-100%	11.11%	-1	-100%
		18-23 Months	0	0%	2	3.77%	1	14.28%	0	0%	0	---	0	---	2.22%	0	---
		24 Months or More	0	0%	3	5.66%	0	0%	0	0%	0	---	0	---	2.22%	0	---
		Subtotal	47	100%	53	100%	7	100%	28	100%	0	---	-47	-100%	100%	-28	-100%
Combined Upholstery Trades	Basic Upholstery Skills (AUTO414)	Average Months	13	---	13	---	12	---	11	---	0	---	-13	-100%	---	-11	-100%
		0-5 Months	0	0%	0	0%	0	0%	0	0%	0	---	0	---	0%	0	---
		6-11 Months	6	46.15%	8	57.14%	5	83.33%	5	100%	0	---	-6	-100%	63.16%	-5	-100%
		12-17 Months	7	53.85%	5	35.71%	0	0%	0	0%	0	---	-7	-100%	31.58%	0	---
		18-23 Months	0	0%	0	0%	1	16.67%	0	0%	0	---	0	---	2.63%	0	---
		24 Months or More	0	0%	1	7.14%	0	0%	0	0%	0	---	0	---	2.63%	0	---
		Subtotal	13	100%	14	100%	6	100%	5	100%	0	---	-13	-100%	100%	-5	-100%
Quick Service Technician	Quickservice Lube/Pre-Delivery (AUTO60	Average Months	4	---	4	---	0	---	3	---	3	---	-1	-24.32%	---	0	-6.67%
		0-5 Months	41	97.62%	71	95.95%	0	---	45	100%	57	95%	16	39.02%	96.83%	12	26.67%
		6-11 Months	1	2.38%	3	4.05%	0	---	0	0%	3	5%	2	200%	3.17%	3	---
		12-17 Months	0	0%	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		18-23 Months	0	0%	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		24 Months or More	0	0%	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		Subtotal	42	100%	74	100%	0	---	45	100%	60	100%	18	42.86%	100%	15	33.33%
Service Advisor	Service Advisor I (AUTO508)	Average Months	0	---	3	---	0	---	3	---	3	---	3	---	---	0	-3.13%
		0-5 Months	0	---	22	100%	0	---	14	100%	23	100%	23	---	100%	9	64.29%
		6-11 Months	0	---	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		12-17 Months	0	---	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		18-23 Months	0	---	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		24 Months or More	0	---	0	0%	0	---	0	0%	0	0%	0	---	0%	0	---
		Subtotal	0	---	22	100%	0	---	14	100%	23	100%	23	---	100%	9	64.29%
Total			322	100%	413	100%	279	100%	371	100%	343	100%	21	6.55%	100%	-27	-7.35%

The completion by program data is formatted differently this year making it impossible to compare to previous years. Also, the 2 and 5-year data statistical change data is suspect. There is -100% for Automotive Upholstery which is correct since the program was closed over the last school year sample period. But, the Automotive Program shows the same -100% change for both the 2 and 5-year data and the program was open and had students so a decrease of 100% is impossible indicating that the data can not be relied on for any program decisions at this time.

2019-2020

Auto Body & Refinishing

% Completed	2014/15		2015/16		2016/17		2017/18		2018/19	
Less Than 25%	28	22%	12	17%	74	34%	83	33%	70	30%
25 to 49%	43	34%	15	21%	54	25%	52	21%	52	23%
50 to 74%	32	25%	21	30%	61	28%	75	30%	62	27%
75 to 99%	22	17%	22	31%	27	12%	38	15%	47	20%
100%	3	2%	0	0%	2	1%	3	1%	0	0%
Total	**128**	**100%**	**70**	**100%**	**218**	**100%**	**251**	**100%**	**231**	**100%**

Automotive Technician

Program Completion by Discipline					
Program	2014/15	2015/16	2016/17	2017/18	2018/19
Auto Tech	128	87	243	370	455
Quick Service	85	116	151	164	197
Service Advisor				24	55
Department Total	213	203	394	558	707
CE Total	33496	33741	34140	32088	30647

Our program completion (75% and higher) has continued to increase over the last five years, which reflects our increases in FTES and enrollment. This shows that despite the overall decrease in course completions that CE as a whole is showing, our program is showing steady growth and retention. As I mentioned in Section C, our system of rotating cohorts through the courses ensures that students are getting the required fundamental knowledge in one class before moving to the next class. This helps to increase program completion because fewer students are dropping the courses because they don't have the proper funds for knowledge. If you look towards Section G, you will see a breakdown of the demographics in our program.

Automotive Upholstery

% Completed	2014/15		2015/16		2016/17		2017/18		2018/19	
Less Than 25%	51	32%	32	24%	40	29%	40	24%	73	33%
25 to 49%	34	21%	16	12%	15	11%	48	29%	28	13%
50 to 74%	39	24%	45	34%	36	26%	44	27%	59	27%
75 to 99%	37	23%	37	28%	46	33%	32	19%	52	24%
100%	0	0%	2	2%	2	1%	2	1%	9	4%
Total	**161**	**100%**	**132**	**100%**	**139**	**100%**	**166**	**100%**	**221**	**100%**

2. What are some strategies your department has or will implement to improve student access to your program?:
Auto Body & Refinishing

2021/2022 The program has been moved fully to campus and is experiencing good enrollment and participation. This is allowing students to participate in hands-on projects increasing student interest. We have participated in several open-house events and tours. We have also made special parking accommodations for DSPS students within our program.

2020/2021 The program is currently run completely online, and no strategies have been shared when requested by the program review writing team. It is assumed that the goals stated in 2019/2020 are still in place at this time.

2019/2020 The auto body program is currently working with the industry to provide vehicle components so that students can work individually or in smaller groups on dedicated projects. Also, funding for more tooling is also being located so that there will be equipment available to take advantage of the increased number of vehicle components. In the past year, two additional instructors were added to the program but are without additional IA/ILT support. This has stretched the existing support personnel so more should be added. With online learning due to Co-vid 19, more online technical support is needed as many students are not prepared with the skills required for success in this learning environment. The program curriculum will be revamped to represent current tasks requested by the industry and bring the hours for each class into alignment with the other automotive programs.

2018/2019 Beginning Fall of 2019, we have incorporated a second auto body evening program. This program will create access for students who currently work during the day. We have also identified funding for books through the rising to success center at ECC.

Automotive Technician

2021/2022 By participating in the work-based learning training and facility institute instructors have been able to apply what they have learned to make data-informed decisions. Interpreting this data has been more difficult due to the different modalities taught over the last few years and the different ways that instructors have reported data to the school. One item that was apparent was the loss of traditional, local students from the program. With the return to in-person instruction, we are seeing this trend move back to more pre-pandemic data values.

2020/2021 The Automotive Technician Program using the increased number of individual trainers has increased student interest and online participation. We need to continue to invest in this area since it has a direct impact on student access and retention. The feedback from students doing individual tasks has been exciting and those students that have previously done similar tasks as part of a group state that the learning process was greatly improved. We are currently coordinating with the Dean and Student Services to get information to prospective students sooner when a new course is open for enrollment. We are also promotive with more communication between Counseling, Student Services, and the instructor of the upcoming course to promote registration. The shortage of support staff continues to be an issue as we move back to in-person instruction, but we have been able to add 2 part-time positions. The WiFi system hardware has been added but not activated and there is still no dedicated network. This is now jeopardizing the school's Smog Training Institution license which would limit student learning outcomes and ability to obtain a professional license.

The automotive program is also looking to modularize its current curriculum and implement an intro to an automotive course that could pair alongside career and college readiness.

2019/2020 The Auto Technician program has increased the number of trainers in the program and the number of class offerings at night so that nighttime students will have the same certificate opportunities as daytime students. We will continue to purchase hands-on training equipment for when we return to in-person instruction. With online learning due to Co-vid 19, more online technical support is needed as many students are not prepared with the skills required for success in this learning environment. The program curriculum will be revamped to represent current tasks requested by the industry and bring the hours for each class into alignment with the other automotive programs. Due to retirements, we have lost 2 IA/ILT positions in the last year while enrollment has increased. Where there was a shortage of support personnel identified last year this problem has only gotten worse. Better internet access is required for students to stay connected and have access to class materials during class. We also need a secure dedicated network for shop equipment to use on the wifi system

2018/2019 Over the last year, we have increased the cap size for our day courses from 35 to 40 to meet the student demand. Some of the strategies that our program has implemented to improve student access to our program are adding more night classes and moving our Service Advisor course to the night. This change has allowed students who may not be able to go to our morning courses a more viable option that fits with their schedules.

We've also been involved in numerous outreach programs and events. These events include, but are not limited to, car shows, radio talk shows, dealership collaboration (Subaru U), and increased visibility in our local high schools.

Automotive Upholstery

2021/2022 Program Closed

2020/2021 The Automotive Upholstery program is currently closed. It is unclear if it will reopen at this time based on a lack of instructional talent and LMI data not supporting the opening of the program.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement. We are currently looking to revamp the program and onboard a new instructor.

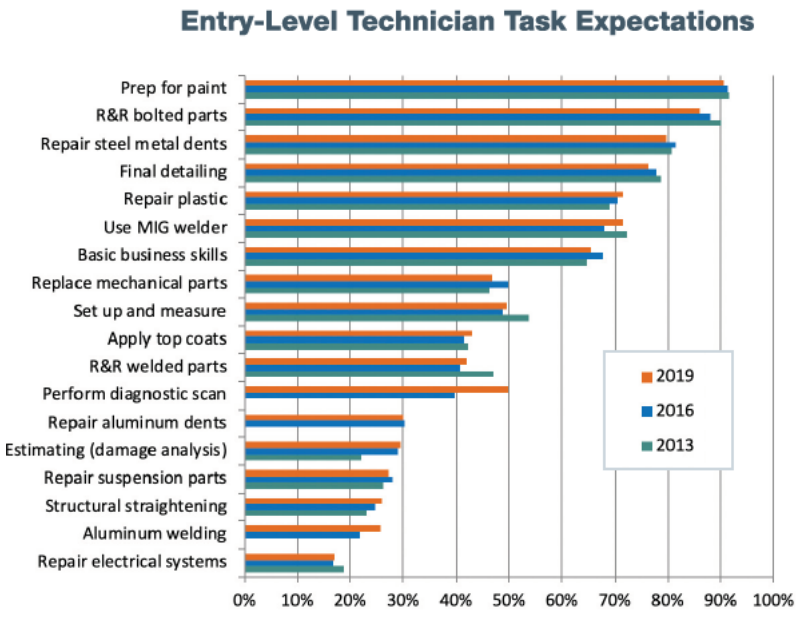
2018/2019 The upholstery program will add more advertisements, to help students get access and are able to hear more about the program, also through events.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:
Auto Body & Refinishing

2021/2022 No new information has been provided by instructors in this program.

2020/2021 Instructors dedicate time and effort to assist students with low computer literacy skills through one on one and group training. Also involving instructional support staff to assist students. Instructors also coordinate with DSPS services to help students with special needs and create better access. Students are allowed to use industry training materials and earn certification through I-Car.

2019/2020 By adding more hands-on training stations to create access will provide for non-traditional to receive more dedicated time developing skills as identified by industry research. See attached. This research will also guide the curriculum development process as it is made to align hours to other automotive programs.



2018/2019 We are currently in the process of modifying our curriculum to incorporate basic skills as well as basic program fundamentals.

Automotive Technician

2021/2022 We have completed our WiFi improvements, so students have online access from all classrooms and lab spaces. More time is spent in person helping students access technology resources that are available online.

2020/2021 Just as in the Auto Body program instructors are helping with technology and accessibility issues. The curriculum has been rewritten with a success-centered approach and is currently in the review process. This will allow students more opportunities to start the program and be able to complete individual classes much faster increasing student completion. The directions discussed in the 2019/2020 review are continuing at this time since many are either ongoing or not complete.

2019/2020 We are building upon the work that started last year and have added nighttime classes so that students can complete the same certificates at night as our daytime students. We are also working on building the Adult Basic Education Math class into our evening program. Since the advent of mandatory distance education, we have reached out to the BIT program and have created opportunities for students in the automotive program to gain basic and advanced computer skills. Class hours are going to be brought into alignment with the other automotive programs to facilitate students' ability to earn multiple certificates and create new certificate programs that combine elements of more than one department. Upgraded and additional projectors in classrooms so that students can better understand the materials presented. Also, VR/AR reality platforms can be integrated into our learning system.

2018/2019 One of the strategies that we have developed is creating a recommended entry point and sequence to the program that sets up all of our students, including our traditionally underrepresented groups, for success. Our 600/601 is considered our "fundamentals" course and is taught in conjunction with an Adult Basic Education Math class, which is catered to the math found in the Automotive industry. We have noticed that students who start out in this class tend to have a higher success rate in other classes. They are more prepared for the increasing difficulty found in our core 507 classes. Since they have a stronger knowledge bank to pull from, we've seen an increase in the retention of our students as well as an increase in their completing the courses. In essence, we have created a managed entry/exit system that ensures our students are set up for success in the program and their potential career choice.

Automotive Upholstery

The 2021/2022 Program is closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 The upholstery program will get involved in more events and in the community to bring in underrepresented groups.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Auto Body & Refinishing

2021/2022 More hands-on activities and projects.

2020/2021 The goals discussed in the 2019/2020 review are still valid. The industry advisory group will be consulted about obtaining new equipment which will increase student interest.

2019/2020 The curriculum will be updated as shown in question 3 along with moving to a modular training platform where students will individually complete assigned tasks in order to develop the skills necessary for employment as entry-level auto body shop employees.

2018/2019 No data was entered

Automotive Technician

2021/2022 More hands-on activities and projects for students to participate in. Some instructors have partnered with the counseling department to implement pilot programs such as "Drop-out Detective" to help catch students that are falling off.

2020/2021 The use of individual trainers

has helped with student engagement which will increase student retention and success. Instructors are counseling students on education and career pathways within our program and beyond. This helps to increase student commitment and success. We have also worked our partnerships with tool and parts suppliers to provide student discounts adding to the benefit of the educational experience. Students that do not participate in class or online are contacted directly and encouraged to continue with the program.

2019/2020 The smog program has been a success in creating increased class size and better student retention and completion in the 507A class. Many have earned State of California training certificates and some have used this training to successfully obtain a California Smog Inspectors license which has led to employment allowing students to make over $50,000 their first year out of school. 507B class was added at night so that all of the classes are now offered at nighttime. More trainers have been received allowing smaller workgroup sizes to allow students to retain more of the information being taught. Instructors have completed training videos to complement online learning and are now using online textbooks so the students have access to other videos and animations. IA staff has been used to help students with the challenges that come with online learning.

2018/2019 Please see number three. We've added more areas of interest within the program such as the smog inspector certification training in our morning 507A course, we've added an additional 507A and 507 class at night, and we've added Subaru U. Subaru U is online training directly from the dealership.

Automotive Upholstery

The 2021/2022 Program is closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 The upholstery program uses strategies like keeping a clean and friendly work environment, and up-to-date training and lab demos to keep students learning and on task with projects. Strategies like this help students complete courses.

We are also looking to incorporate renewable energy and sustainability throughout our program. We have included basic electrical theory in our course outline revisions.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Auto Body & Refinishing

2021/2022 No data provided by instructors

2020/2021 No data provided by instructors

2019/2020 No data provided by instructors

2018/2019 No data was entered

Automotive Technician

2021/2022 Some instructors have completed the faculty institute training and the work-based learning training for the purpose of gathering data. This combined with our partnership with Subaru University allowed us to develop a strategy for student success by training for tomorrow's vehicles. The automotive industry is changing faster than at any time in history with internal combustion engines being phased out. These will be replaced with electric and Hydrogen fuel cell vehicle technologies. Data from the regional consortium and the Centers of Excellence both indicate that we need to make a substantial shift in our automotive program to meet tomorrow's needs. This year we have been working on our Green Technology Lab initiative and will continue to do so in the following years.

2020/2021 Instructors have completed the district's LMI training and the instructors that have not are encouraged to do so. Automotive instructors serving on both the Perkins and the Program Review committees allow for better and faster access to data, so the program can readily react more quickly. We are also working with Emsi-Burning Glass to facilitate better data collection and sampling. The (COE) Center of Excellence has just reviewed the data for the automotive program and created a new report and while not comprehensive it is at least current. Better data collection and sorting are needed as the data is far short of other industries in specifics and breakdown.

2019/2020 We continue to use the data provided to us to adjust our program through the program review and strategic planning process. Upon further analysis, some data is missing key components and we are working to create better and more accurate data collection. Industry trends are also looked at by our association with our industry partners who also collect data. We are still continuing to acquire more specialized trainers and test equipment for greater hands-on experience as directed by our industry partners. This is what guides our requests for resources.

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2018/2019 By analyzing our data and our attrition rates, we've identified one of the causes of higher-than-desired attrition rates is the lack of equipment to keep all of our students engaged. We have been seeking to acquire more diverse equipment to allow for smaller group sizes and more hands-on learning which will increase engagement and retention to increase more completions centered around valued student success.

Automotive Upholstery

2021/2022 This program is closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 The combined upholstery trades department data shows the department's main goal is to help the students learn and succeed.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

Auto Body & Refinishing

The 2021/2022 Program review was discussed at the program meeting at the beginning of the Fall 2022 semester and a questionnaire was sent out to all faculty with a return date no later than October 15th, 2022. No responses from the auto body facility were received.

The 2020/2021 Program review was discussed 2 different times during the program meeting at the beginning of the Fall semester. This is a follow-up to the discussion at the Spring 2021 Program meeting and every automotive department meeting in 2021. Each time instructors were educated on the program review and resource allocation process. They were also encouraged to provide input. An e

mail was sent to all instructors with the questions listed in the program review form requesting that any input be sent to the program review writer no later than September 30th. No input was received from Auto Body & Refinishing.

2019/2020 We discussed program review at our department meeting where we asked for input from all instructors and staff. Meetings were scheduled on a weekly basis for all to review data and understand the process. Instructors that could not attend were communicated via email or phone when requested by the instructor. Instructor input was also requested to be sent to the lead writer by email for input on specific questions prior to completing this document.

2018/2019 No data was entered

Automotive Technician

The 2021/2022 Program review was discussed at the program meeting at the beginning of the Fall 2022 semester and a questionnaire was sent out to all faculty with a return date no later than October 15th, 2022. Only 1 adjunct faculty responded with any input.

The 2020/2021 Program review was discussed 2 different times during the program meeting at the beginning of the Fall semester. This is a follow-up to the discussion at the Spring 2021 Program meeting and every automotive department meeting in 2021. Each time instructors were educated on the program review and resource allocation process. They were also encouraged to provide input. An email was sent to all instructors with the questions listed in the program review form requesting that any input be sent to the program review writer no later than September 30th. No input was received from Service Advising or Quick Service. There was input for two adjuncts and one contract automotive instructor.

2019/2020 We discussed program review at our department meeting where we asked for input from all instructors and staff. Meetings were scheduled on a weekly basis for all to review data and understand the process. Instructors that could not attend were communicated via email or phone when requested by the instructor. Instructor input was also requested to be sent to the lead writer by email for input on specific questions prior to completing this document.

2018/2019 We held a department meeting to discuss Program reviews earlier in the semester. We reached out to the different program heads to collaboratively create this document. Within each program, we distributed the document between faculty members for them to share their input. The information here combines the notes from various faculty members into one cohesive document.

Automotive Upholstery

2021/2022 The program is closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 No Entry

7. Include your program's mission statement(s)::

Our mission is to empower all students with the knowledge and skills necessary for a successful career in automotive technology and other related fields. We reinforce each student's personal attributes to help them lead productive lives and become contributing members of our community.

8. Provide a brief summary statement for your program.:

Auto Body & Refinishing

2021/2022 The previous year's statement was reviewed and no changes were made.

2020/2021 The previous year's statement was reviewed and no changes were made.

2019/2020 The previous year's statement was reviewed and no changes were made.

2018/2019 The Auto Collision and Refinishing program here at ECC establishes each course outline which aligns with current industry standards according to Automotive Service of Excellent (ASE), the Inter-Industry Conference of Auto Collision Repair (I_CAR), Congress of Auto Repair and Service (CARS) PPG Paint Corp and our own Industry Advisory Committees. The goals for the Auto body program are based on current and future industry needs according to national and local industry standards.

Automotive Technician

2021/2022 The previous year's statement was reviewed and no changes were made.

2020/2021 The previous year's statement was reviewed and no changes were made.

2019/2020 The previous year's statement was reviewed and no changes were made.

2018/2019 Our program was designed to give our students access to a combination of instruction and hands-on learning with state-of-the-art equipment. We have put measures in place to ensure that our students are being taught the necessary skills and knowledge that they need to not only meet industry standards but surpass them.

Automotive Upholstery

2021/2022 This program is closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 The Combined Upholstery program classes teach students to replace the fabric that covers sofas, chairs, and other seating, cut and prepare industry cloth, and develop sewing patterns.

Here is an outline of common concepts taught in upholstery courses:

-Fabric selection

-Upholstery mechanics

-Existing frameworks

-Furniture restoration

-Creating slipcovers

-Large furniture upholstery

-Auto and boat upholstery

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

2021-2022 All program classes started returning to campus over the course of the year. This led to logistical challenges for the limited classroom space and staffing available. Getting students used to being on campus and helping them set a fixed schedule in order to do so compared to online learning. As the student population slowly rose the logistical challenges multiplied causing disruption to the status quo that had been present for the last few years.

A major collaboration for the automotive technology department was with Subaru of North America leading them to donate 2 vehicles and equipment to the automotive program.

10. Highlight your department's most significant accomplishments this past year.:

2021-2022 The most significant accomplishment this past year was returning to full-time, in-person instruction. We have tried other modalities and have found that in-person instruction works best for students wanting to enter the automotive industry. Another major accomplishment was securing the donation of 2 vehicles from Subaru of North America along with diagnostic equipment for these vehicles.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

Auto Body & Refinishing

2021/2022 No Data provided by instructors

2020/2021 No Data provided by instructors

2019/2020 No data provided by instructors

2018/2019 No data was entered

Automotive Technician

2021/2022 "You will demonstrate competence regarding the rules and regulations of the California Smog Inspection Program."

By meeting this SLO students are able to take the California Smog Inspector licensing exam at the end of the course. This allows an increase in wages for starting technicians of between $5.00 and $13.00 dollars per hour over the initial salary range.

2020/2021 You will demonstrate how ethics are used to produce positive outcomes for both customers and businesses in the role of an automotive technician.

2019/2020 "You will demonstrate the required engine, electrical, and emissions knowledge required to pass the State Smog Inspector licensing exam." Several students have acquired a California Smog Inspectors license bypassing the State licensing exam.

2018/2019 No data was entered

Automotive Upholstery

2021/2022 Program Closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 No data was entered

12. What is your process for regularly reviewing curriculum?:
Auto Body & Refinishing

2021/2022 No input from the instructor or update

2020/2021 No input from the instructor or update

2019/2020 By using the data shown in question 3 and communicating with industry partners through the advisory group process. There are also other trade publications that are continually reviewed.

2018/2019 The Automotive Body Collision and Refinishing program review its curriculum every semester to ensure ECC courses are aligned with the current industry standards. The information gathered by our participation in industry-sponsored programs, conferences, and Advisory Meetings also helps to identify the needs of all students.

Automotive Technician

2021/2022 We are currently working with the curriculum committee on completing a course package that will revise and expand our core 507 program adding classes and making each class shorter in length. By splitting large block classes research has shown that student retention and completion will improve. This will also allow returning students to more easily resume their studies where they left off in the program without having to repeat as much coursework.

2020/2021 Based on the process described and with the addition of instructors completing a minimum of 20 hours of new technical training over the course of the year curriculum is being constantly reviewed. It is also compared to changes in State law and recommended procedures and updates. Based on this work the entire core program has been revised and is in the process of approval. We have also updated the textbook that the program uses and lab sheets based on this interaction with the industry.

2019/2020 Aside from the process below the participation with ASCCA allows hearing from shop owners on a monthly basis so that we do not need to wait for an advisory group meeting to hear from them. We also have instructors that teach outside of ECC to full-time professional technicians and shop owners. The two-way communication that is provided in the classroom allows for input directly from working automotive technicians. Also, several industry publications are reviewed by instructors during the year.

2018/2019 The Automotive Tech program at ECC is certified by the National Automotive Technician Education Foundation (NATEF). To receive NATEF accreditation or renewal, our program implements an extensive self-evaluation performed by program instructors, administrators, and advisory committee members in addition to an on-site evaluation from an assigned Evaluation Team Leader to review the curriculum in order to ensure that the content taught in the automotive classes is accurate and relevant.

To maintain accreditation status during this period, (NATEF) National Automotive Technician Educational Foundation known as the ASE Education Foundation also requires that our program complete the 2 1/2-year compliance review. The compliance review is designed to help the program determine needed improvements and opportunities that may exist internally.

NATEF requires accreditation renewal every 5 years and a 2 ½ year compliance review, therefore an extensive review of the curriculum is conducted at these times. Our curriculum is aligned with priority tasks under the Maintenance and Light Repair designation.

Our instructors are continuously going to professional development training to acquire new skills and be aware of current industry trends. This allows us to implement and recommend new technologies as we are made aware of them. We also receive input from Advisory Committee members when we convene twice per year to make sure our curriculum meets industry needs.

Automotive Upholstery

2021/2022 Program Closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 The Upholstery department is monthly reviewing curriculum to keep up to date with the industry and getting feedback to help the program always be up to date.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :
Auto Body & Refinishing

2021/2022 No input from the instructor.

2020/2021 No input from the instructor.

2019/2020 By reviewing the industry data, having instructors that are working full time in the industry, and listening to the advisory group allows the program to develop new content and have it reviewed by the advisory group before it is implemented.

2018/2019 No data was entered

Automotive Technician

2021/2022 Several of the strategies have been discussed previously. All instructors continue with professional development classes in the automotive field where current industry trends are discussed. There are also several periodicals that are revied to see current trends and what type of vehicle failures are being repaired. This allows instructors to make real-time changes to the subjects being taught.

2020/2021 Aside from the process described in 2018/2019 we have changed to a more detailed textbook that includes an online component with animations and bi-directional activities. This has been a great help for visual learners by breaking down systems further for better comprehension. I

\nstructors ensure that the content taught in the classroom is accurate and relevant as it relates to students and industry. Taking into account the changing demographics and goals of our students. We also encourage our industry partners to participate in the classroom increasing student exposure to the automotive industry and starting to create relationships.

2019/2020 The process below has not changed

2018/2019 Through our partnership with ASCCA and other industry training institutions, allows us to see the demands of the industry before they affect our student population. Therefore, we are being able to proactively change techniques in the classroom so students will have already acquired the skills desired by employers. As our student's demographics continue to change, we constantly modify the content taught in the classroom to reinforce the learning of those needed skills for success in the automotive industry.

Automotive Upholstery

2021/2022 Program Closed

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Covid 19 and instructor retirement.

2018/2019 The combined upholstery trades courses are designed to train in safety practices specific trade skills, work ethics, and academic knowledge to be successful in today's workplace. Safety is paramount in any career classroom and lab area as it is in the workplace. Also, get feedback from the industry to make sure students are being taught right to keep up with industry needs.

14. How is the program/department engaged in integrating new technology into the instructional program?:
Auto Body & Refinishing

2021/2022 No input from the instructor.

2020/2021 By reaching out to industry partners both during and outside of advisory group meetings.

2019/2020 No additional information was provided by instructors. The previous statement was reviewed and is consistent with current practices.

2018/2019 The Automotive Body Collision and Refinishing program participates in annual national wide trade shows like the I-CAR regional and conferences such as the Specialty Equipment Market Association (SEMA), Automotive Aftermarket Products Expo (AAPEX), International Auto-body Congress & Exposition (NACE), PPG Paint Corporation for training and product information related to current and future products and innovations.

Automotive Technician

2021/2022 By attending industry technical training and spending time to learn the volumes of information that new equipment requires. This equipment has been purchased for student instruction and takes multiple hours of training to make full use of the investment. Part of the Green Technology lab project is purchasing and using cutting-edge training equipment for the new green economy. This technology is rapidly changing, and current training equipment is continually needed.

2020/2021 By following closely changes in technology, tooling, and regulations we are able to add new technology as it becomes appropriate. This is done with the consultation and support of our industry partners and is also based on research done by faculty. Because of the data we have continued to emphasize electrical and green technologies including advanced fuel and air induction systems. New tools are added to diagnose and service these systems with features that would be found in a modern repair facility. Students are also introduced to online information systems and training such as professional webinars.

2019/2020 We have continued to purchase new courseware trainers to supplement the ones already purchased. New ADAS training equipment had been added. The class outlines are being constantly modified to accommodate new technology. Class hours will be expanded this year and eventually, the classes will need to be split into individual subjects because the information required has expanded so much in recent years.

2018/2019 We recently purchased three new courseware trainers so students can learn and practice diagnosing electrical faults on the starting/charging system, power door locks, as well as speed and position sensors. This approach improves the conceptual understanding of individual electrical systems before students perform tests on actual vehicles. These trainers also enhance instruction because demonstrations on vehicles are limited to very small groups due to the confined spaces in and around a vehicle. We are also in the process of purchasing a classroom set of electromechanical trainers where two students can work on one trainer. This provides more hands-on experience applying their conceptual knowledge by creating electrical circuits and seeing the results.

In addition, two of our courses have begun piloting the implementation of Canvas into the automotive program. Our morning 507 and 507A courses are using Canvas to create various modules that house their resources, task sheets, assignments, quizzes, and grade books. This has been beneficial for both the instructors and students. Students are now able to find all of the course resources in one location during school and from home. It has also increased the student's sense of responsibility and ownership of their performance in class because they have immediate access to their grades.

Automotive Upholstery

2021/2022 Program closed.

2020/2021 The Automotive Upholstery program is currently closed.

2019/2020 The Automotive Upholstery program is currently suspended due to Covid 19 and instructor retirement.

2018/2019 The combined upholstery trades department gets feedback from the industry on the latest technology so we can keep students up to date on training and the latest equipment. Also bringing in new technology helps better equip the program.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

By providing an inviting syllabus and course for all students.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

Auto Body & Refinishing

2021/2022 No new input has been received by instructors

2020/2021 Instructors are using 3rd party training platforms like I-Car so that students have access to training off-campus.

2019/2020 Due to Covid-19 the entire department has moved to distance education. This has required all instructors and support staff to participate in training so that the student's needs can be met. Also, many instructional videos have been created and the use of 3rd part learning management systems has been used to supplement the information created by the instructor in Canvas.

2018/2019 The Auto Collision department is currently using multiple online base programs to promote student engagement in the online base program. Some of those programs are the Audatex estimating system, I-CAR, SP2.com, Mitchell on demand, All-data, and other web-based programs.

Automotive Technician

2021/2022 We found that the hybrid and online instruction models were not consistent with student success. Many students struggled with technology and therefore would not participate. Data showed that the traditional population interested in pursuing automotive technology as a career did not participate in the online portions of the class. We have moved back to a fully in-person class schedule but continue to use Canvas, videos, and Subaru University training online to supplement the in-person instruction.

2020/2021 Cameras, microphones, and WiFi has been added to the main classrooms. Also, new high-definition projectors and screens have been added so both students in person and online can see the presented material. We have also worked with our information providers to allow access from students' homes when access was previously only available from computers located on campus. All instructors have completed the 20-hour Canvas certification program. Some instructors have also integrated manufacturer online training programs into their curriculum.

2019/2020 Due to Covid-19 the entire department has moved to distance education. This has required all instructors and support staff to participate in training so that the student's needs can be met. Also, many instructional videos have been created and the use of 3rd part learning management systems has been used to supplement the information created by the instructor in Canvas. This is a continuation of what was presented last year. Upon return to an in-classroom program, the material developed will be integrated into the program of instruction.

2018/2019 As mentioned in number 16, we have begun piloting Canvas with two of our courses. It is being used to create assignments, quizzes, and resources, and maintain a grade book. Based on the hands-on requirements of our classes, any online component would be used as a supplemental tool. However, it has been brought up that our Service Advisor course could have the potential of being a hybrid course due to the limited need for hands-on lab work.

Automotive Upholstery

The 2021/2022 Program is closed

2020/2021 The Automotive Upholstery program is currently closed and provisions have been made for additional integration at this time.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 Not done at this time.

17. What methods of teacher-student contact (interaction) are utilized? :

Auto Body & Refinishing

2021/2022 No change from last year

2020/2021 No change from last year

2019/2020 Teacher and students contact is initiated through email, Canvas, and Zoom

2018/2019 No data was entered

Automotive Technician

2021/2022 Email, Canvas, Pronto, Zoom, Phone, and In-Person. Person-to-person contact is limited to class time since there is no ability for instructors to meet with students on non-teaching days.

2020/2021 No change from last year.

2019/2020 Teacher and student contact is initially through email before the start of class. The first day of class is via Zoom and an introduction to the Canvas shell. From that point on it may be any of the following: the Pronto App, Zoom, Canvas, Email, or phone.

2018/2019 Teacher and student contact is primarily initiated through email, phone, or face-to-face. This holds true for the courses using Canvas

Automotive Upholstery

The 2021/2022 Program closed

2020/2021 The Automotive Upholstery program is currently closed so no students are contacted.

2019/2020 The Automotive Upholstery program is currently suspended due to Co-vid 19 and instructor retirement.

2018/2019 Teacher and student contact is through email, phone, or in person.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

There are currently not enough qualified instructors available to staff our nighttime program or provide an adequate number of substitutes. There is also not enough qualified automotive instructional support staff to provide a consistent learning environment for students. This will affect student learning outcomes, shop safety, and equipment damage.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Auto Body & Refinishing

2021/2022 Same as the previous year.

2020/2021 Instructors are provided with the opportunity to take part in webinars and training events such as APEX and SEMA. Also, various training is provided through the school district.

2019/2020 Due to Covid-19 all professional development is now online. There are many webinars that are available for both instructional and technical training. Technical training is an essential component for instructors to stay current with a quickly moving technology used in the industry. Other training options were listed previously.

2018/2019 All faculty at the ECC are required to attend 15hrs of professional development opportunities throughout the year. The Auto Body Collision and Refinishing program regularly participates in training and conferences offered by industry-sponsored programs. Some of those meetings are approved by I-CAR, and ASE, and sponsored by Chief Frame, Mitchell International, BMW, Ford, Chevrolet, Toyota, PPG, SEMA, AAPEX, NACE, CARS, 3M, and Scotch brand. These meetings help to identify the industry needs to better evaluate our courses and curriculum to meet up with the dated technology.

Automotive Technician

2021/2022 The previous year describes the many training opportunities and this year we have added to that by one of our instructors attending the World Pac Expo at his own expense. Many training opportunities are not pursued due to a lack of funding or are in states that funds cannot be used to travel to.

2020/2021 Instructors are provided with the opportunity to take part in webinars, and training events such as APEX, SEMA, Vision, etc. Instructors are also encouraged to participate in the twice-a-year California Automotive Teachers Assoc. conferences. There have also been several in-person training opportunities available through the Automotive Training Group locally. There is also various training provided by the school district and its regional partners that are available to faculty and staff. We have also set aside funding and support for staff to become ASE-certified.

2019/2020 Due to Covid-19 all professional development is now online. Many webinars are available for both instructional and technical training. Technical training is an essential component for instructors to stay current with a quickly moving technology used in the industry. Other training options were listed previously.

2018/2019 NATEF accreditation requires all instructors to attend a minimum of 20 hours of recognized automotive technical update training each year. These pieces of training include seminars, updated courses, online classes, and presentations.

Our program also makes provision for instructors to attend the annual SEMA show every fall at the Las Vegas Convention Center. The SEMA Show is the premier automotive specialty products trade event in the world and it provides attendees with educational seminars, product demonstrations, special events, and networking opportunities.

We also encourage all of our instructors to attend the California Automotive Teachers Conference which is held twice a year in April and October for professional development. During this conference, they hold various workshops that provide technical training and discuss the changes happening within the automotive industry. It also provides faculty with a wonderful opportunity to connect with faculty members from colleges throughout California to see what their programs are doing and how they are faring.

Automotive Upholstery

2021/2022 Program closed.

2020/2021 The Automotive Upholstery program is currently closed and there are no instructors.

2019/2020 The Automotive Upholstery program is currently suspended due to Covid-19 and instructor retirement.

2018/2019 We have not had the opportunity to participate in professional development over the last four years. We would like to explore various avenues of professional development that are available to us in the future, such as SEMA.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
Classrooms still don't have adequate technology to display high-definition images on the screen in the classroom or connect to other technologies. Some of the classrooms have been upgraded but not all. This presents a significant learning disadvantage for students in non-upgraded classrooms.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
Currently, classrooms are shared during the same period of time. This requires instructors to use the lab and classroom at different times during the day. Sometimes both classes need to present material or the weather is not conducive to the lab environment. This requires a class to use the computer lab denying access to the lab by other students. Also, some classrooms don't have air conditioning, so the classroom temperature reaches over 90 degrees. There is also no air filtration in some classrooms and although not a problem in Summer due to no air conditioning it will be a problem in Winter when the classroom is closed.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
Auto Body & Refinishing

2021/2022 No response from the instructor.

2020/2021 No response from instructors. It is assumed that the input from the 2019/2020 school year is continuing.

2019/2020 By using funded resources to purchase supplies the students are able to participate in the lab without regard to personal ability to pay. We have also provided online textbooks to students at no charge during the time that we have not been able to be on campus due to Covid-19.

2018/2019 No data was entered

Automotive Technician

2021/2022 The addition of the new training equipment has been life-changing for students in that they are able to now have indivi

dual hands-on experience. More equipment and support staff are needed but the student reaction has been very positive.

2020/2021 The funded resources of books and equipment have had a huge impact on the automotive program over the last year. Students are able to access textbooks and information systems online. Enough trainers and equipment for students to do individual tasks themselves. This increases both engagement and excitement which will increase retention and completion. There are newly installed high-definition projectors and screens in the classrooms so that students can now actually see the detailed information being shared. WiFi transmitters are now installed in all classrooms and lab areas so that students can stay connected and lab work can be done without paper. New large TV screens have been installed in the lab areas so that students can better follow instructor demonstrations. More cameras, tablets, trainers, and equipment is currently on order. New overhead cameras have been added to some classrooms to better conduct live demonstrations and broadcast lectures for a Hyflex or online class. We are continuing to move in this direction one class at a time.

2019/2020 These resources allow us to keep up with a rapidly changing industry. The use of virtual and augmented reality for training is becoming a larger part of factory training and without these resources, we would not be able to provide the needed technology to our students. Over the past year, we have used these functions to increase access to lab equipment and add new technology to the lab environment. This lab equipment has also allowed instructors to create virtual labs that students are using online. We have also provided online textbooks to students at no charge during the time that we have not been able to be on campus due to Covid-19.

2018/2019 The impact of having more resources has allowed us to service more students through increased class size and more course offerings. The additional trainers that were purchased have seen an increase in student engagement and retention, especially in regard to their knowledge of electricity fundamentals. This has allowed for greater certificate completion. After purchasing the necessary equipment, we were able to implement the curriculum that included smog certification training for our morning 507A course. The smog certification training has increased the marketability of graduating students and has given them a new career pathway.

Automotive Upholstery

2021/2022 Program closed.

2020/2021 The Automotive Upholstery program is currently closed but Wifi transmitters have been added to the lab area so that the space can be effectively used regardless of the class being taught.

2019/2020 The Automotive Upholstery program is currently suspended due to Covid-19 and instructor retirement.

2018/2019 (Have not had Program Review for the past 4 years)

Program Chair: Enter date completed and email Dean for notification: 10/30/2022

Business and Accounting

BUSINESS AND ACCOUNTING Instructional Review and Improvement

Program / Unit: Business and Accounting

Dean: Michelle Gray

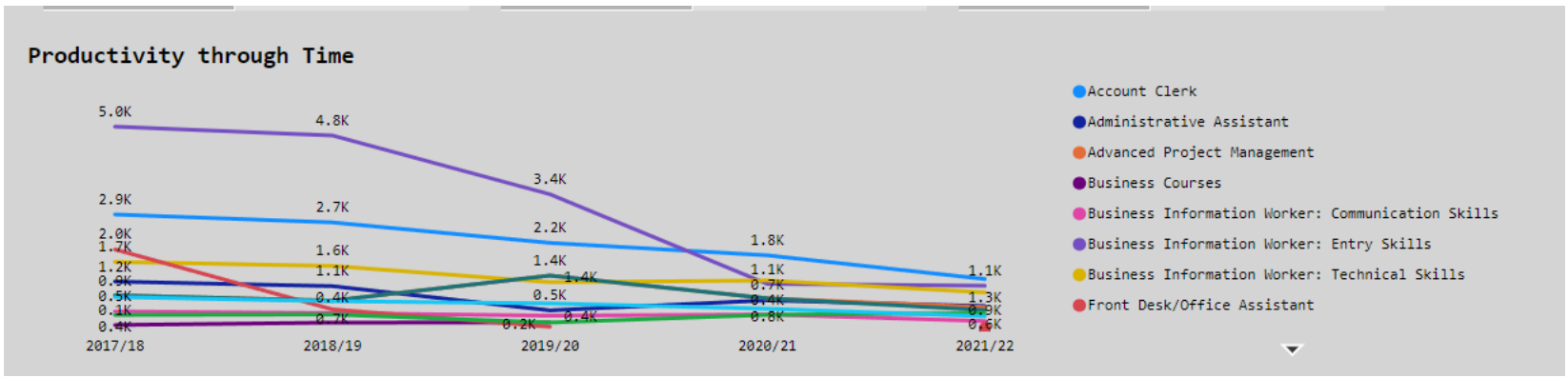
Lead Writer: Tim Pawlak

a. Enrollment by Discipline:
Overall enrollment data demonstrate a decline over the past 5 years. This aligns with declining SDCCE enrollment overall. An increase during Summer sessions is identified possibly reflecting better retention and/or more students due to fewer courses being offered therefore increasing enrollment due to scarcity of courses. Offering fewer courses may increase enrollment in each course.

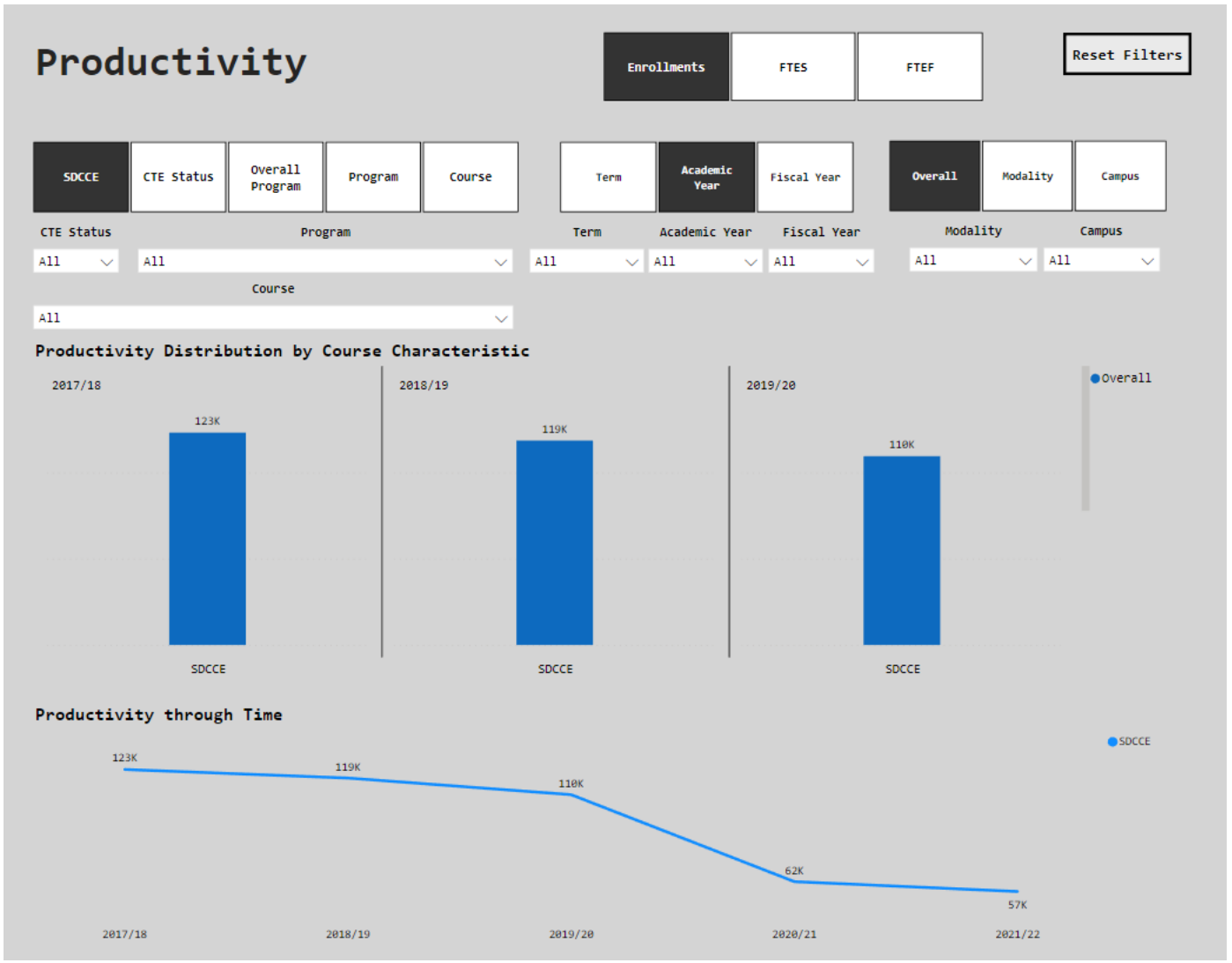
SDCCE	Overall	123,178	118,534	109,515	62,346	56,987	100%	100%	-9%	-48%	-54%	-14%

ITEM	LEVEL	ENROLLMENT Preliminary											
		2017/18	2018/19	2019/20	2020/21	2021/22	HC 18/19 Distribution	HC 20/21 Distribution	2-year change	3-year change	5-year change	5-year average change	Trend
Account Clerk	Business and Accounting	2,857	2,662	2,157	1,849	1,265	2%	2%	-32%	-41%	-56%	-15%	
Administrative Assistant	Business and Accounting	1,202	1,089	491	739	598	1%	1%	-19%	22%	-50%	-13%	
Advanced Project Management	Business and Accounting	863	731	1,350	788	498	1%	1%	-37%	-63%	-42%	-10%	
Advanced Project Management	Business and Accounting					73	0%	0%	NA	NA	NA	NA	
Business Courses	Business and Accounting	130	189	194		27	0%	0%	NA	-86%	-79%	-27%	
Business Information Worker: Commu	Business and Accounting	465	425	360	390	227	0%	0%	-42%	-37%	-51%	-13%	
Business Information Worker: Entry Sl	Business and Accounting	5,023	4,810	3,356	1,143	1,097	4%	2%	-4%	-67%	-78%	-26%	
Business Information Worker: Technic	Business and Accounting	1,687	1,588	1,188	1,228	935	1%	2%	-24%	-21%	-45%	-11%	
Front Desk/Office Assistant	Business and Accounting	1,995	516	86		63	0%	0%	NA	-27%	-97%	-50%	
Project Management	Business and Accounting	863	731	1,350	788	498	1%	1%	-37%	-63%	-42%	-10%	
Small Business Growth	Business and Accounting	378	390	191	381	425	0%	1%	12%	123%	12%	2%	
Small Business Planning	Business and Accounting	820	718	664	531	347	1%	1%	-35%	-48%	-58%	-16%	

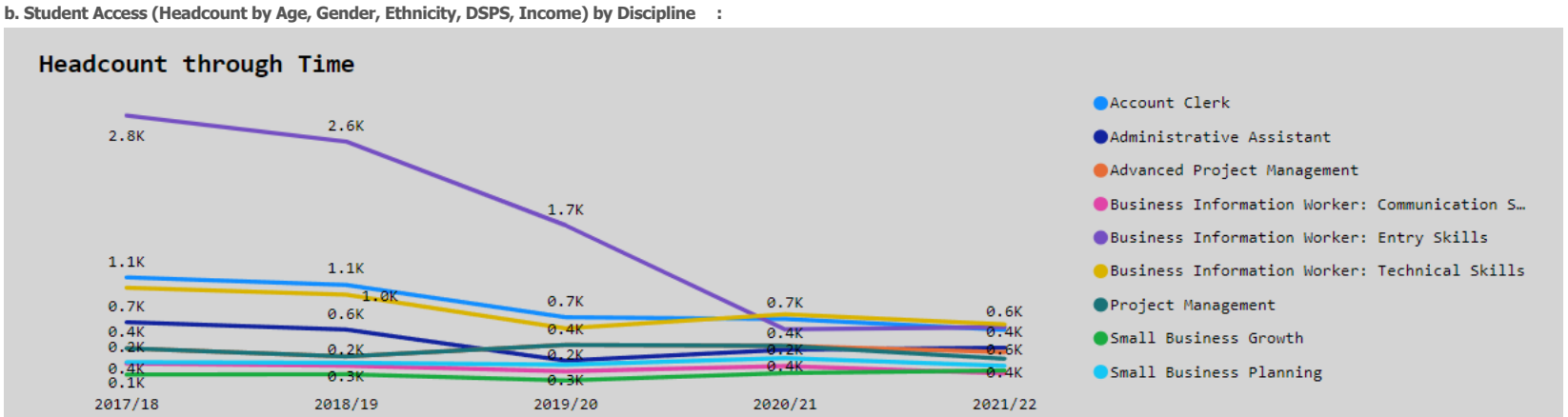
BUSINESS AND ACCOUNTING



SDCCE OVERALL

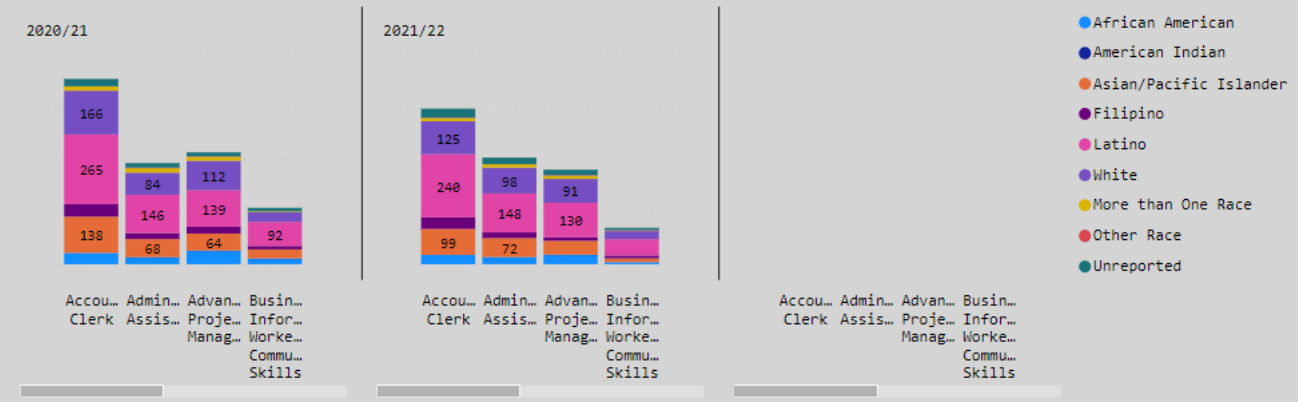


b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

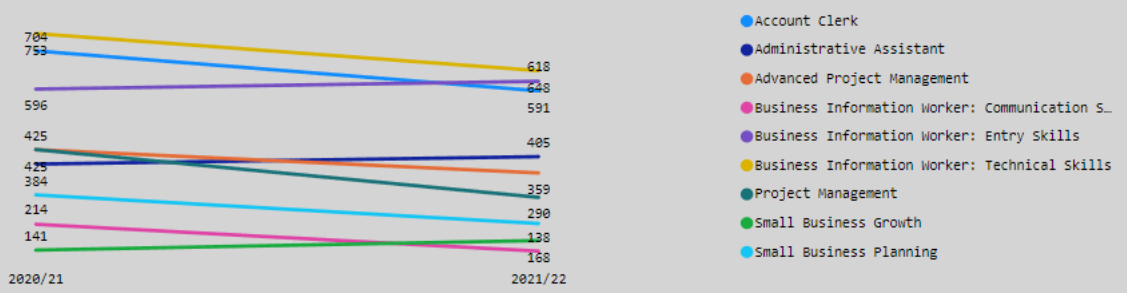


Account Clerk	Business and Accounting	705	678	499	396	366	2%	2%	-8%	-27%	-48%	-12%
Administrative Assistant	Business and Accounting	342	303	135	154	136	1%	1%	-12%	1%	-60%	-17%
Advanced Project Management	Business and Accounting	173	119	169	143	103	0%	1%	-28%	-39%	-40%	-10%
Advanced Project Management	Business and Accounting					45	0%	0%	NA	NA	NA	NA
Business Courses	Business and Accounting	32	82	69		20	0%	0%	NA	-71%	-38%	-9%
Business Information Worker: Commur	Business and Accounting	76	63	55	81	54	0%	0%	-33%	-2%	-29%	-7%
Business Information Worker: Entry Ski	Business and Accounting	2,078	1,935	1,255	243	283	5%	2%	16%	-77%	-86%	-33%
Business Information Worker: Technica	Business and Accounting	435	419	271	312	271	1%	2%	-13%	0%	-38%	-9%
Front Desk/Office Assistant	Business and Accounting	423	170	31		30	0%	0%	NA	-3%	-93%	-41%
Project Management	Business and Accounting	147	121	165	134	102	0%	1%	-24%	-38%	-31%	-7%
Small Business Growth	Business and Accounting	91	70	13	75	90	0%	1%	20%	592%	-1%	0%
Small Business Planning	Business and Accounting	130	147	131	140	115	0%	1%	-18%	-12%	-12%	-2%

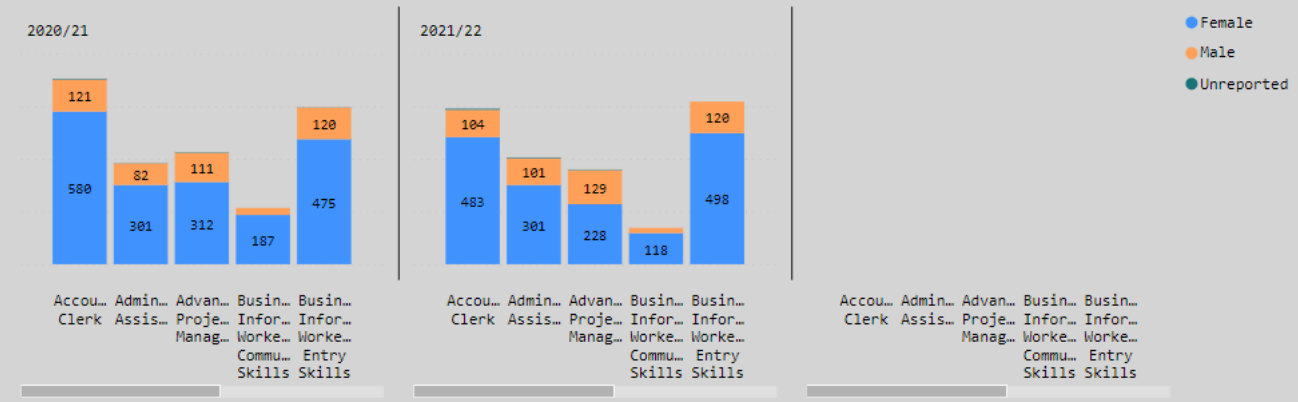
Headcount Distribution by Demographic



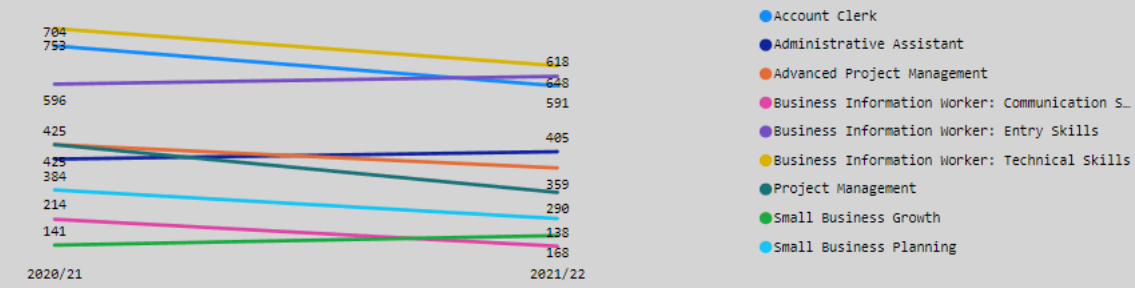
Headcount through Time



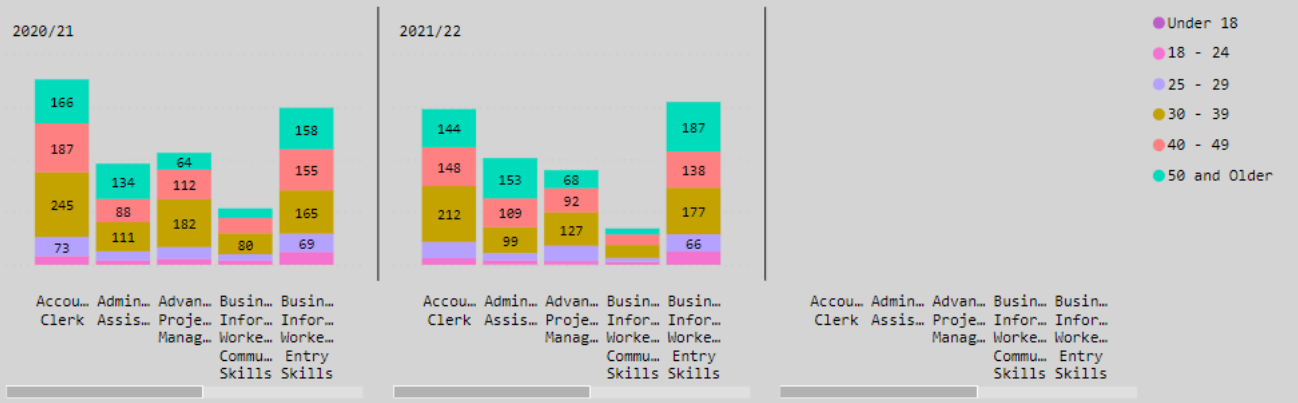
Headcount Distribution by Demographic



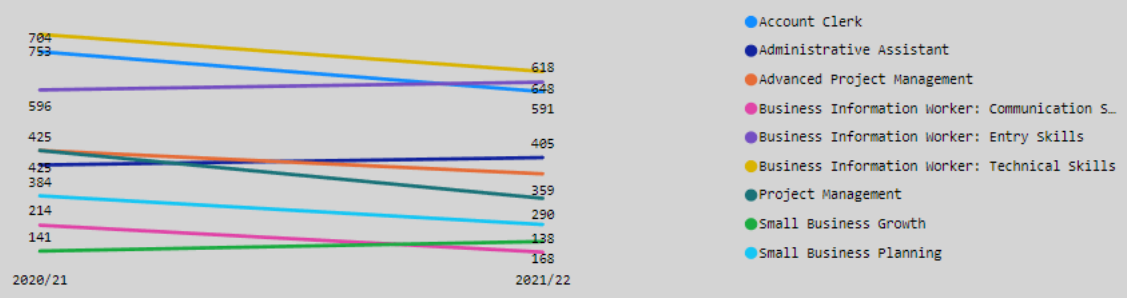
Headcount through Time

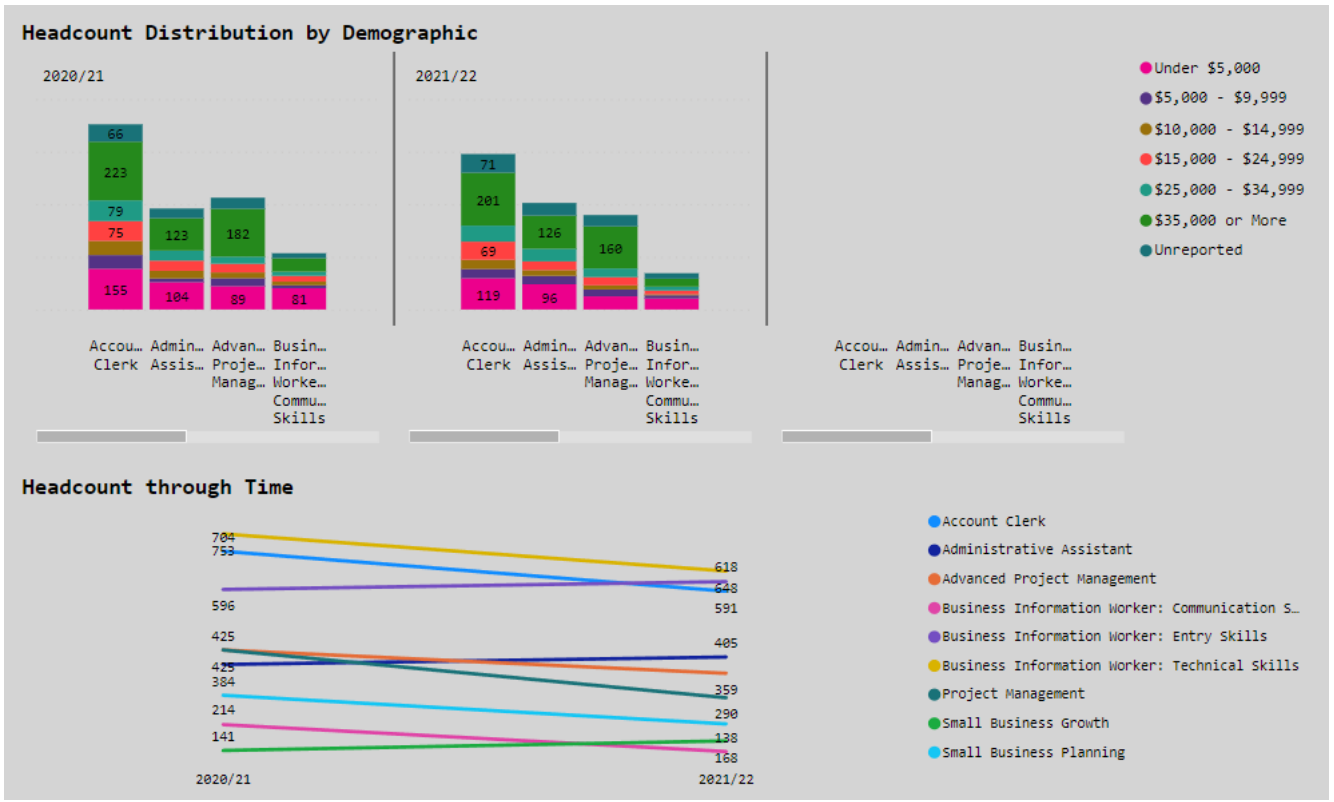


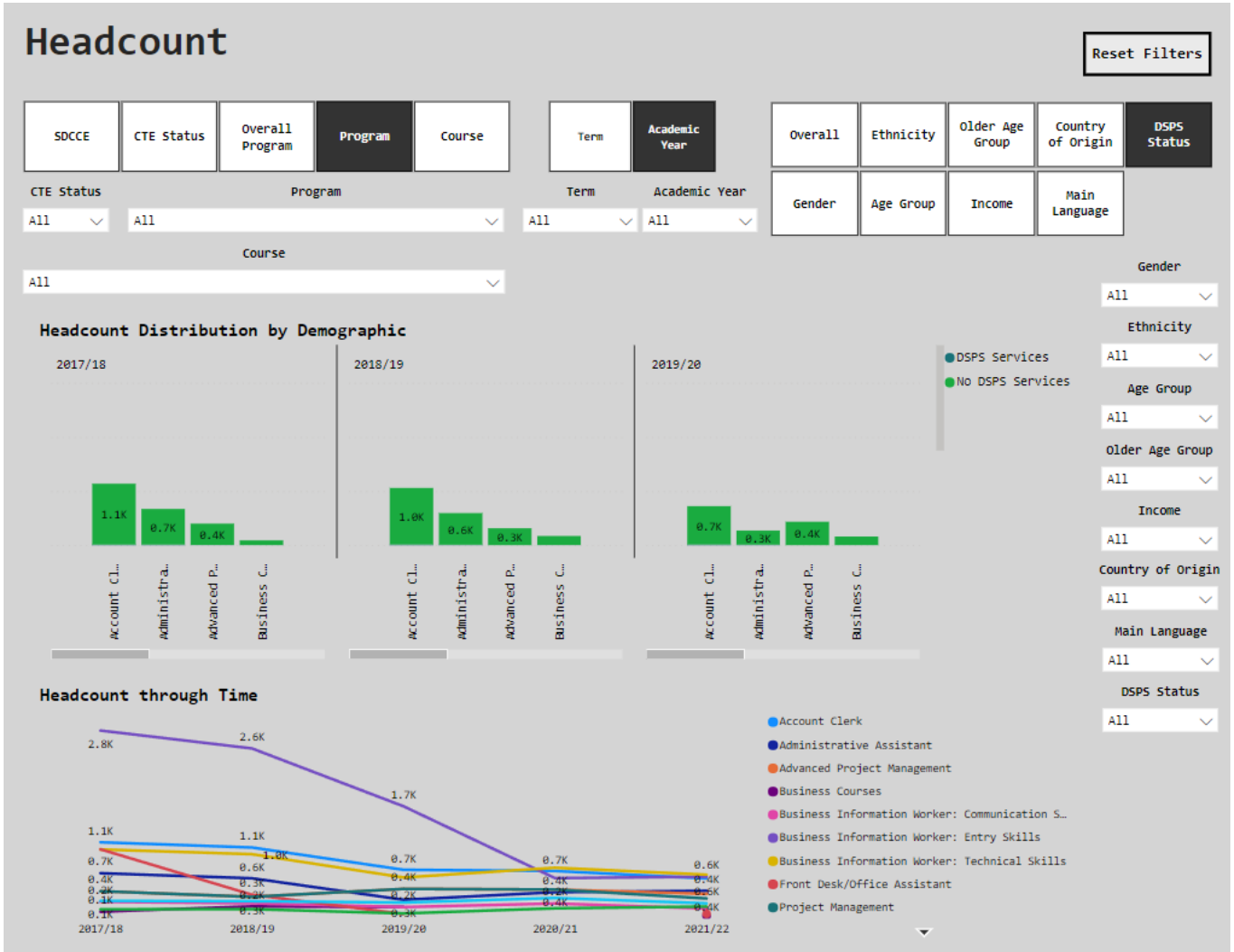
Headcount Distribution by Demographic



Headcount through Time

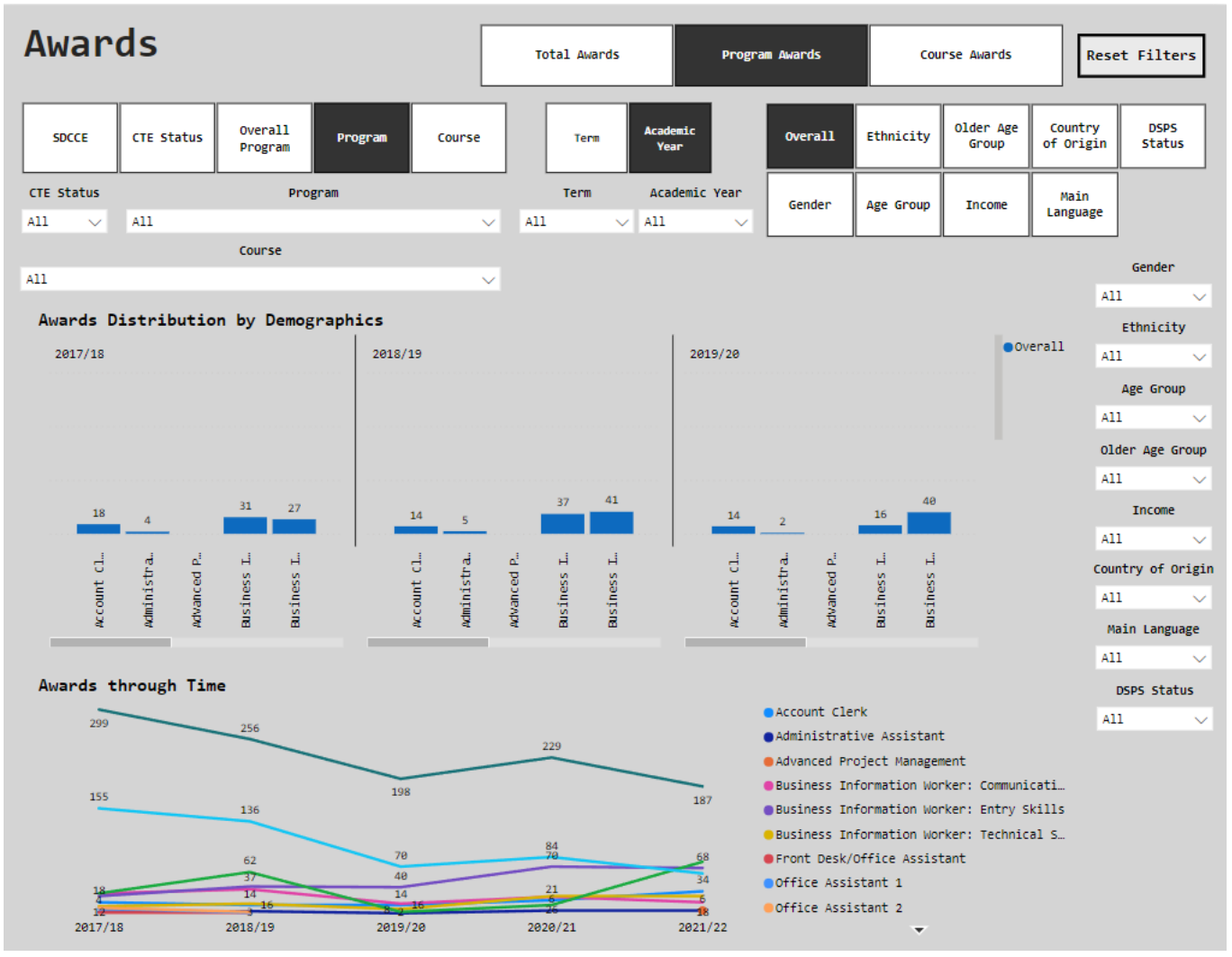






c. Certificates Awarded by Discipline :

Program Awards



Business Information Worker

- Entry Level Skills - 68
- Technical Skills - 27
- Communication Skills - 18

Account Clerk

- Account Clerk - 34

SMALL BUSINESS

- Growth - 77
- Planning - 60

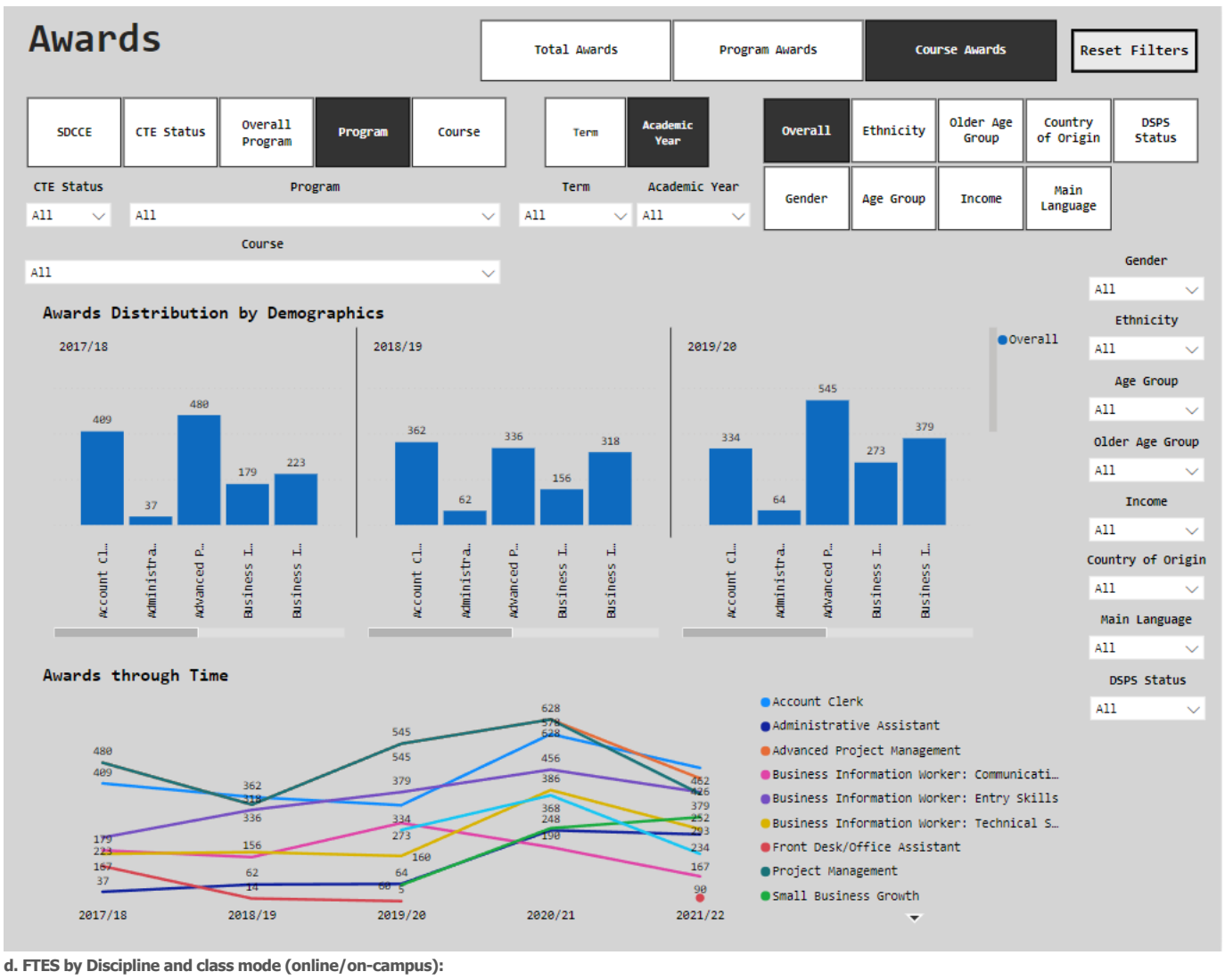
PROJECT MANAGEMENT

- Project Management - 187
- Advanced Project Management - 6

Administrative Assistant

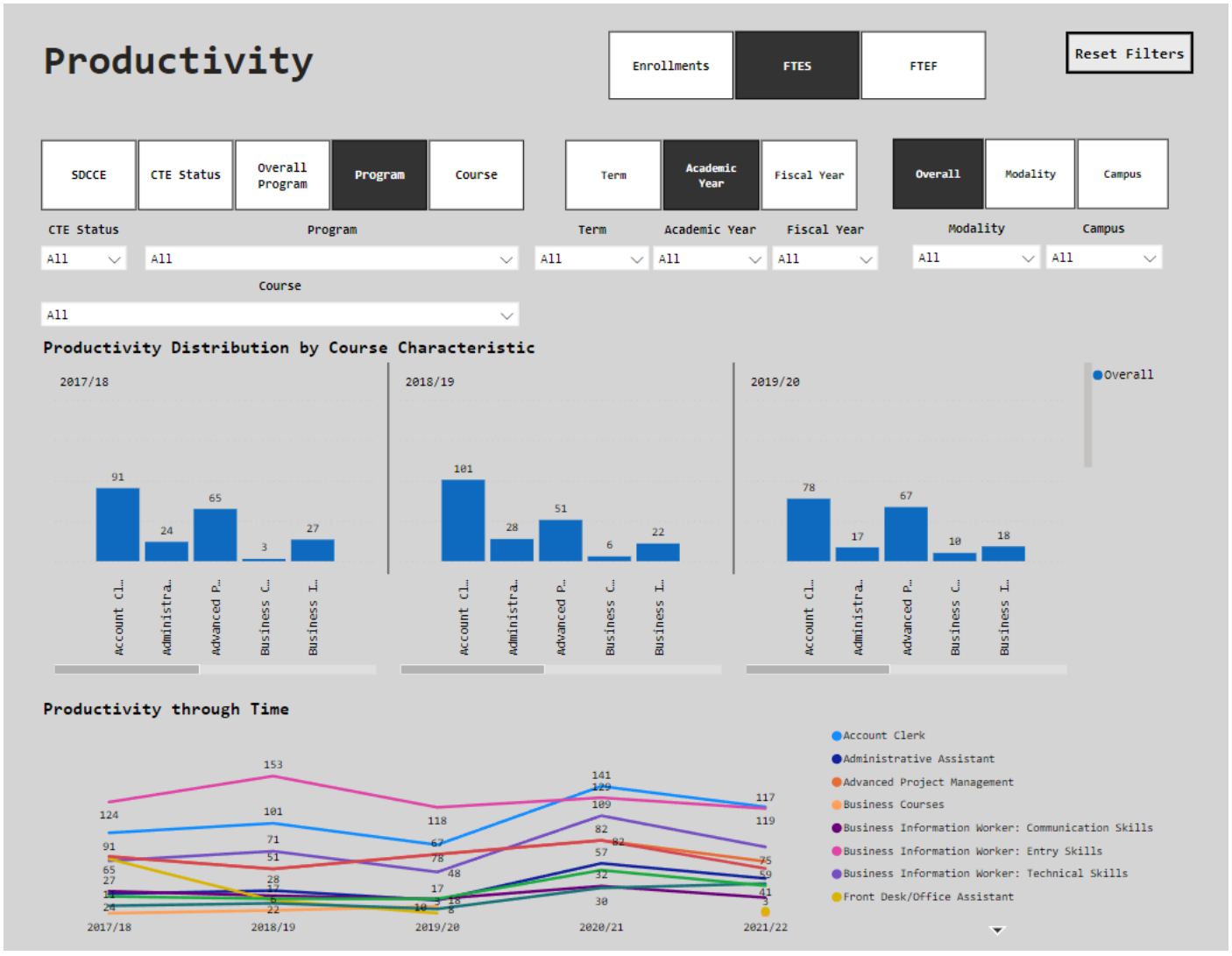
- AA - 6

Course Awards

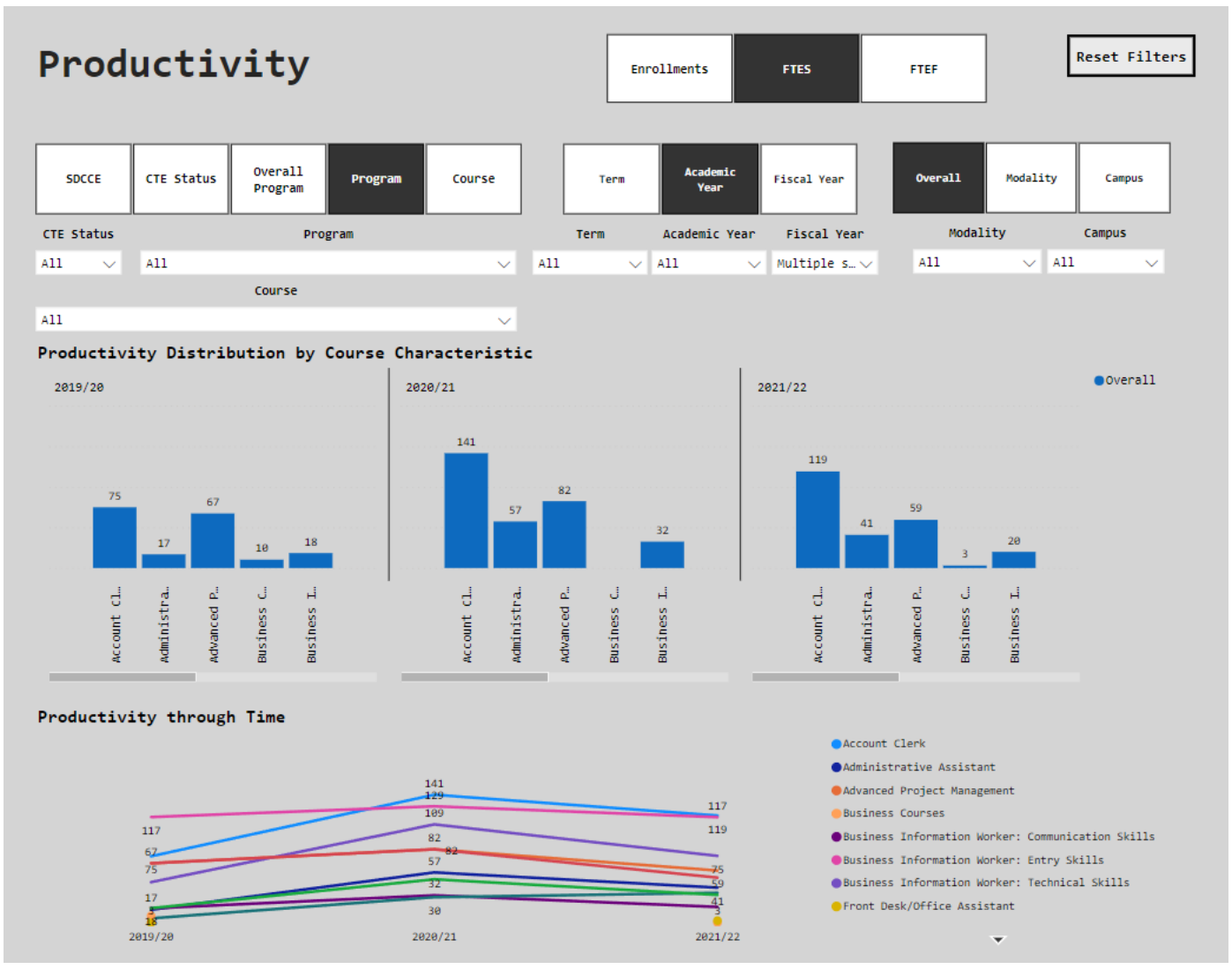


d. FTES by Discipline and class mode (online/on-campus):

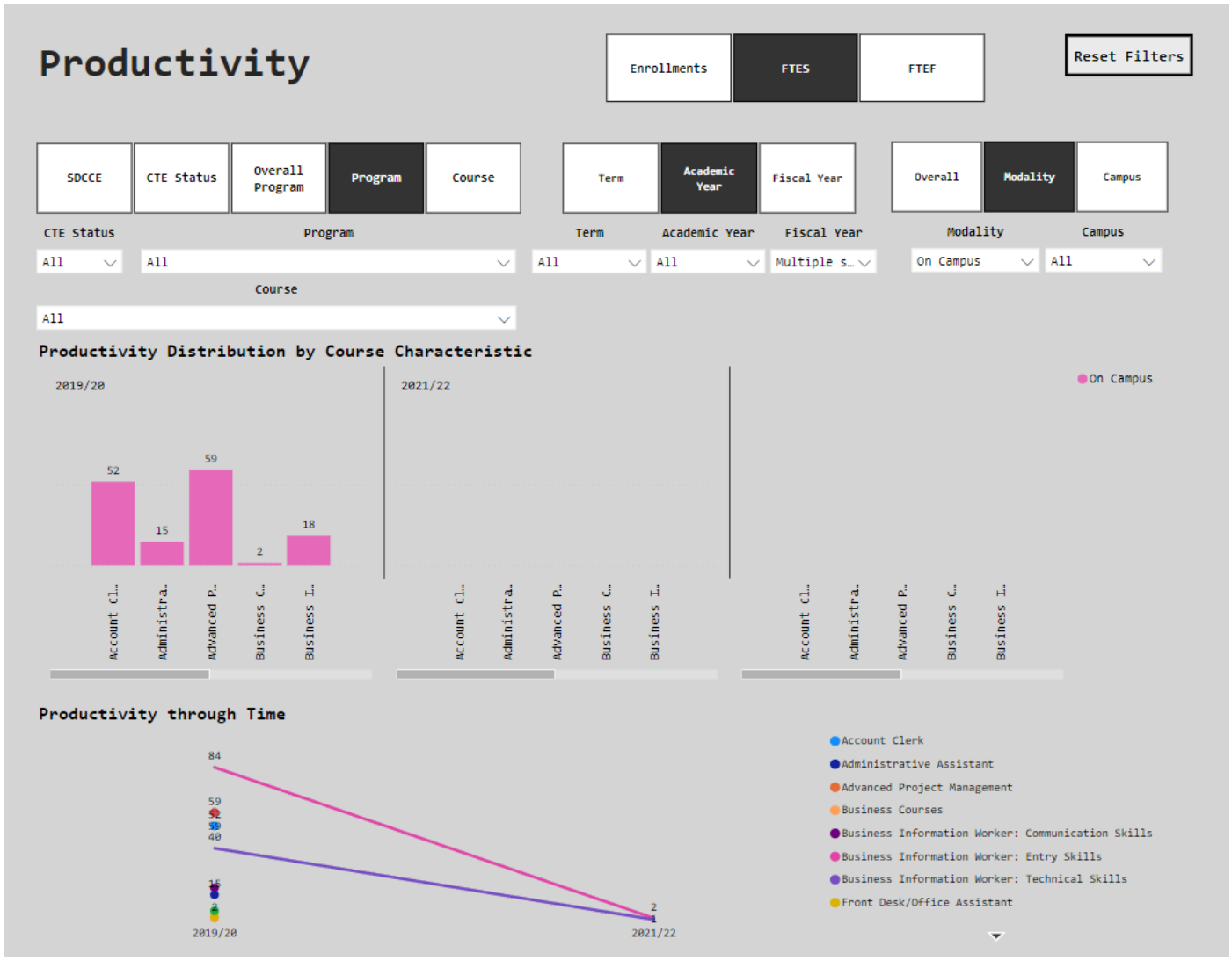
FTES ALL PROGRAMS 5 YEARS



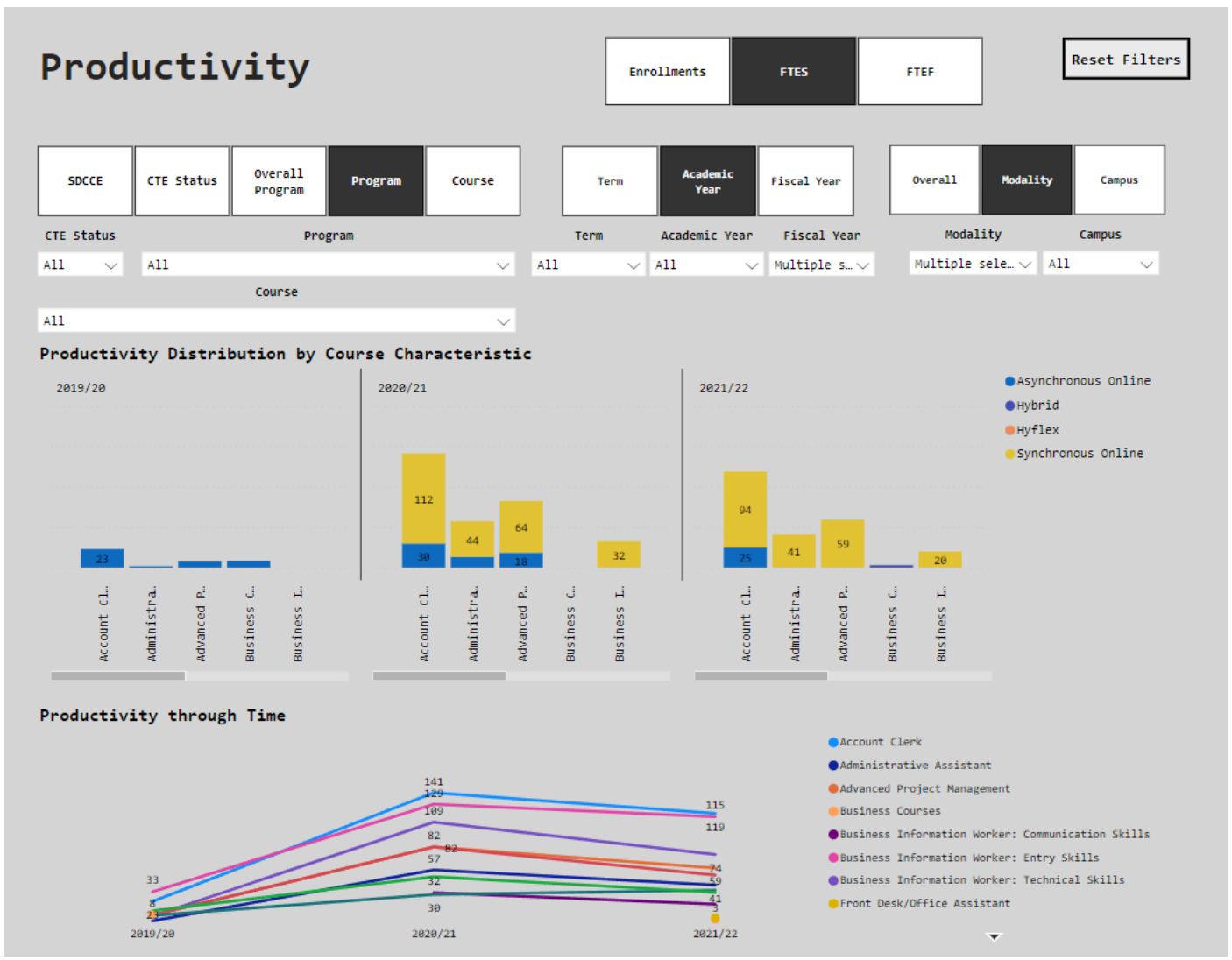
FTES ALL PROGRAMS 3 YEARS



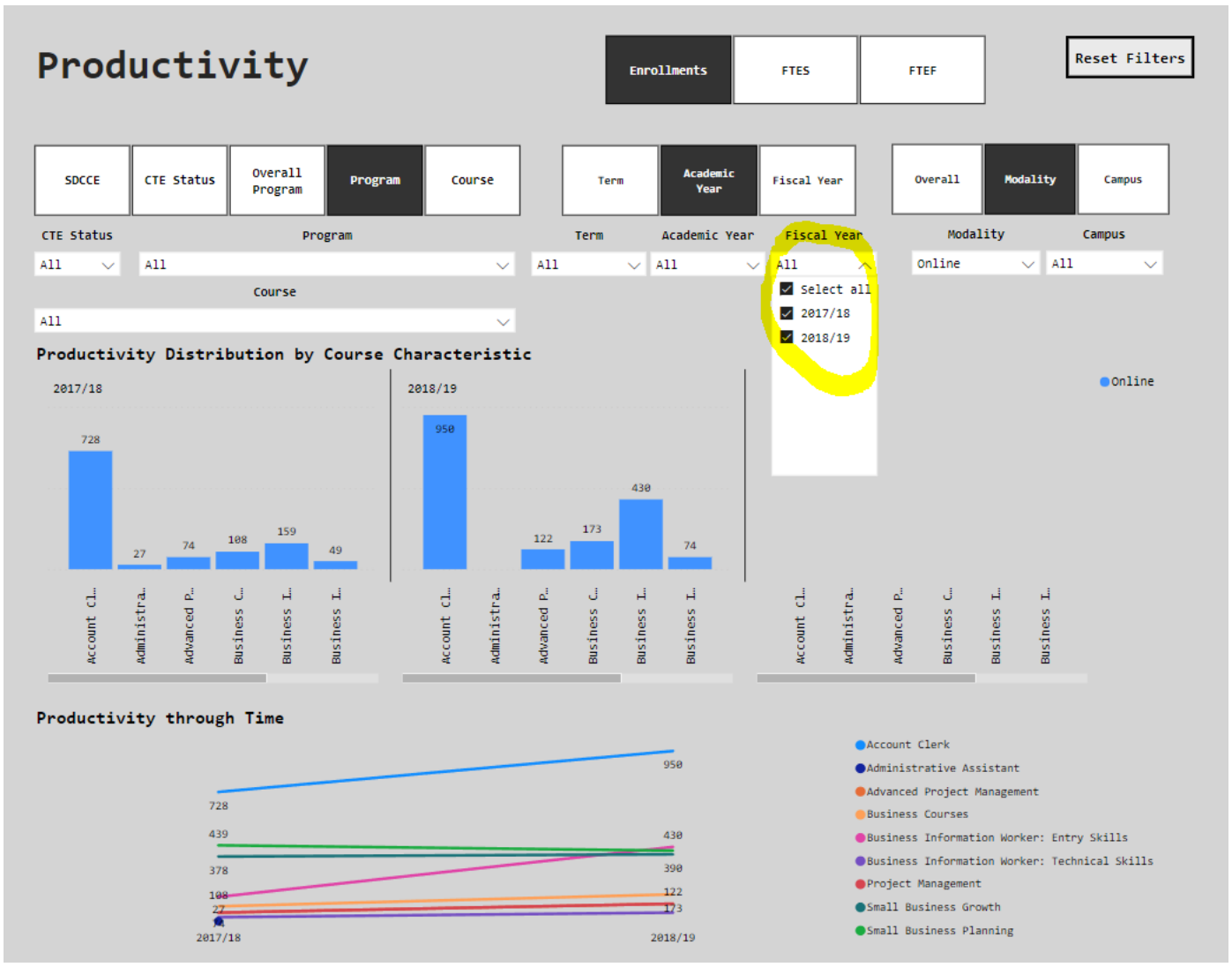
ON CAMPUS



BLENDED (IE. HYBRID, HYFLEX, ETC)



ONLINE ONLY (data only for years indicated)



e. Cost by Discipline:

San Diego College of Continuing Education
Financial Information for Program Review
Prepared September 23, 2022

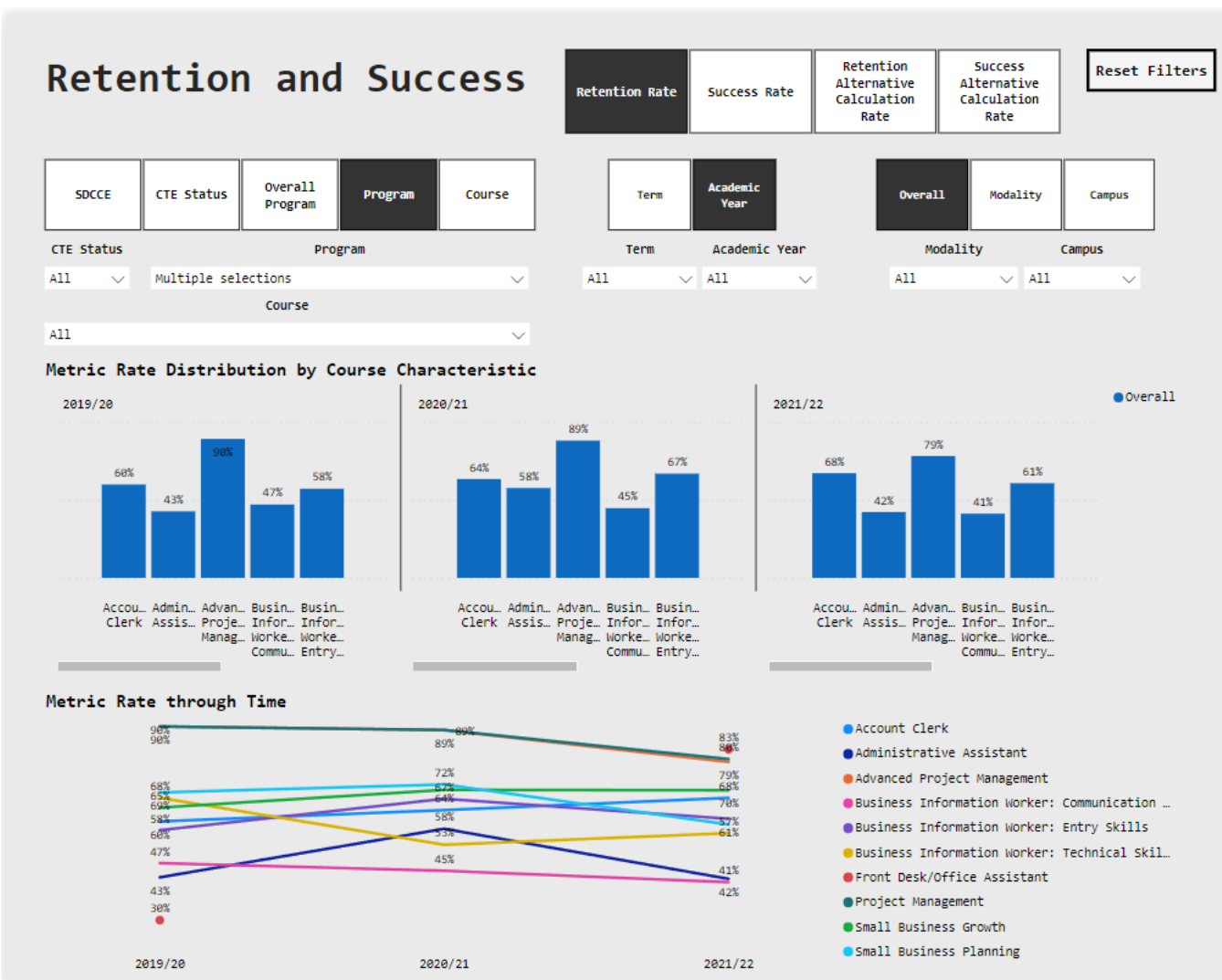
PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Information Technology (44300)						
Total FTES		1,027	942			
COMPUTER BUSINESS TECHNOLOGY	051400	4,270,446	4,061,292	3,842,613	3,605,144	4,118,809
LEARNING SKILLS	493030	-	-	-	592	-
ACADEMIC ADMIN	601000	-	-	59,323	97,262	106,603
PROFESSIONAL DEVELOPMENT	603002	-	-	4,346	-	-
OTHER INST ADMN	609000	124,202	160,821	163,394	46,034	12,070
TRANSFERS	731000	1,728	306	-	-	-
Total Program Expenditures		4,396,376	4,222,419	4,069,677	3,749,032	4,237,482
Cost Per FTES		4,283	4,483	#DIV/0!	#DIV/0!	#DIV/0!
Business & Accounting (44310)						
Total FTES		1,027	942			
BUSINESS GENERAL	050100	35,473	42,292	52,327	34,789	-
BUSINESS MANAGEMENT	050600	34,457	15,155	21,477	32,854	-
SMALL BUSINESS TUTORING	050640	-	-	-	-	45,253
Total Program Expenditures		69,930	57,447	73,804	67,643	45,253
Cost Per FTES		68	61	#DIV/0!	#DIV/0!	#DIV/0!

f. Course Completion by Discipline (Retention and Success) :

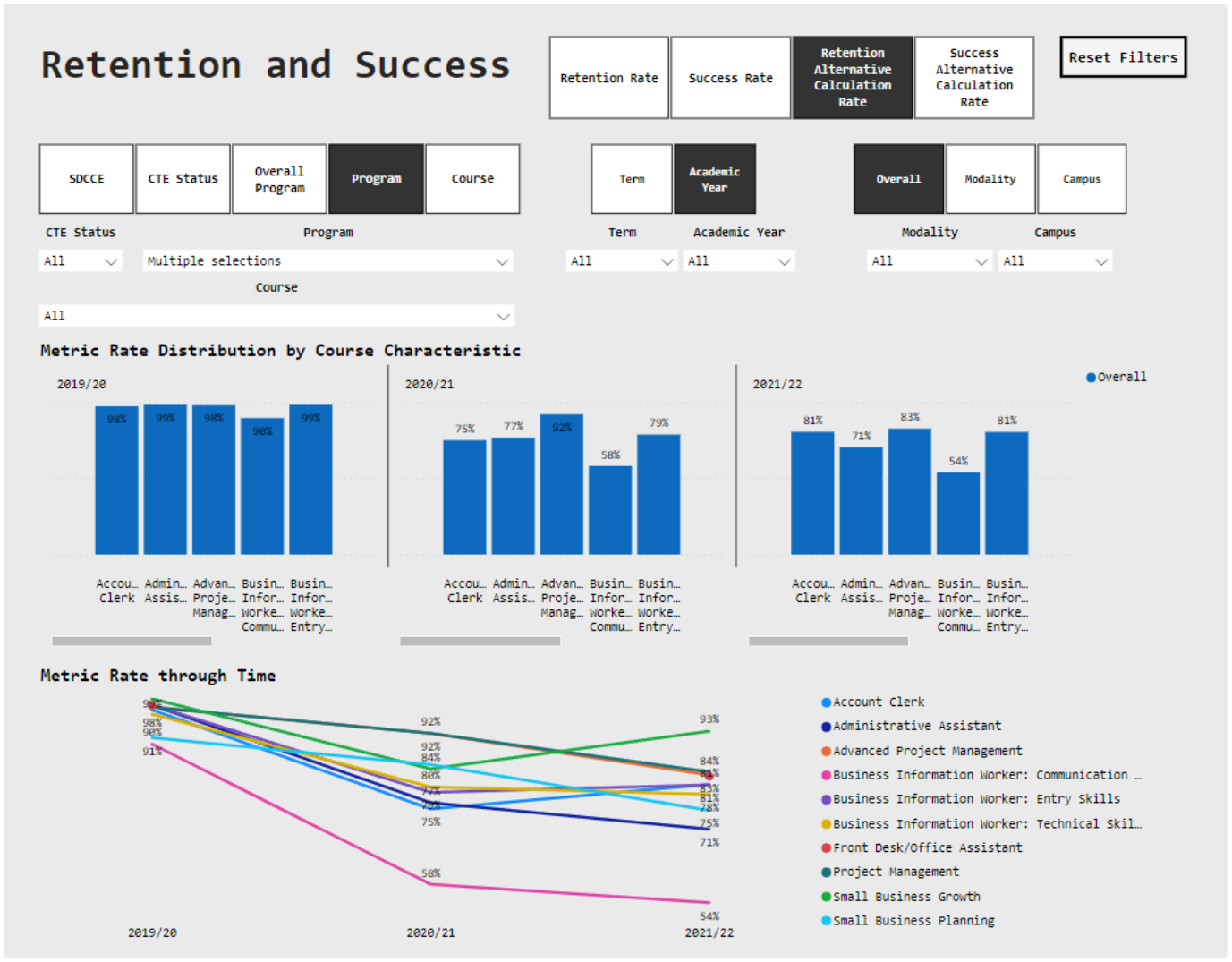
Focusing on completion versus student count has increased student success and therefore more certificates awarded compared to the number of students enrolled. A strong economy has led to more opportunities for employment therefore affecting student completion, adjusting class offerings and schedules to meet student needs has been the response.

RETENTION	The number of student enrollments who received a valid grade. A student's enrollment is considered completed after being enrolled in a class and receiving a valid grade at the end of the term. Calculated as the sum of all enrolled students with a valid grade divided by the total number of valid enrollments. Enrolled students with a grade "I" will also get included in the numerator if the student returned to the class the next time that it was offered (as long as the new enrollment fulfills the requirement). Please note that while the Strong Workforce Program has labeled this metric as "Retention", other iniiatives have also used the name "Completion Rate".
ALTERNATIVE RETENTION	The number of student enrollments who remained active until the end of the term. Calculated as the sum of all enrollments divided by the total number of valid enrollments.
SUCCESS	The number of student enrollments who received a passing grade. A student's enrollment is considered successful after being enrolled in a class and receiving a passing grade. Calculated as the sum of all enrolled students with a grade A, B, or C divided by the total number of valid enrollments.
ALTERNATIVE SUCCESS	The number of student enrollments who received a "Satisfied" indicatios at the end of the class. Calculated as the sum of all enrollments with this indicator divided by the total number of enrollments who received either a "Satisfied", "Not Satisfied", or "Dropped".

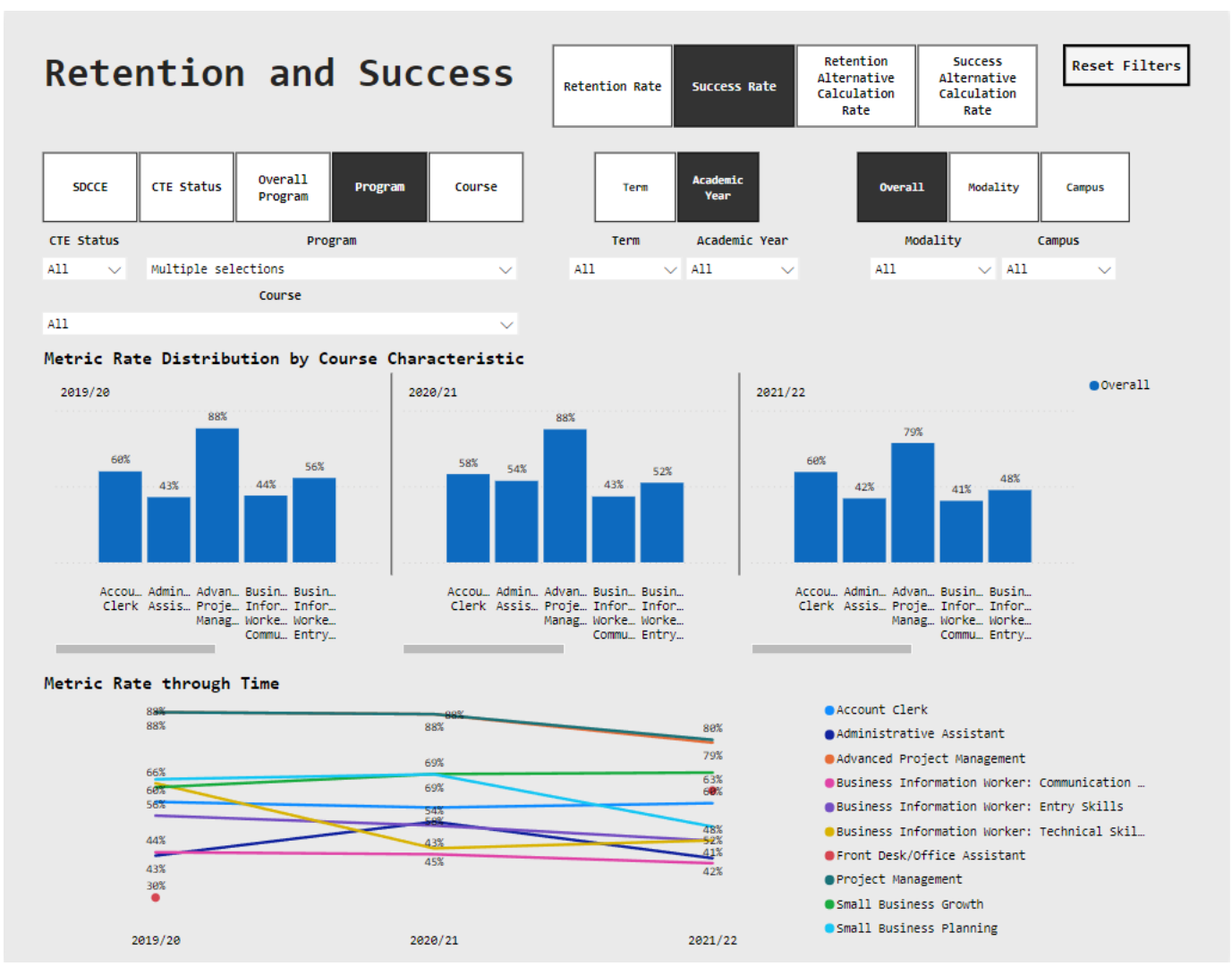
RETENTION



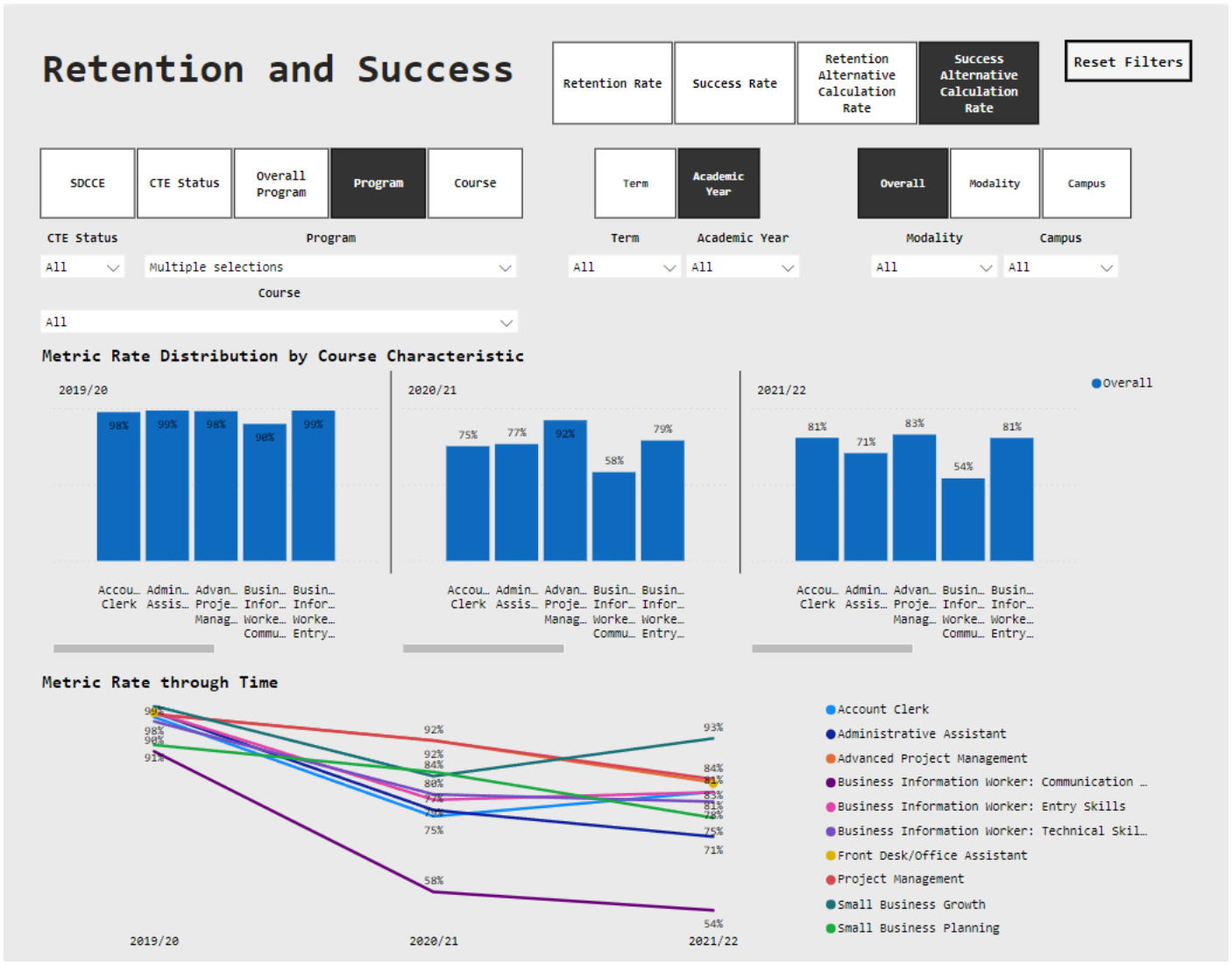
RETENTION ALTERNATE



SUCCESS RATE



ALTERNATE SUCCESS



Organizational Level	Category	RETENTION Preliminary			ALTERNATIVE RETENTION Preliminary			SUCCESS Preliminary		
Account Clerk	Business and Accounting	60%	64%	68%	98%	75%	81%	60%	58%	60%
Administrative Assistant	Business and Accounting	43%	58%	42%	99%	77%	71%	43%	54%	42%
Advanced Project Management	Business and Accounting	90%	89%	80%	98%	92%	84%	88%	88%	80%
Advanced Project Management	Business and Accounting			73%			78%			73%
Business Courses	Business and Accounting	38%		0%	95%		81%	38%		0%
Business Information Worker: Communication Skills	Business and Accounting	47%	45%	41%	90%	58%	54%	44%	43%	41%
Business Information Worker: Entry Skills	Business and Accounting	58%	67%	61%	99%	79%	81%	56%	52%	48%
Business Information Worker: Technical Skills	Business and Accounting	68%	53%	57%	97%	80%	78%	66%	45%	48%
Front Desk/Office Assistant	Business and Accounting	30%		83%	98%		83%	30%		63%
Project Management	Business and Accounting	90%	89%	80%	98%	92%	84%	88%	88%	80%
Small Business Growth	Business and Accounting	65%	70%	70%	100%	84%	93%	65%	69%	69%
Small Business Planning	Business and Accounting	69%	72%	59%	91%	85%	75%	67%	69%	52%

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

ACCOUNT CLERK



ADMINISTRATIVE ASSISTANT



PROJECT MANAGEMENT



SMALL BUSINESS



BUSINESS INFORMATION WORKER





2. What are some strategies your department has or will implement to improve student access to your program?:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Continuing to provide courses online as some courses are moved back to campus allows for the continued opportunity for increased student access.
  - Courses are being offered on-campus and online for complete access to all certificate courses and programs.
- BIW certificate programs have increased opportunities for completion and focus on specific skill sets needed for employment.

SMALL BUSINESS

- Moving more courses online to allow students who are unable to attend classes in person the opportunity to take classes online.
- Implementation of ICOM Academy to improve online education by using resources from the Improving Online Career Technical Education Pathways Grant and the California Virtual Campus and Online Education Initiative to improve course quality and equity for Small Business Planning program.
- Through Perkins funding, offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to launch their business. There will also be tutoring for students with their capstone projects.
- Two Small Business faculty members, Iffland and Rivaldi, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement.
- Made changes to the enrollment process, involving dean, counseling, and staff to streamline the enrollment process for students. Ongoing improvements needed. Orientations and enrollment were managed 100% online for Summer and Fall 2020.

PROJECT MANAGEMENT

- For PMCP :
  - Through Perkins funding, offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to create their capstone projects. There will also be tutoring for students with their capstone projects.

- One faculty member, Iffland, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement.
- Made changes to the enrollment process, involving dean, counseling, and staff to streamline the enrollment process for students. Ongoing improvements needed. Orientations and enrollment were managed 100% online for Summer and Fall 2020.
- Hired new Project Managers to teach the PMCP and Advanced PMCP certificates, allowing us to maintain an industry presence within the program. Students respond well to an instructor having current industry experience and provide work-based exercises and examples to enhance the student experience.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Created Digital Literacy pathway for entry-level students allowing the opportunity for equitable access for underrepresented groups
- Customized teaching to match the level of learning, clarify pathways to support and counseling services, referrals for resource support Rising to Success, and other student support programs to better meet the needs of these underrepresented groups
- Increased collaboration with other CE programs (ie Auto, CalWorks, ESL, Culinary, and Health) have allowed students to gain foundational computer skills and opportunities for additional academic pathways.

SMALL BUSINESS

- Collaborated with Vocational ESL program to develop VESL programs to support Small Business Planning program certificates
- Through Perkins funding, offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to launch their business. There will also be tutoring for students with their capstone projects.
- Two Small Business faculty members, Iffland and Rivaldi, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
  - Incorporated welcome videos to courses
  - Rewrote syllabus and introductory emails to incorporate more equitable language
  - Revamped orientation process to be fully online and more accessible
  - Incorporated surveys into class to gauge student welcomeness and belongingness

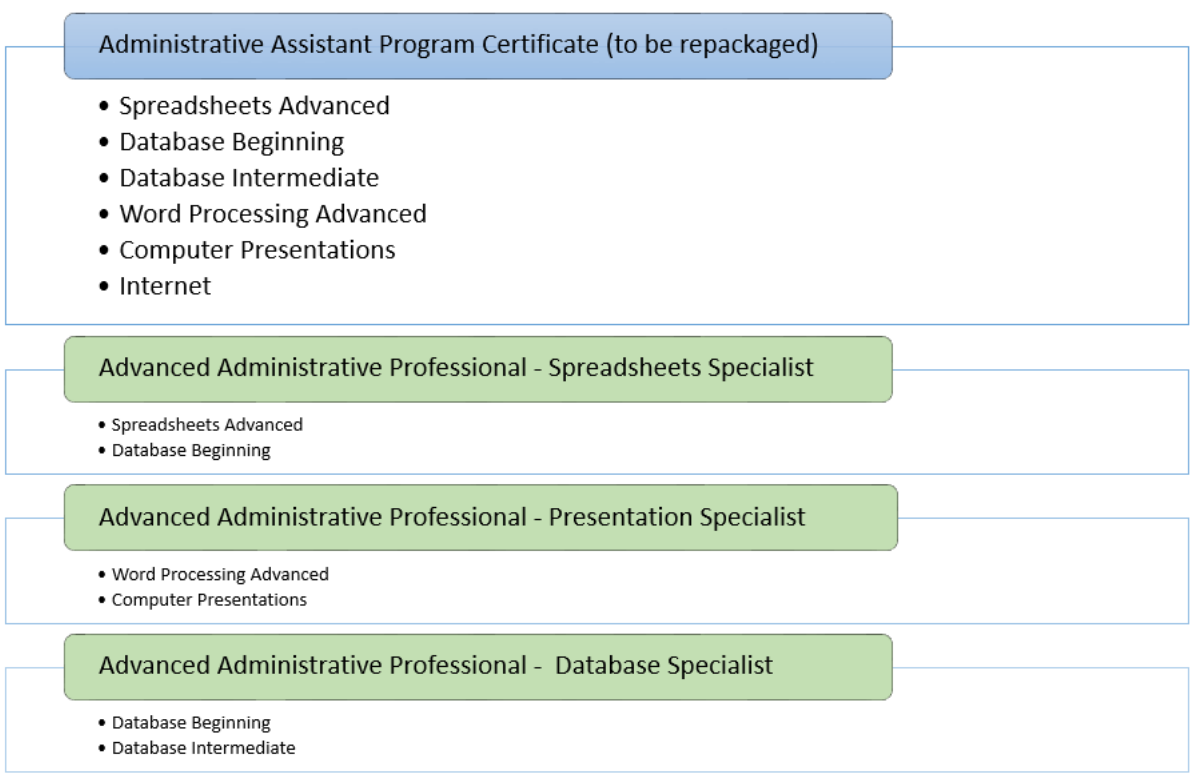
PROJECT MANAGEMENT

- Offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to create their capstone projects. There will also be tutoring for students with their capstone projects.
- One faculty member, Iffland, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
  - Incorporated welcome videos to courses
  - Rewrote syllabus and introductory emails to incorporate more equitable language
  - Revamped orientation process to be fully online and more accessible
  - Incorporated surveys into class to gauge student welcomeness and belongingness
- Re-sourced and re-created openly licensed textbook materials to make all courses Zero-Textbook-Cost. Incorporated flipped classroom learning modalities to better improve student retention and experience related to the conversion of completely online courses.
- Continued the Tutoring Assistance to support students and assist with their completions.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Connect & Engage, Early and Often
- Define Student Success and share that with the students.
- Develop indicators for students that help you recognize early warning signs that a student is losing interest or falling behind. Implement Intervention Processes. Early intervention is key. Identify and equip students with increased support.
- Develop learning communities and cohort groups that promote longevity. Students want to stay in an environment where they are enjoying the company and camaraderie of the other students and instructors. Build a community and sense of belonging.
- Tutoring Program to assist with assignments and support those students who may need a little extra help.
- Respect the Student Voice and always use positive language and messaging in your communication with your students.
- Cultivate a relationship with Counselors, Career Services, and Support Staff so you can be a liaison and champion for your students.
- Streamline pathways to completion through BIW pathways allow for accelerated studies increasing retention and completion



- Review and revise the program curriculum for advanced stages of coursework to increase advanced relevancy for the transition to the workforce
- Increase communication with counselors, and student support programs, and provide support tools and supporting resources.

SMALL BUSINESS

- Implemented Zero-Textbook-Cost programs throughout Small Business Planning, Small Growth and Project Management program certificates, making all seven courses within the program completely free of cost to students.
- Initiation of ICOM Academy to improve online education by using resources from the Improving Online Career Technical Education Pathways Grant and the California Virtual Campus and Online Education Initiative to improve course quality and equity for Small Business Planning program.
- Through Perkins funding, offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to launch their business. There will also be tutoring for students with their capstone projects.
- Two Small Business faculty members, Iffland and Rivaldi, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
  - Incorporated welcome videos to courses
  - Rewrote syllabus and introductory emails to incorporate more equitable language
  - Revamped orientation process to be fully online and more accessible
  - Incorporated surveys into class to gauge student welcomeness and belongingness

PROJECT MANAGEMENT

- With the conversion of all courses to online, so that all students would have access to the necessary software, faculty member Iffland re-wrote the software portion of the program curriculum for ProjectLibre - an open source project management application.

- Offering Entrepreneur Space for use outside of instruction hours through Perkins funds to encourage students needing access to computers for coursework and equipment to launch their business. There will also be tutoring for students with their capstone projects.
- One faculty member, Iffland, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
  - Incorporated welcome videos to courses
  - Rewrote syllabus and introductory emails to incorporate more equitable language
  - Revamped orientation process to be fully online and more accessible
  - Incorporated surveys into class to gauge student welcomeness and belongingness
- Re-sourced and re-created openly licensed textbook materials to make all courses Zero-Textbook-Cost. Incorporated flipped classroom learning modalities to better improve student retention and experience related to the conversion of completely online courses.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN ASSISTANT

- Review and revision to keep the curriculum current with student feedback are leading the changes
- Incorporate results of data analysis connected to the Strategic Plan to support changes to course offerings and curriculum development.
- Aligning program development with state-supported data for the BIW pathways as they evolve over time.



SMALL BUSINESS

- Incorporated results of data analysis connected to the Strategic Plan to support changes to course offerings and curriculum development.
- Worked with district Dean of Career Education and Workforce Development and Dean of Curriculum Services to use Innovation Engineering to explore expanding courses to include freelance careers. Met with students, faculty, industry advisors and accomplished:
  - The list of skills, topics, etc. was "translated" into problem statements and opportunities to learn statements.
  - These were then tested via a survey tool to a national pool to get feedback on opportunities.
  - Course descriptions were also tested via a survey to a national pool
  - The focus was on measuring what the industry identified as "problems" or challenges they see people having (or they have had with people they have hired for gig work, etc.) and on what individuals felt they needed to learn to be successful in the gig economy
  - The goal is that the balance of the two should provide a useful aid in decision making for designing a course that is attractive to students (meets their believed needs) and meets actual industry needs (teaches them the actual skills they will need to be successful)
  - Offered course for "Starting a Small Business in the Gig Economy" as pilot to implement a certificate program at a future point.
- Two Small Business faculty members, Iffland and Rivaldi, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to analyze student data from courses and rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
  - Incorporated welcome videos to courses
  - Rewrote syllabus and introductory emails to incorporate more equitable language
  - Revamped orientation process to be fully online and more accessible
  - Incorporated surveys into class to gauge student welcomeness and belongingness

PROJECT MANAGEMENT

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  - Data collected from current student surveys and alumni group feedback were used to improve the program curriculum and student learning needs.
  - One faculty member, Iffland, participated in the Strong Workforce Faculty Institute program in Spring / Fall 2020 to rethink the student experience to improve enrollment, retention, success, student engagement. Reworked the following processes
    - Incorporated welcome videos to courses
    - Rewrote syllabus and introductory emails to incorporate more equitable language
    - Revamped orientation process to be fully online and more accessible
    - Incorporated surveys into class to gauge student welcome and belongingness
  - Re-sourced and re-created openly licensed textbook materials to make all courses Zero-Textbook-Cost. Incorporated flipped classroom learning modalities to better improve student retention and experience related to the conversion of completely online courses.
  -

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Training, email, shared data sets, meetings, follow up, inclusion of all constituents providing opportunity to contribute.
- Faculty meetings, advisory input and collaboration with institutional initiatives supporting and driving student success.

SMALL BUSINESS

- Faculty meet weekly to discuss program activities, changes, and improvements.
- Training, email, shared data sets, meetings, follow up, inclusion of all constituents providing opportunity to contribute.
- Faculty meetings, advisory input and collaboration with institutional initiatives supporting and driving student success.

PROJECT MANAGEMENT

- Training, email, shared data sets, meetings, follow up, inclusion of all constituents providing opportunity to contribute.
- Faculty meetings, advisory input and collaboration with institutional initiatives supporting and driving student success.

7. Include your program's mission statement(s)::
To provide in-person and remote access to courses and programs that equip students with workplace skills identified by relevant data introducing, developing, and enhancing workplace and foundational academic skills.

8. Provide a brief summary statement for your program.:
OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

The Business Information Worker and Administrative Professional Specialist certificate pathways prepare students by developing the business technology skills employers need for entry-level and mid-level jobs in occupations across all industries bringing efficiency and productivity to the workplace.

SMALL BUSINESS

Small Business Growth: The Small Business Growth Program will prepare students for Middle Skill employment opportunities in Sales and Related Occupations (SOC 41-1011 to 41-9099) which include jobs such as Advertising Sales Agents, Real Estate Sales Agents, or Sales Representatives.

Small Business Planning: The Small Business Planning Program will prepare students for Middle Skill employment opportunities in Management Occupations (SOC 11-3011 to 11-9161) which include jobs such as Administrative Services Managers, Construction Managers, or Food Service Managers.

PROJECT MANAGEMENT

The Project Management Program will prepare students for Middle Skill employment opportunities in Management Occupations (SOC 11-3011 to 11-9161) which include jobs such as Administrative Services Managers, Construction Managers, or Food Service Managers.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :
The shift back to on-campus course offerings for students requiring more hands-on instruction and continuing to offer more accessible courses online have increased student success and completion rates even with the sometimes steep learning curve for students who had little history of taking courses remotely. The flexibility of online courses allowed many students to experience success and completion while balancing the daily demands of family, employment and health.

10. Highlight your department's most significant accomplishments this past year.:
Next-level streamlining of online course offering deployment and organization through the use of OER, online text books and other learning resources supporting students on their pathway to success and completion.



11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:
OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Digital Literacy - Computer Basics
  - SLO
    - Students will demonstrate an understanding of computer functions, computer terminology, and how information is processed.
  - ASSESSMENT RESULTS
    - The assessment results showed students were struggling with certain course content challenging the students understanding of the course material.
  - SOLUTION
    -
  - OUTCOME
    - This significantly improved student understanding added clarity to challenging subjects and improved student learning for course completion.
    - Gave all student levels the opportunity to get support and instruction addressing their specific questions and challenges

12. What is your process for regularly reviewing curriculum?:
OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Subject matter faculty experts convene with support staff and counseling throughout the semester and the year to refine and update
- Continue to monitor credit college offerings to establish the best pathway alignment for transfer.

Small Business

- State initiatives are intensely driving the continued review and revision of curriculum, courses and certificate programs. As part of CTE, the course offerings in the BIT program areas are under constant scrutiny to provide relevant evidence for all the factors mentioned above.
- Instructors regularly review certificate program objectives to ensure that courses remain aligned to industry-level certifications. Input from industry advisory boards and instructors who work in industry is used to ensure up-to-date and relevant course topics. Minor changes are reflected in lessons; major lessons are updated in course outlines. Curriculum is updated to reflect changes in industry needs.
- We are working with the credit colleges to update and expand Credit-By-Exam agreements.
- Instructors in the Small Business Growth and Planning programs communicate to ensure that there is a clear pathway for students progressing through the programs. Students in the Small Business Planning and Small Business Growth certificate programs are encouraged to consider the other programs, if appropriate for their career path.
- Small Business curriculum is reviewed at the time that each course finishes. Notes are made and curriculum is modified based on observations and student feedback.
- Faculty who work in industry use their trade knowledge to improve their courses and advise their colleagues.

Project Management

- Instructors regularly review the certificate program objectives to ensure that courses remain aligned to industry-level certifications. Input from industry advisory boards is used to ensure up-to-date and relevant course topics. Minor changes are reflected in lessons; curriculum is updated to reflect changes in industry needs. The curriculum is reviewed at the time that each course finishes. Notes are made and curriculum is modified based on observations and student feedback. Faculty who work in industry use their trade knowledge to improve their courses.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :
OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Subject matter faculty experts convene with students, community members and industry professionals throughout the semester and the year to refine and update with emphasis on student feedback to support updates

Small Business

- State initiatives are intensely driving the continued review and revision of curriculum, courses and certificate programs. As part of CTE, the course offerings in the BIT program areas are under constant scrutiny to provide relevant evidence for all the factors mentioned above.
- Instructors regularly review certificate program objectives to ensure that courses remain aligned to industry-level certifications. Input from industry advisory boards and instructors who work in industry is used to ensure up to date and relevant course topics. Minor changes are reflected in lessons; major lessons are updated in course outlines. Curriculum is updated to reflect changes in industry needs.

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Project Management

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14. How is the program/department engaged in integrating new technology into the instructional program?:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Daily use, implementation, review and student feedback drive the technology decisions in the program

Small Business

- Implementation of hybrid, online, and synchronous course delivery where applicable has helped with student persistence and certificate completion. Faculty actively explore and implement new technology that may provide additional support to help students engage, persist, and achieve success.
- Perkins funds and other grants were used to develop a well-lit, video-equipped Entrepreneur Space to develop students' business projects.
- The Small Business instructors piloted a course about Starting Your Small Business in the Gig Economy class on the learning management system, Canvas. One-on-one coaching via the video conferencing tool Zoom is available for Small Business students, funded by the Perkins grant.

Project Management

- The implementation of hybrid, online, and synchronous course delivery where applicable has helped with student persistence and certificate completion. Faculty actively explore and implement new technology that may provide additional support to help students engage, persist, and achieve success. New technology utilized by the program include Zoom video conferencing, Trello, Slack, the Google Suite, Microsoft Project, SharePoint, and Microsoft Teams.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

Collaboration, inclusion, and support of institutional outreach programs for the underserved student population

16. How is the program/department engaged in integrating new distance education instruction into the program?:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- All courses are now able to be offered in a variety of modalities and have been developed and deployed to meet student demand
- Continue expanding online offerings strategically for optimum success in refining content delivery
- Offering students transitions from on-campus courses to online courses adding flexibility for student course and program completion.

Small Business

- Implementation of hybrid, online, and synchronous course delivery where applicable has helped with student persistence and certificate completion. Faculty actively explore and implement new technology that may provide additional support to help students engage, persist, and have success.
- Small Business faculty wrote the letter of intent and participated in the grant application for a $500,000 Improving Online Career Technical Education Pathways Grant and the California Virtual Campus and Online Education Initiative to improve course quality and equity for Small Business Planning program and four other CTE programs.

Project Management

- The implementation of hybrid, online, and synchronous course delivery where applicable has helped with student persistence and certificate completion. Faculty actively explore and implement new technology that may provide additional support to help students engage, persist, and achieve success. New technology utilized by the program include Zoom video conferencing, Trello, Slack, the Google Suite, Microsoft Project, SharePoint, and Microsoft Teams. This has allowed more effective communication outside the classroom, reducing the need for on-campus meetings.

17. What methods of teacher-student contact (interaction) are utilized? :

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Tutoring services, LMS, email, video conference, discussion boards, (in-class support has been suspended), provide emails for class communication, weekly announcements to inform and stimulate dialogue between students and with instructor
- Effective online communication including live synchronous instruction using Zoom video Conference, personalized feedback of assignments, discussions, and email

The goal of online class communication is the same as the goal in face-to-face interactions with students, such as sharing information, delivering content, listening, and responding to ensure understanding. Helping students stay connected and engaged during the online class sessions. The Learning Management Systems (LMS) – CANVAS has built-in tools to assist in these communication modalities.

Small Business

- Effective online communication including live synchronous instruction using Zoom video Conference, personalized feedback of assignments, discussions, email, and in person meetings.
- The Small Business certificate programs are piloting the use of Slack for synchronous and asynchronous communication among students and faculty.

Project Management

- Effective online communication including live synchronous instruction using Zoom video Conference, personalized feedback of assignments, discussions, email, and in person meetings.
- Additionally, Instructors are piloting the use of Trello, Slack, the Google Suite, Microsoft Project, SharePoint, and Microsoft Teams.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

Additional staffing, Instructional Assistants, and Instructors are needed to support and deliver the ever-growing digital environment that requires experience in software and technical systems and the ability to be fluid and flexible addressing the need of delivering courses in a variety of modalities.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- FLEX offers many opportunities, there are opportunities to attend conferences for specific education and skill enhancement, these remain critical for professional development
- Remote opportunities for converting courses to the online format and other remote professional develop offerings.

Small Business

- Flex activities throughout the year, workshops during Convocation in Fall, and Flex Days in Spring provide numerous opportunities for professional development. Through the Flex Committee, faculty can suggest and offer training sessions. There are opportunities to attend conferences that ensure our faculty are engaging with industry and building relationships to stay current and relevant.
- Faculty also have additional instructor training opportunities through the Online Digital Conference and an Online Learning Pathways conference.
- Relationships with Sector Navigators have provided funding and opportunities to attend conferences as well. Each faculty can apply for Academic Senate funded professional development each year. Three faculty members attended the National Association of Community College for Entrepreneurship virtually in Fall, 2020 through this resource.
- Small Business program is requesting additional annual support for two conferences/trainings per faculty members. This will allow the faculty the opportunity to improve the outcomes of the program through current workshops, networking and training.

Project Management

- - Flex activities throughout the year, workshops during Convocation in Fall, and Flex Days in Spring provide numerous opportunities for professional development. Through the Flex Committee, faculty can suggest and offer training sessions. There are opportunities to attend conferences that ensure our faculty are engaging with industry and building relationships to stay current and relevant.
  - Faculty also have additional instructor training opportunities through the Online Digital Conference and an Online Learning Pathways conference.
  - Relationships with Sector Navigators have provided funding and opportunities to attend conferences as well. Each faculty can apply for Academic Senate funded professional development each year. One faculty member attended the National Association of Community College for Entrepreneurship virtually in Fall, 2020 through this resource.
  - Instructors are requesting additional annual support for two conferences/trainings. This will allow the faculty the opportunity to improve the outcomes of the program through current workshops, networking and training.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

SDCCE currently provides many options for learning institutional software through training programs for newly deployed technology, ie. CANVAS, MICROSOFT, Program Review, Diversity and Inclusion, Institutional Effectiveness, etc)

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:

Deployment of updated classroom computer imaging needs to be accelerated to keep classrooms, software and students current.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

OFFICE SKILLS - BIW ENTRY, TECHNICAL, COMMUNICATIONS, ADMIN AST

- Computers, ebooks, and restructuring online modalities to meet new online environment requirements continue to be reviewed for efficacy.
- Outdated hardware and software provided for student and faculty support negatively impacted the delivery of our program offerings and significantly challenged the student learning experience.

Program Chair: Enter date completed and email Dean for notification: 10/28/2022

Child Development

CHILD DEVELOPMENT Instructional Review and Improvement

Program / Unit: Child Development

Dean: Jacqueline Hester

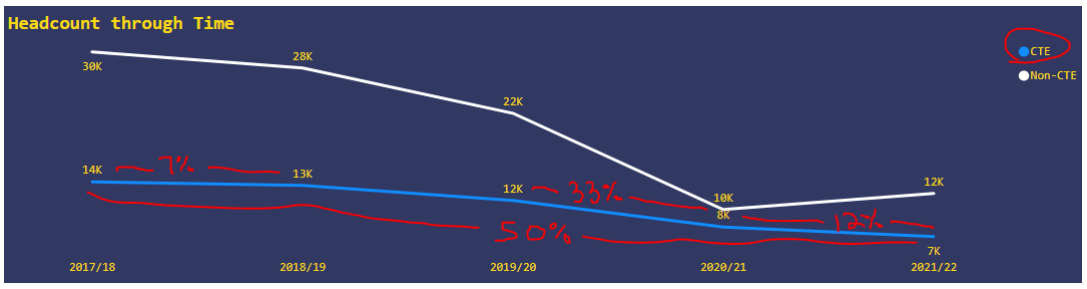
Lead Writer: Rachel Rose

a. Enrollment by Discipline:

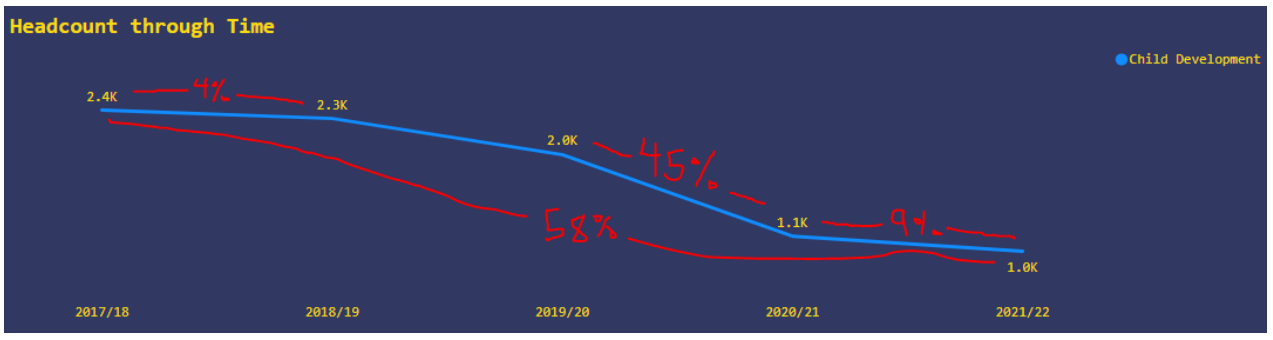
2021-22

5-Year Headcount Trend: #1 Though the 5-year child development headcount trend shows a decrease of 58% compared to SDCCE CTE's 50% decrease, when SDCCE CTE began declining in 17/18 child development maintained their enrollment almost twice as much as SDCCE CTE with only a 4% decline as opposed to a 7% decline. Similarly, after the pandemic hit SDCCE CTE continued to see a large decrease in enrollment, measuring12% from 20/21-21/22, whereas child development maintained a higher percentage of enrollments during that time, only decreasing by 9%. Between 2019/20 -20/21, during the height of the pandemic, child development lost 11% more of their students during the transition to online education compared to SDCCE CTE.

CTE 5-year trend in headcount (below)



Child Development 5-year trend in headcount (below)



Source: Program Review Dashboard (Headcount Tab using Academic Year; data as of 10/13/22)

Cause: Child Development CTE students' ability to succeed in school was more impacted by the onset of the pandemic than other CTE programs. Child Development students were often immediately responsible for the child care of all family members. Additionally, those students who were able to learn while having their young children in school with them no longer had the means to study and care for their children. The switch to completely online, in combination with the increased family organizational demands of sheltering-in-place, impacted child development students' ability to succeed disproportionately. Another huge barrier we saw that our students faced was the lack of access to technology.

Implication: Outside of the large drop at the beginning of the pandemic, Child Development has outperformed in the relative percentage of overall SDCCE CTE enrollment. Child Development fully in-person classes were successfully outperforming the SDCCE CTE.

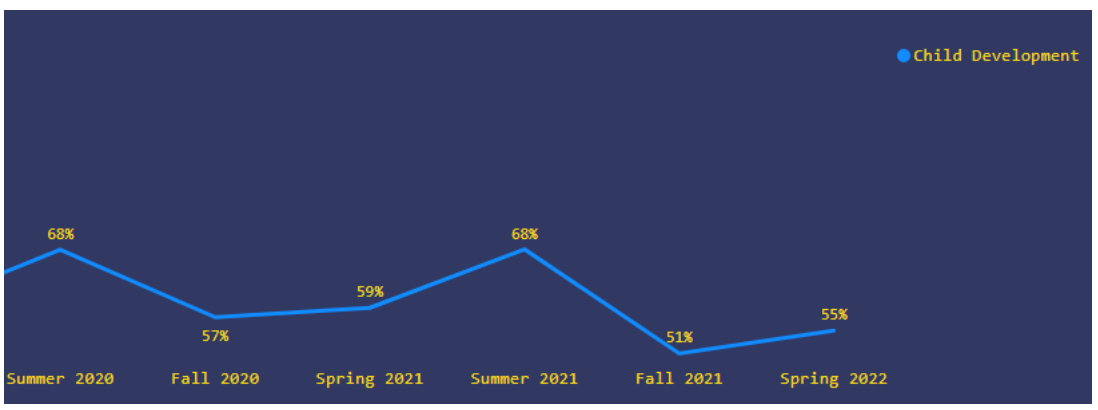
Next Steps: The Child Development must return to fully in-person classes without a hybrid component and a few fully online asynchronous courses where students have the ability to choose to attend the live session or watch the recording. Additionally, marketing regarding the safety of the classroom environment post covid and offering multiple fully in-person options with days of the week and times that might fit into the students' schedules now that their older children are back in school would benefit student success.

Facility Resources: Child Development lost multiple off-site locations in 2020/21. A minimum of 2 to 3 classrooms at ECC, 2 to 3 classrooms at MidCity, and additional classrooms at Miramar.

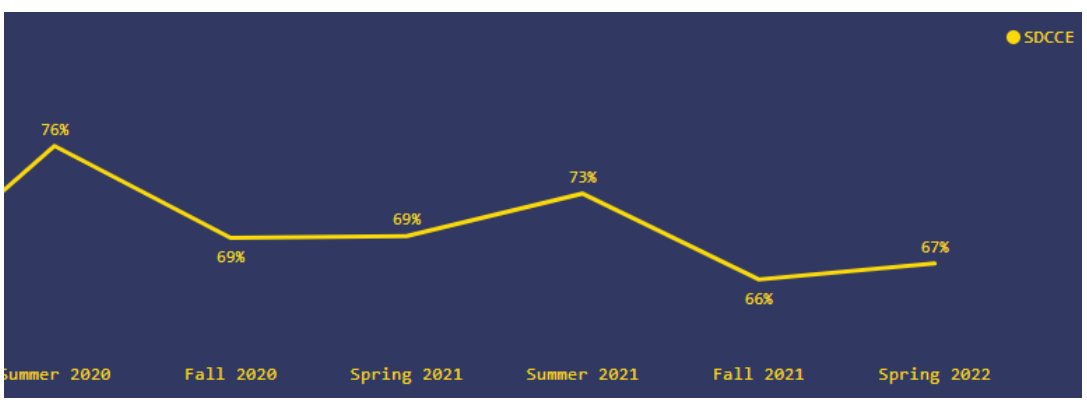
Summer Enrollment/Retention Trend: #2 Summer offerings had the highest retention rates for Child Development, which aligns with SDCCE. Summer 2020 and 2021 in Child Development were consistently successful, with a 68% retention rate in those shorter sessions than during the year, with retention rates between 17% to 9% lower (falling within the 50 percentiles). Summer retention for SDCCE is only 4% to 7 % higher, suggesting a substantial difference in Summer child development students or instruction versus the school year. In fact, between the Summer of 2020 and the Summer of 2021, Child Development maintained its higher retention rate while SDCCE's overall retention rate dropped by -3%.

Term Comparison of Retention Rates Trend #3. Child Development retention rates overall remained lower than SDCCE in numbers as well as in percentage change (aside from the summer 2021 statistics mentioned in trend #1), i.e., SDCCE Fall 20 compared to Fall 2021 retention rates (which decreased by 3% in the year) was less compared to Child development's Fall 20 to Fall 2021 retention rates (which decreased by 6% in those 12 months) and SDCCE Spring 20 compared to Spring 2021 retention rates (which decreased by 2%) was less compared to the same time frame for child development (which decreased by 4% in those 12 months).

Retention Rates Child Development by Term



Retention Rates SDCCE by Term



Cause Trend #1: Laboratory classes where children can attend with parents allow for greater retention in the courses during the summer months.

Cause Trend #2 - Child Development's transition to a focus on CTE with multiple programs instead of just two was not advertised or understood by the community, counselors, outreach, or students, which led to an enrollment and drops. Similarly, the community is interested in lifelong learning of parent education, and when that is not the class offered, the student chooses to drop out.

Implications: Trend #1. Since the difference in retention between SDCCE and Child development in Spring 2022 was 8% yet only 5% in Summer 2021, Child Development is closer to the SDCCE average during summer; therefore, students, the community, and SDCCE benefit from a robust summer offering of courses.

Implications Trend #2 Implications: Marketing and internal communication and professional development on child development program changes are essential to retention rates.

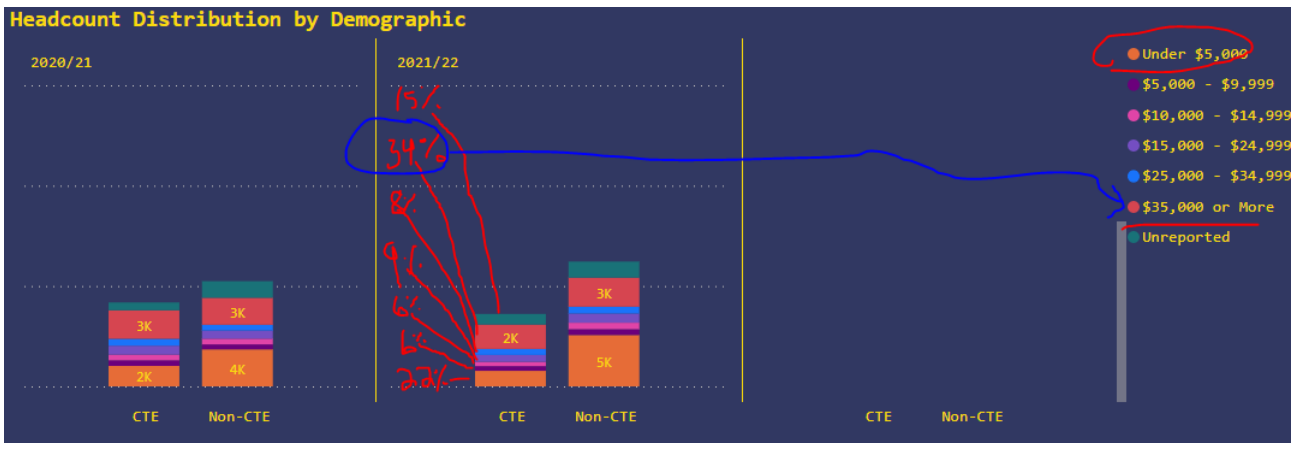
Next Steps: Trend #1- Significant summer course offerings should continue and increase. Trend #2. Strategic child development marketing needs to be deployed into multiple community areas and zip codes.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

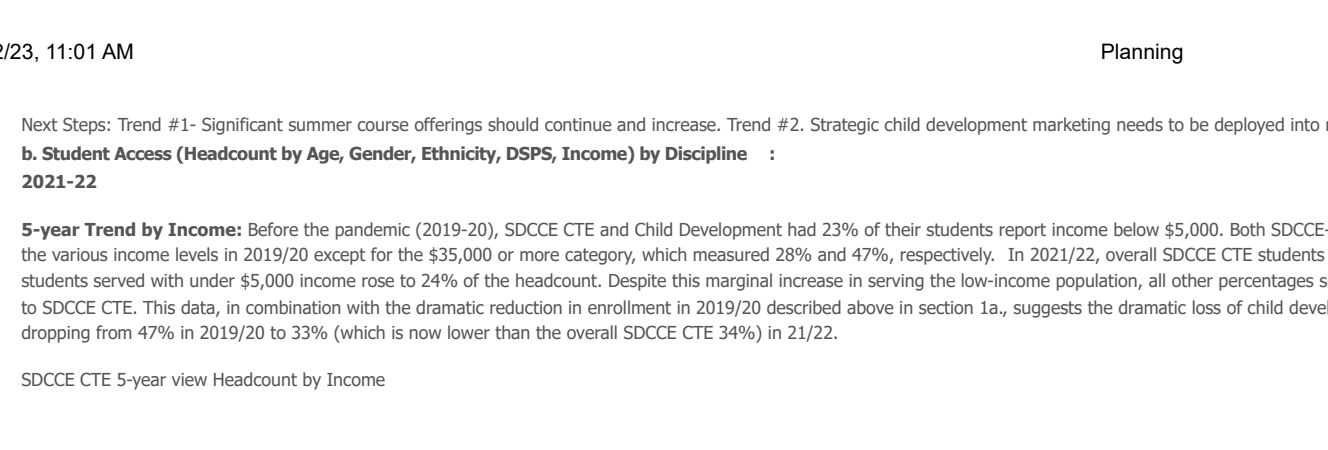
2021-22

5-year Trend by Income: Before the pandemic (2019-20), SDCCE CTE and Child Development had 23% of their students report income below $5,000. Both SDCCE- CTE and Child Development had about the same relative percentage of students at the various income levels in 2019/20 except for the $35,000 or more category, which measured 28% and 47%, respectively. In 2021/22, overall SDCCE CTE students served with under $5,000 income dropped to 22%, whereas Child Development students served with under $5,000 income rose to 24% of the headcount. Despite this marginal increase in serving the low-income population, all other percentages served in Child Development were similar for the 2021/22 academic year compared to SDCCE CTE. This data, in combination with the dramatic reduction in enrollment in 2019/20 described above in section 1a., suggests the dramatic loss of child development enrollment was of students from the $35,000 or more income bracket, dropping from 47% in 2019/20 to 33% (which is now lower than the overall SDCCE CTE 34%) in 21/22.

SDCCE CTE 5-year view Headcount by Income



Child Development 5-year view Headcount by Income



Source: Program Review Dashboard (Headcount Tab using Academic Year; data as of 10/7/22)

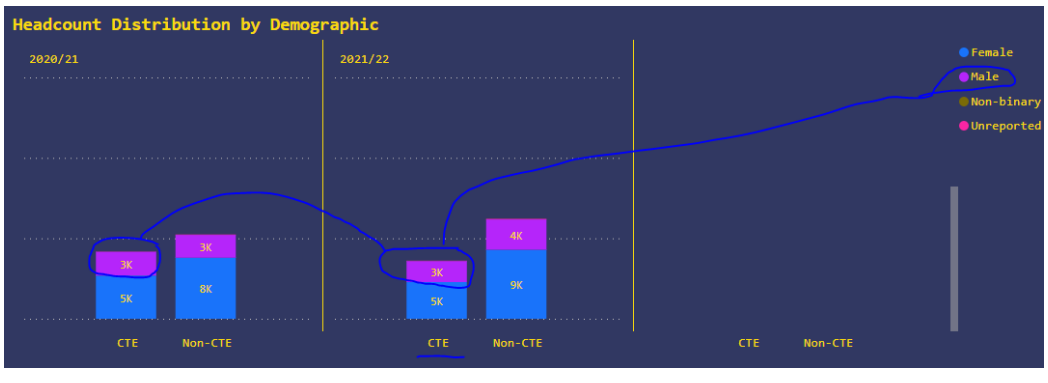
Cause: 1. Knowing that Child Development does not earn a living wage on its own, the majority of students seeking training for employment in the child development field were displaced homemakers looking to supplement the family's income while still providing care for a child at home. Child Development was serving a vital need to the community seeking additional part-time employment while transitioning their children into grade school. 2. Child development has been strategically marketing SDUSD graduates and underserved populations, which explains the rise in serving students with an income of under $5,000.

Implication: 1. A whole demographic of students in the displaced homemaker role is not currently being served/informed of in-person class openings. 2. The marketing to San Diego Unified School District has an effect, and more should be done to build and strengthen that pathway for recent graduates.

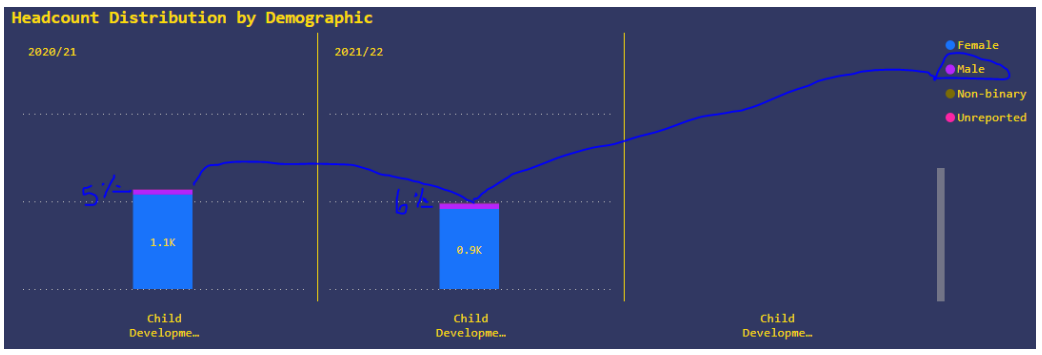
Next Steps: 1. With the return of in-person classes, market to let the displaced homemakers know they could go to school and care for their child at the same time is necessary. 2. Efforts and resources should support the increased outreach and pathways with SDUSD.

2-year Trend Gender: Males are disproportionately underserved in Child Development compared to SDCCE CTE, with only 6% of the 21/22 headcount in Child Development identifying as male. Despite the drop in overall headcount for Child Development between the 20/21 and 21/22 years, the percentage of males increased from 5% to 6%.

A 2-year review of SDCCE CTE Headcount by Gender



A 2-year review of Child Development Headcount by Gender



Source: Program Review Dashboard (Headcount Tab using Academic Year by Gender; data as of 10/13/22)

Cause: A lack of marketing and outreach tells the story of male employment openings.

Implication: Though offering fully online and night courses slightly increased male enrollment; however, the enrollment should be increased as well as the retention of those male students who enroll. The disparity will continue to exist without new strategies to draw males to the field of Child Development.

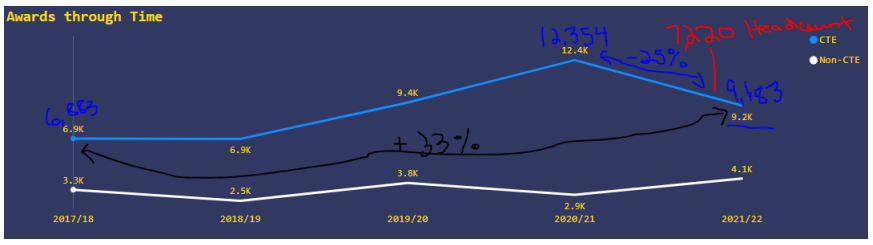
Next Steps: 1. Pilot Saturday courses directed at males to create a cohort; participating in a course with others that look like you has proven to encourage retention. 2. Offer resources to deploy the Faculty Institute announcement strategy that focuses on encouragement to all students with special inclusion language to speak to men. 3. Deploy improved marketing focused on remedying this disparity. 4. Give PD to encourage the deployment of an inclusive child development syllabus created during the Faculty Institute. 5. Utilize Instructional Assistants in classrooms to increase the individualized attention

Resources Needed: Instructional Assistants in classrooms, Marketing, and Professional Development

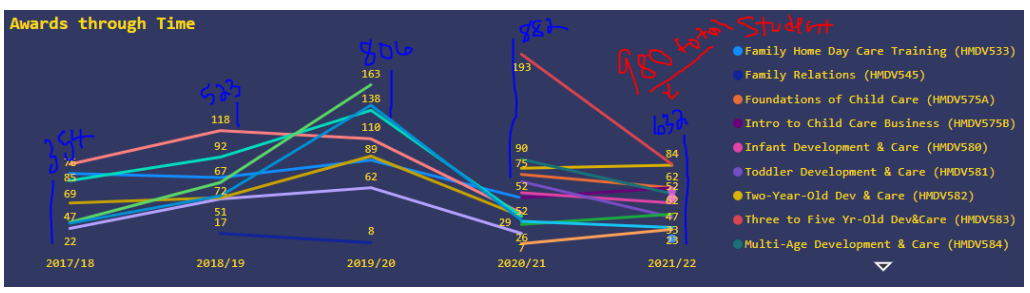
c. Certificates Awarded by Discipline :
2021-22

5-year Trend Certificates Awarded: The data shows 9,183 SDCCE CTE students received awards in 21/22 with an SDCCE headcount of 7,220 students. Child development awarded 634 certificates in 21/22 with a 980 headcount, not matching the over 1 to1 ratio the data suggests for overall SDCCE CTE. However, in a 5-year trend SDCCE CTE increased student awards by 33% from 17/18 to 21/22, whereas child development increased student awards from 354 to 632, equaling a 78.5% increase in awards from 17/18 to 21/22, which is 45.5% more awards respectively than overall SDCCE CTE.

5-year Trend SDCCE CTE Awards with Total Awards in Blue & % Increase in Black



5-year Trend Child Development Awards by Course with Total Awards in Blue with 78.5% increase in awards from 17/18 to 21/22



Source: Program Review Dashboard (Awards Tab using Academic Year by Program Awards with Totals and Headcount written in; data as of 10/13/22)

Trend #2 -Additional Child Development Trend by Courses (see above): There is a positive and negative diagonal trend in all child development awards from 2020/21 to 21/22, i.e., child development programs awarding high numbers one year has lower numbers the next year and vice versa.

Cause: The transition in the child development curriculum successfully produced a significant increase in awards. Cause #2 -Child development does not have a constant flow of new students, and in qualitative observation, it is common for students to complete one certificate and continue to complete another one.

Implication: The new child development pathways and program rewards are successful and valued by the Child development students. Implication #2 -Multiple program certificates should be offered at each site to serve the students who complete one certificate and choose additional specialty training in another certificate.

Next Steps: Seeing that SDCCE CTE students, on average, receive more than one certificate in a year, the child development orientation and counselors need to work closely with all child development students to understand the options and pathways for multiple certificates. Next Steps #2: Secure more classrooms at each campus and ensure the scheduling of multiple in-person courses and fully online courses that align or swap times each semester to meet students' schedules for award achievement. Since a build-out of a fully equipped child development classroom with bathrooms, sinks, refrigerators, etc., is not feasible, the Child Development program could use a typical classroom with specialized products to offer four laboratory classes at these sites. Create a minor conversion of three classrooms at both Mid City Campus and ECC to offer new 3-5-year-old Specialty Curriculum Certificate (HMDV 593 and HMDV 594), Infant and toddler Enrichment Certificate (HMDV 585 Brain Dance) and Early Learner Enrichment Certificate (HMDV 586 Brain Dance). These courses include hands-on training; however, the equipment can be brought into a typical structural classroom without modifications to the walls/permanent fixtures.

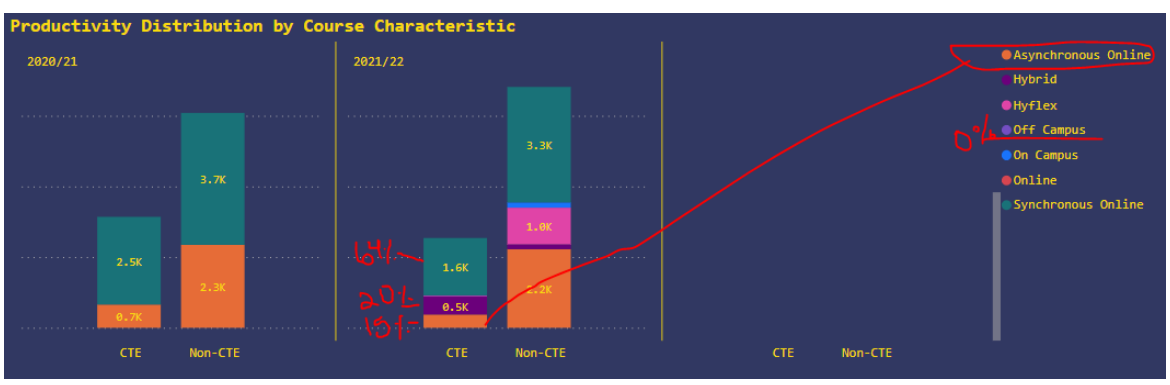
Staffing, Supplies, and Marketing Resources: Child Development needs 1. Funding for instructional assistants to assist with student competency completion, 2. Program chair time dedicated to hiring, training, and retaining quality TAs, 3. A short social media marketing video for each certificate focuses on an explanation of the pathway, work-based connection to coursework, and potential for employment, 4. Faculty time dedicated to distance education instructional design to increase the number of courses in ICOM to allow more award attainment in a fully online setting, 5. Program or institution time allocated to maintaining the current and future ICOM courses, 6. STEAM, Emerging Literacy, and Brain Dance instructional supplies are unique to the courses, if new classrooms at ECC, MidCity, and Miramar are assigned to child development, then instructional supplies for the courses taught in those rooms will need to be purchased, and 7. Converting a standard instructional classroom to a classroom intended to be used with adults and children takes time; human capital will be required to initially set up these new classrooms at ECC, MidCity, and Miramar if they are assigned to child development.

d. FTES by Discipline and class mode (online/on-campus):
2021-22

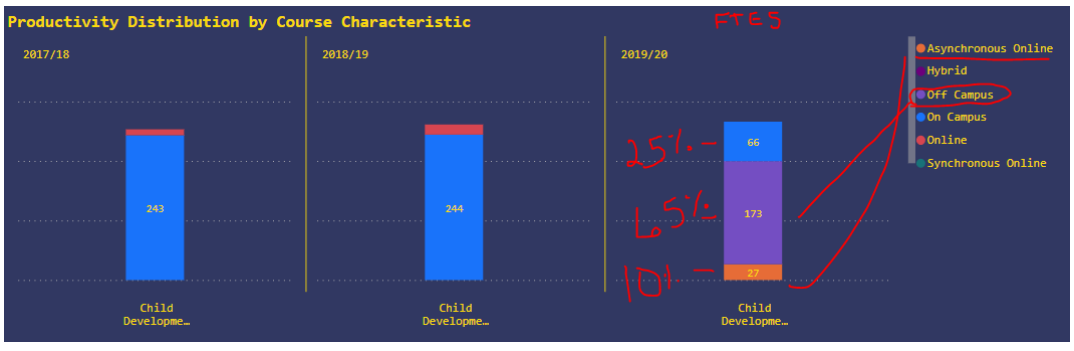
5-Year Trend FTES: SDCCE CTE prior to the pandemic only had 16% of courses off-campus, whereas Child Development at that same time (19/20) had 65% of FTES off-campus. SDCCE CTE (12% FTES) and Child Development (10% FTES) in 19/20 had a similar percentage of distance education. The 5-year trend ended with 21/22 with no classes off-campus and only a few on-campus (only for SDCCE, not Child Development).

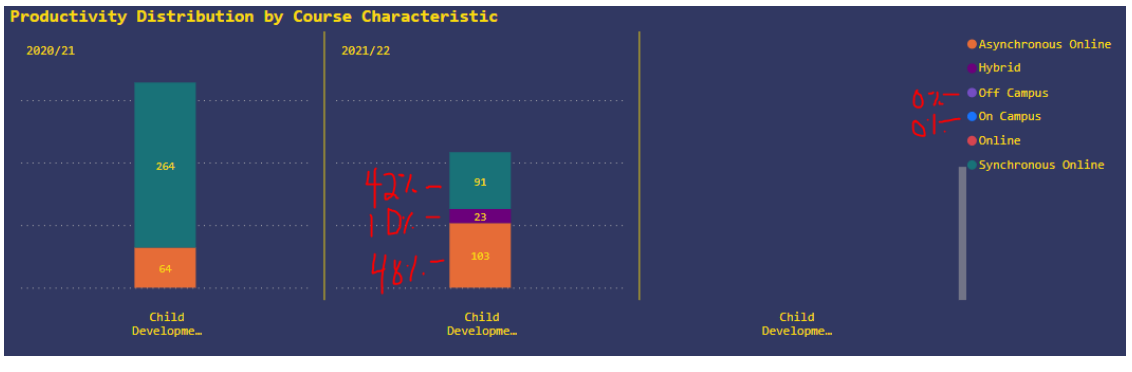
5-Year Trend Child Development FTES by Modality and Campus





5-Year Trend Child Development FTES by Modality and Campus





Source: Program Review Dashboard (Productivity Tab measuring FTES using Academic Year by Modality & Campus; data as of 10/13/22)

Cause: SDCCD protocol did not allow Child Development laboratories to hold in-person courses.

Implication: Child Development lost many off-campus sites that housed 65% of the FTES because of the limited classroom space available for child development at SDCCE campuses. Mid City, Miramar, and ECC area off-campus sites are no longer available. More off-campus sites as well as on-campus classrooms, are needed to grow the FTES. Asynchronous courses were successful pre-pandemic, therefore, returning to a minimum of 10% asynchronous offerings seems prudent.

Next Steps: Off-campus site contracts should be secured. Additional on-campus classrooms need to be secured to reinstate in-person course offerings that serve students across multiple zip codes.

Facilities Resources: The Child Development department requests more classroom space on and off-campus, including a classroom to teach HMDV 575A on City College Campus (City College offers courses on the ECC campus.)

e. Cost by Discipline:

2021-22

San Diego College of Continuing Education
Financial Information for Program Review
Prepared September 23, 2022

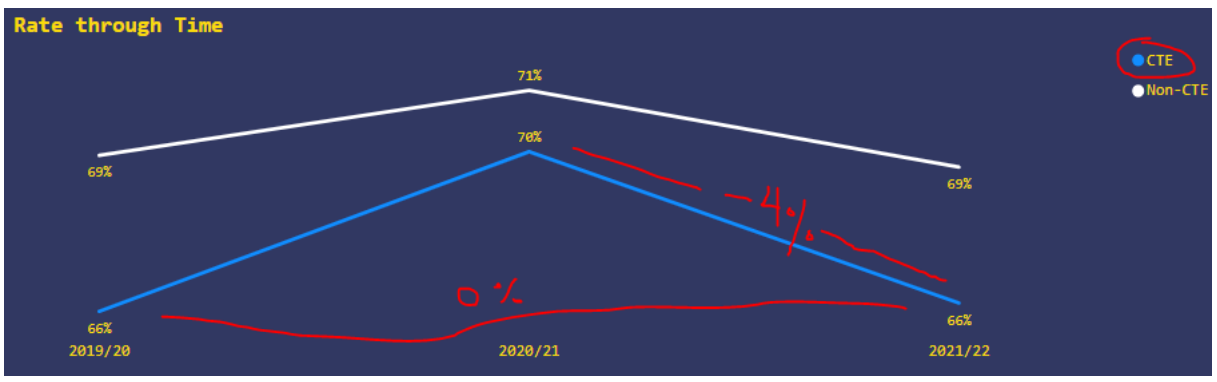
PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Child Development (44600)						
Total FTES		269	255			
CHILD DEVELOPMENT	130500	952,416	894,407	924,913	857,228	764,498
OTHER INST ADMN	609000	20,965	55,556	42,582	19,445	51,409
COUNSELING & GUIDANCE	631000	-	-	-	1,310	-
Total Program Expenditures		973,381	949,963	967,495	877,982	815,907
Cost Per FTES		3,617	3,721	#DIV/0!	#DIV/0!	#DIV/0!

f. Course Completion by Discipline (Retention and Success) :

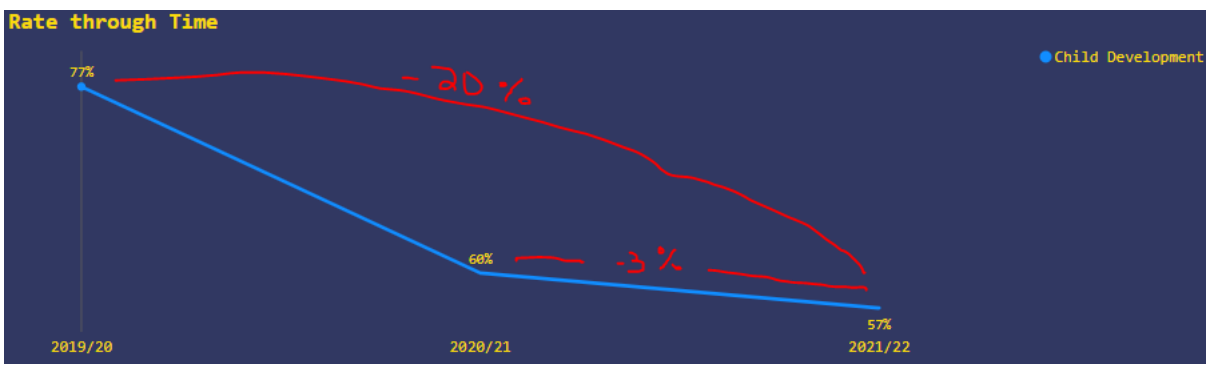
2021-22

Three-year Retention Trend (only three years of data was available): Child Development began with a much higher retention rate of students at 77% compared to the overall SDCCE CTE at 66%. The Child Development Department between 20/21 and 21/22 experienced less of a decrease in retention relative to the percentage of change: SDCCE CTE (-4%) and CD (-3%). During the dramatic drop in serving students reporting over $35,000 in income annually, as noted previously during 20/21, the child development retention rate seen below plummeted by 17% from an institutional high of 77% to below the institutional average of 60%.

Three-year Retention Rate for SDCCE CTE



Three-year Retention Rate for Overall Child Development Department



Source: Program Review Dashboard (Success and Retention Tab measuring Retention Rate using Academic Year; data as of 10/13/22)

Cause: Factors in 2020/21 that could impact this retention rate were 1. A drop in student enrollment from higher-income households, 2. The change in curriculum to more challenging assessments, 3. With the high number of female students who may have needed to manage the household and care for school-age children during the pandemic, students may have wanted to continue in school, enrolled, and then dropped out, unable to complete their schooling with competing child care and family responsibilities, and 4. Students may not fully understand the transition to the new certificate pathways, enrolling and dropping out.

Implications: Child development experienced a greater impact than other SDCCE CTE programs from the onset and during the duration of the pandemic due to the student population.

Next Steps: Child development needs to market new pathways, reach the missing population, re-evaluate curricula assessments, acquire tutoring help for students, and connect students with fully in-person learning to return the student's ability to succeed in school while caring for a child.

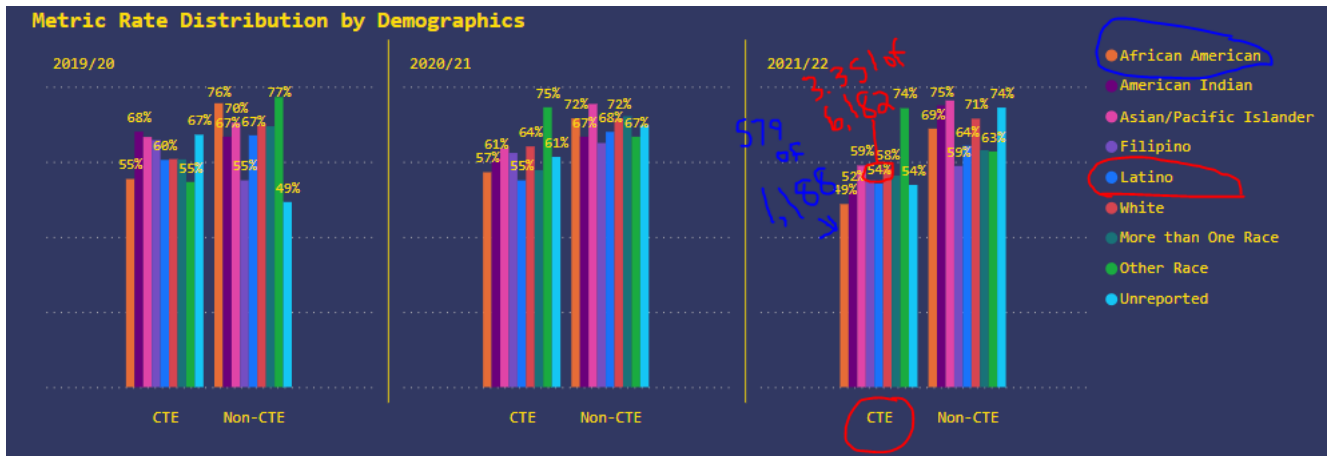
Staffing, Facilities, and Marketing Resources: To address these phenomena, the child development department requires 1. Orientations and outreach with clear visuals and understanding of the new child development pathway, 2. Marketing materials and swag to understand and promote the new child development pathways, 3. Marketing targeting displaced homemakers, and 4. Human capital to secure additional classroom space to outfit and set up the new classrooms.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

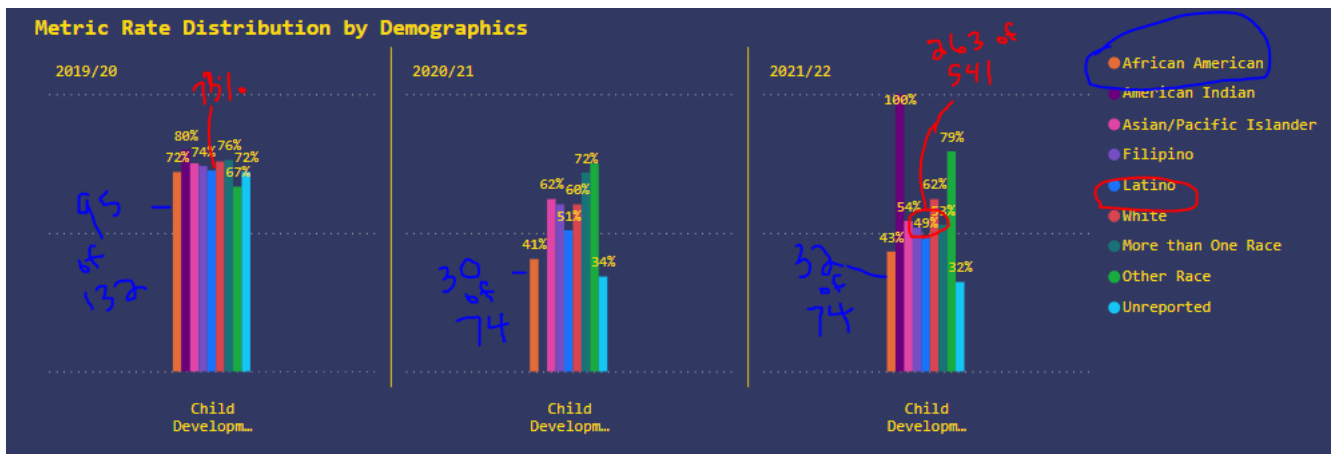
2021-22

Three-year Success Rate Trend (only three years of data was available): In 21/22, Child Development has a lower success rate than SDCCE CTE for Black students by 7% and for Hispanics by 5%. The metrics from 2019-20 show Child development exceeds the success rate of SDCCE CTE for Black students by 17% and for Hispanics by 13%. This shows an overall drop in success for Child development students at 24% for Black students and 18% for Hispanic students.

Three-year Success Rate for SDCCE CTE by Ethnicity



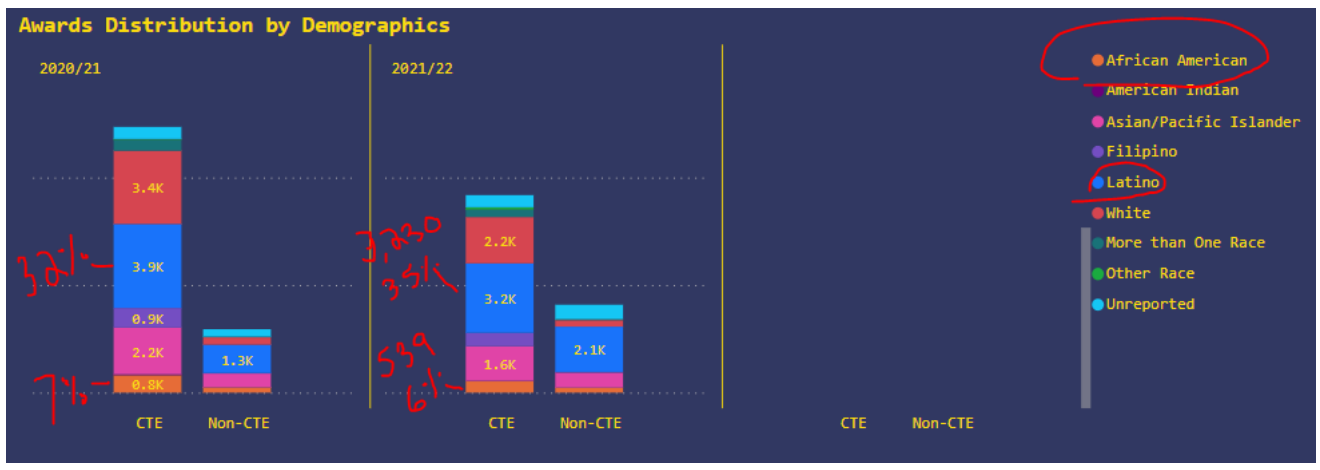
Three-year Success Rate for Child Development by Ethnicity



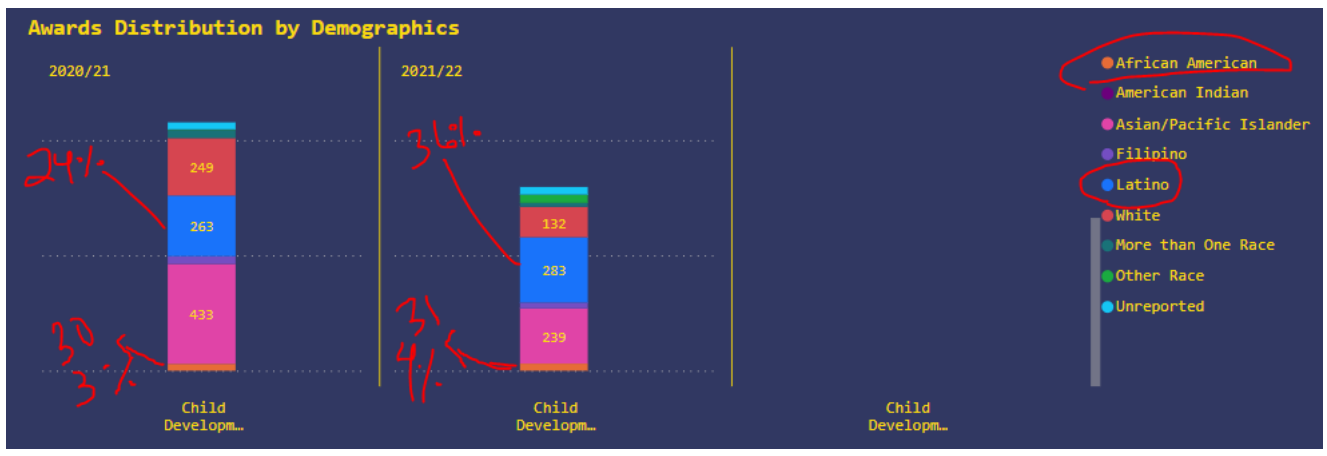
Source: Program Review Dashboard (Retention and Success Tab measuring Success Rate using Academic Year by Ethnicity; data as of 10/13/22)

The trend continued: As seen below in the awards, Child Development has a much higher rate of a CTE student attaining an award as well as qualifying in the success rate, with only one of the 32 Black students not receiving a Child development award in 21/22 compared to 50 of the 379 SDCCE CTE Black students who were successful but did not receive an award according to the data.

Awards for SDCCE CTE by Ethnicity



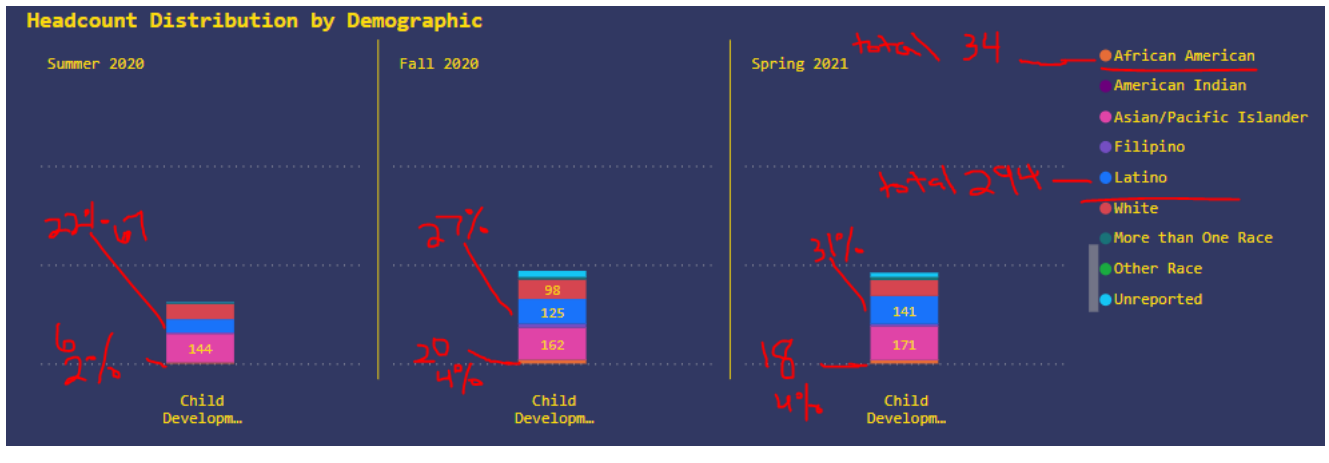
Awards for Child Development by Ethnicity



Source: Program Review Dashboard (Awards Tab measuring Total Awards using Academic Year by Ethnicity; data as of 10/13/22)

The trend continued: The headcount in Child Development for Black students in 21/22 was 34 students, and of that, 31 received a certificate which is 91%. The headcount in Child Development for Hispanic students in 21/22 was 294, and 283 students received certificates which is 96%.

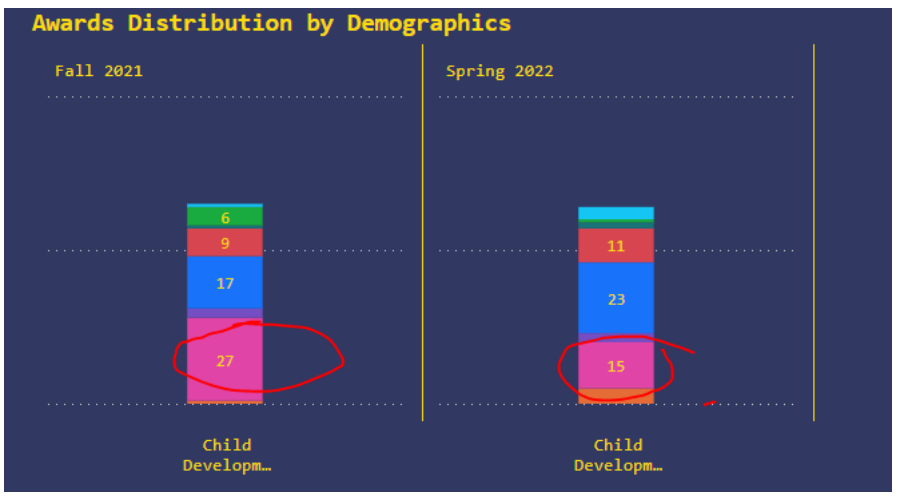
Headcount for Child Development by Ethnicity



Cause: Completion rates may be due to Child Development's focus on providing multiple professional development opportunities related to building a welcoming classroom for all students. Additionally, instructional assistants help instructors with personalized attention for all students.

Implications: When an underserved population finds Child Development, they stay and succeed.

Missed Opportunity: The number of students served is low compared to the available population. For example, approximately 50% of San Diego County's population is Hispanic, yet a much lower percentage attend SDCCE as a whole, with an even lower percentage in Child Development. First, Child Development is not offering a robust schedule across all zip codes. Second, the awareness of child care as a career option and a language barrier may prohibit Spanish speakers from enrolling. Less FTES is collected due to not reaching a population typically employed in some form of child care. Latin culture historically values enmeshment over individualism, which may be why Spanish speakers choose to have other Spanish speakers care for their children, negating the childcare workers' desire/need for ESL. Access is limited by zip code, and potential students who provide child care in Spanish could succeed in CTE Child Development programs if the courses were offered in Spanish. The number of Latino students completing and receiving an award would increase (see the decrease in awards with the decrease in headcount in the last two terms below).



Additional Missed Opportunities- If San Diego County's population is a bit over 6% African American, then Child development is not reaching/serving this demographic.

Next Steps: Offer HMDV 575A and HMDV 575B in Spanish solely taught by a Spanish-speaking Child Development instructor with the exact curriculum offered in Spanish at a minimum of once a semester for the population who wishes to offer child care in their own language (The county will offer licenses to individuals who speak only Spanish and all of their material is in a Spanish version). Strategically market Spanish child development courses into specific zip codes. Create strategic marketing in zip codes. Collaborate with ESL to Co-teach either HMDV 584 or one or both of the two new ESL's classes being piloted this summer: one focused on parenting and the other on Child Development CTE Information.

Curriculum Assistance, Human Capital, and Marketing Resources: The Child Development department requires the following resources 1. Approval to offer the courses in Spanish for whole programs to be attained in Spanish, 2. Child Development swag to market to current child care provider locations, 3. Strategic marketing to the military population, 4. Human capital to develop a "wall of fame/student success stories" on the Child Development website to encourage all students including minority populations as they see/read about the success of their peers, 5. Human capital to disseminate materials and information regarding the courses, pathways, and website to the community and employers, 6. Teaching assistants to assist in classroom instruction, and supervision, 7. Faculty human capital to engage in proactive community collaboration with an emphasis on enrollment to mitigate downward trends, 8. a social media campaign to promote in-person and ICOM courses in underserved zip codes, 9. Faculty human capital to build and maintain relationships with credit to develop additional credit-by-exam agreements, 10, Faculty human capital to develop the assessments and rubrics to meet credit approval, and 11. Process and relationships to assist with continued collaborations with the credit colleges to ease and facilitate smooth student transition from non-credit to credit.

Institutional Resources: To address the gap, the institution needs to provide student services assistance to mitigate student barriers to success and provide wrap-around services and attention for our students.

2. What are some strategies your department has or will implement to improve student access to your program?:
2021-2022:

As determined in the data above, child development should:

1. Increase site locations to improve equitable access to complete program certificates at each site,
2. Develop marketing materials including swag, brochures, banners, etc. to welcome under-served student populations,
3. Strategically target marketing toward the populations that include males, displaced homemakers, Hispanics, and Blacks,
4. Increase community education offerings,
5. Increase the number of program certificates available in ICOM
6. Scheduling two courses in a program in alignment with campus and hour of the day to increase access to certificate attainment,
7. Increase fully in-person course offerings across all campuses including ECC and MidCity,
8. Developing parent education courses or CTE courses aimed at couples/primary caregiver partners to decrease the gender equity gap, and
9. Update and maintain the CD website.
10. Host information sessions within the different communities that target the underrepresented student populations in CD
11. Distribute branded swag at the information sessions targeting the underrepresented student populations in CD

As determined in the data above, the institution should:

1. Create consistent streamlined student services assistance with enrollment,
2. Increase internet access at all campuses,
3. Provide devices and hotspots to students and outdoor child development instructors,
4. Acknowledge and address the increased emotional fatigue due to the heightened sustained stress and increased workload due to the pandemic,
5. Increase outreach,
6. Survey students to collect data on how to more effectively alleviate barriers to access, and
7. Provide time for counselors and instructional faculty to discuss orientations, processes, pathways, and opportunities for student success.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:
2021-2022

As determined in the data above, child development should:

1. Build personal relationships with each student to determine and acknowledge student barriers, refer students to institutional support resources within SDCCE and the community, and assess soft skills necessary for successful employment,
2. Build relationships with each student by meeting with students outside of class hours,
3. Provide professional development to faculty regarding SDCCE support resources that are available to students, special needs curricula in preparation to instruct the Instructional Aide Program, and growing an inclusive and welcoming environment,
4. Plan for a yearly review of data regarding underrepresented groups prior to scheduling,
5. Complete a bi-yearly examination of faculty classroom inclusion and best teaching practices,
6. Develop and deploy social media campaigns with short videos, and
7. Develop more credit-by-exam agreements.

As determined in the data above, the institution should:

1. Create family-friendly career resources and student services, such as counselor education planning available for students who have a childcare barrier that inhibits utilizing counseling services, career counselors who assist with short-term career options for students who must find work around their children's school schedule or elderly parents' needs and
2. Leverage job developers' connections to employees to advance and strengthen industry advisory boards,
3. Replace out-of-date, limited, or slow instructor devices that cause zoom delays.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:
2021-22:

To support student learning needs, Child Development faculty use the following instructional strategies to improve student retention and program completion:

1. Providing projects,
2. Engaging in problem-solving,
3. Promoting a sense of community and belonging,
4. Making a personal connection with students,
5. Planning curriculum for the application of learned materials,
6. Having a positive attitude while actively promoting happiness and optimism,
7. Pairing students to help each other,
8. Valuing the student as a contributor to the class, and
9. Making class time together enjoyable as well as focused on the promotion of inclusion.

Strategies that Child Development has or will implement to improve student retention and program completion are as follows:

1. Improve understanding of child development programs to increase retention through aligned information provided in orientation, outreach, marketing, and the classroom,
2. Maintain and improve the website for the easy and clear dissemination of information in one location,
3. Reinstate the "Wall of fame"/"Student Success Stories" project,
4. Provide professional development focusing on improving retention with universal language to market/describe the program, methods to safely clean and run children cohorts to address Covid safety in the laboratory classrooms, and updated research provided in lesson plans,
5. Develop new parent education course outlines outside of CTE to provide the community service of assisting parents in teaching anti-bias attitudes and decreasing micro-aggressions that are transmitted to children,
6. Update the visual diagram that outlines career pathways, and
7. Develop a child development community for prospective and current students.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

2021-22:

The results of this data analysis are connected to all 6 goals in child development's strategic plan and resource requests through an annual process of collecting qualitative feedback, reviewing quantitative data, synthesizing information into a thorough program review, and using the findings the direct and/or modify department goals, objectives and action steps while also influencing the resources requested to complete this goal-directed work.

The following Child Development goals are connected to this data analysis:

Goal 1. Collaborate with student services to assist in the development of community partnerships for the following two purposes: 1. Assisting students with employment placement upon program completion and 2. Feeding underqualified employment applicants toward child development programs;

Goal 2. Update and revise and/or re-write child development course outlines to reflect CTE emphasis, grouping courses to create program certificates and pathways that are: 1. Clear to students, faculty, counselors, and employers and 2. Effective at leading students toward academic success/advancement to credit and employment due to skills gained;

Goal 3. Meet the needs identified by the community, CD advisory committee, LMI, and students through the development of new courses and revisions of course schedule to ensure: 1. Effective pathways toward academic success/advancement to credit and employment due to skills gained and 2. Equitable access;

Goal 4. Collaborate with credit colleges for the following purposes: 1. to review current credit-by-exam agreements, 2. to determine SDCCE and credit course(s) that align, 3. to develop new credit-by-exam agreements, and 4. to assist SDCCE students with their transition to credit.

Goal 5. Develop awareness of industry-informed certificate competencies and achievements that are: 1. aligned with course outline objectives, 2. evaluated with rubrics that uphold consistency across course instructors, 3. recognized by employers, and 4. integrated into a system of tracking student progress.

Goal 6. Develop a user-friendly program website for student access or as a community communication tool.

Steps to ensure a connection with these goals include:

1. An annual faculty SWOT (strengths, weaknesses, opportunities, and threats) assessment of the Child Development Program which typically occurs at the Fall Convocation,
2. Update and distribution of certificate attainment flow chart, dispersed to counselors, students, and faculty to assist with collaboration and a student-centered procedure for students' receiving their printed program certificate,
3. Inviting job developers to all program meetings and advisory boards while requesting all instructors to invite the job developer once a semester to introduce the job developer to their class,
4. Establishing a feedback loop between instruction and the Child Development Job Developer to receive job tracking data and employer contacts,
5. Establishing a regularly scheduled feedback loop between instruction and the Child Development counselors,
6. Incorporating the data into decision-making using an "implications" section that clearly outlines how the data should direct, revise, progress, or align child development strategies,
7. Incorporating a "resources needed" section that has been connected to goals and implications, to assure that allocations align with strategies,
8. Leveraging job developer contacts to support and lead an active Child Development Advisory Board which reviews curriculum, programs, and strategies ensuring student needs in education translate to the needs for employment.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

2021-22:

On August 31, 2022, Child Development adjunct and contract faculty gathered at ECC to provide input specifically related to student equity, professional development, technology, and delivery of quality online instruction. On October 18, 2022, an email was sent to all child development faculty, inviting them to continue participating in the process. On October 24, 2022, Child Development contracts met and discussed the program. During the week of 10/31 -11/4, the program review was distributed among all stakeholders for additions and/or revisions. On October 31, 2022, a child development student was given the program review to provide additions.

7. Include your program's mission statement(s)::

Child development students acquire an understanding of their important role as a primary teacher of the children in their care. Through exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs, students learn lifelong skills leading to careers in child development, as well as successful and effective parenting.

8. Provide a brief summary statement for your program.:

2021-22:

The Child Development Certificate Program provides opportunities to complete various career training certificates that create pathways to entry-level employment in the childcare industry or transition to college. The certificate program pathways are designed to prepare students for professional or learning support positions in education, childcare settings, and various other children, adolescent, and family career opportunities. Emphasis is placed on the study of child growth and development, related standards and regulations; positive guidance techniques; health and nutrition practices; indoor and outdoor enrichment; and developmental learning strategies.

San Diego College of Continuing Education Child Development Department offers the following certificate programs:

Child Care Provider

Infant Care Specialist

Child Home Care

Infant & Toddler Development

Early Learner Development

Infant & Toddler Enrichment

Early Learner Enrichment

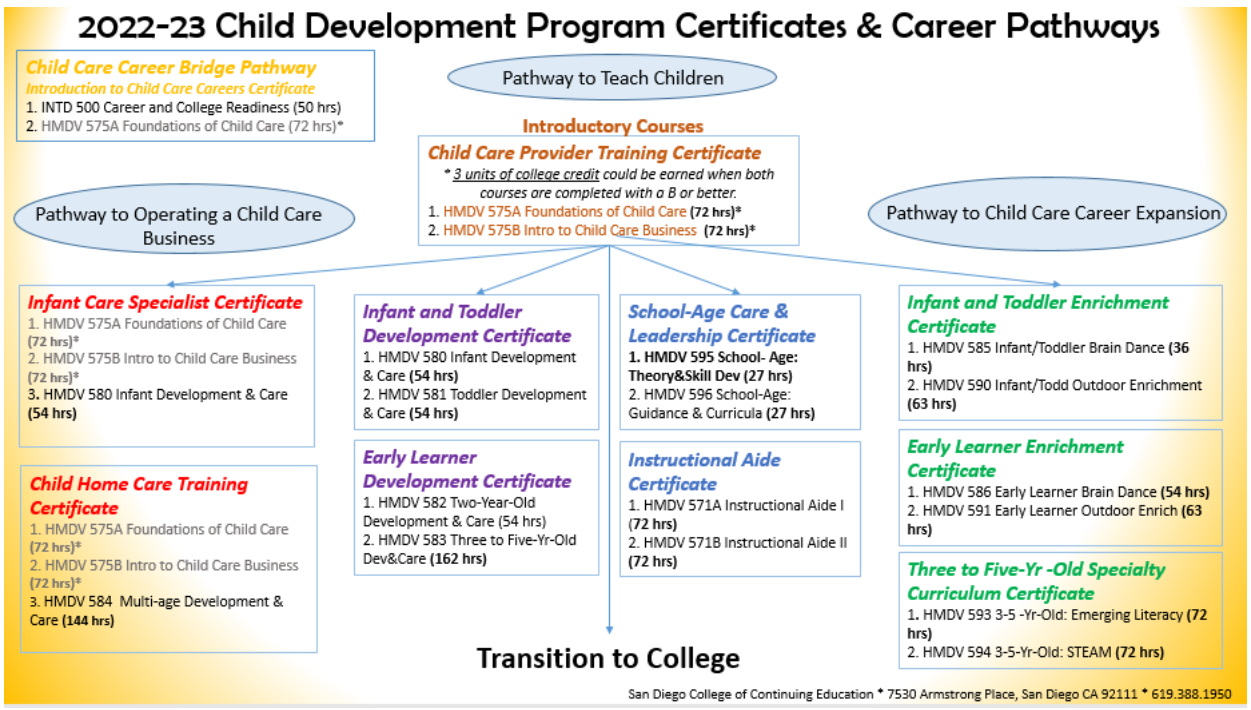
School-Age Care & Leadership

Introduction to Child Care Careers (Part of the Child Care Career Bridge Pathway)

Three to Five-Yr-Old Specialty Curriculum (Completed for first offering Fall 2022)

Instructional Assistant (In progress - First offering estimated for Fall 2023)

Pathway visual showing placement of all programs (including those in progress)



Child Development Program SLOs

- Child development students critically assess significant systems that influence the development and well-being of children, families and communities.
- Child development students demonstrate the skills necessary to provide nurturing and ethical caregiving based on theory, practice and recent research in the field of child development.
- Child development students effectively communicate with children, families and industry professionals across diverse populations and lifestyles.
- Child development students examine specialized vocational paths to integrate caregiving strategies that support inclusion and respect to their career and life goals.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

2021-2022:

Changes to the department include 1. a permanent Dean with the skill, passion, and expertise to move the child development department forward, 2. a gap in staffing between the time the Administrative Assistant to the Dean left and the position was refilled, 3. 1 contract faculty retired.

Impact: 1. A permanent Dean provided stability for the department and students. Decisions could be made and plans supported which was not possible with the long-term acting position. The child development department will have more success in the years to come with permanent administration. Consistency in leadership improves consistency for students, increasing their success. The prior year of non-permanent leadership in an acting position delayed progress in the department, leaving a large gap to be filled with the arrival of the new Dean.

Impact: 2. The loss of classified support negatively impacted student success with the increased workload on the Dean and faculty which left less time to complete the basics of those respective jobs. Strategic plans to move forward were delayed and opportunities to implement increased enrollment plans were delayed. SDCCE needs an improved process to replace open staffing positions in a timely fashion.

Impact: 3. The contract retirement has left child development with only 5 contract faculty to review curricula and complete all department faculty purview needs with a program chair assignment at the lowest in the institution, a .4 total load.

Items in progress/waiting implementation that may have been delayed due to staffing include:

- polling CD students about how they get information regarding the program
- Developing a Facebook page
- QR codes for schedule and registration
- Advertisement to Prime Time at SDUSD
- Getting a flyer (with a QR code) in Peachjar for SDUSD elementary school families
- Getting flyers to pediatrician offices and hospitals
- Getting flyers to the San Diego Park and Recreation Centers around the city
- Getting flyers to the local military families
- Getting flyers to the Family Home Day Cares and Infant Care centers in San Deigo
- Getting flyers targeting pregnant mothers and displaced homemakers
- Instagram page with robust # campaigns
- Purchase child development swag, including T-shirts, bubbles, stickers for cars or laptops, children's blocks, window clings, lanyards, etc. Not the typical bag.
- Develop an employment and recruitment pathway toward SDUSD Univeral Transitional Kindergarten and Universal Preschool Teachers
- Replace/Fix the outdoor hose spigot next to the water fountain on the playground and then attach a hose
- Clean/Clear two outdoor closets at Miramar classrooms - one has a number of adult chairs with attached desktop
- Improve shade at West City Campus Child Development Classroom
- Furnish with Adult chairs at the West City Campus Child Development Classroom
- challenges surrounding a homeless population entering the West City Campus child development playground, sleeping there, and leaving trash behind
- Improve shade with two new umbrellas at Cesar Chavez Campus Child Development Classroom
- Reenvisioning advertising marketing and returning to offering family communication, childbirth, and court-mandated anger-management courses with current outlines
- Requesting classroom space and reestablishing/establishing classrooms at ECC and Mid City Campuses for Child Development
- Re-establishing child development classroom enrollment maximums for in-person courses in accordance with the fire safety codes for that classroom. Twenty-five enrolled students often equate to 50 bodies in a laboratory classroom.
- Collaborative meetings with counselors and job developers for a seamless experience for students and increased understanding of pathways to employment.

10. Highlight your department's most significant accomplishments this past year.:
2021-2022:

The most significant accomplishments include 1. Applying and being awarded the NCAL Grant with substantial movement toward aligning non-credit courses with credit for increased credit-by-exam agreements, increased transition for child development students, and a clearer pathway for the transition; 2. Developing and utilizing Child Development Banners and QR Codes to inject the child development department into underserved communities in a new way; 3. Reinitiating projects to have shade structure built on the Miramar classroom playground; 4. Reinitiating the sandbox project to provide new sand and a cover/sand tarp at the Miramar classroom playground; 5. Reinitiating the West City Sandbox rebuild or replace project and a sand tarp; 6. Reinitiating the umbrella shade project at Cesar Chavez; 7. Providing in-house and state-wide professional development for instructors in preparation for the new course offerings; 8. Providing CPR and First Aid training for Child Development instructors and students free of charge; and 9. Deploying the School-age Care and Leadership program.

During SWOT analysis, faculty noted SDCCE improvements regarding 1. the easier online format to request subs and 2. improvements toward easier registration although greater improvements are necessary.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:
2021-2022 -

The child development program regularly reviews program and course SLOs as a department. Additionally, each year faculty select and assess SLOs as a part of SLO Assessment Week. The 2021-2022 SLO Assessment Week committee acknowledged Child Development faculty at the Silver Level - a top participating program in the assessment of student learning.

The assessment results from the below SLOs for HMDV 595 were used to validate the capacity of SDCCE students when given adequate support and individual time to create this final capstone project which scaffolds five milestones that are completed progressively throughout the course, resulting in a presentation that demonstrates the students' ability to nurture social/emotional growth and resilience in a school-age child. The Student Learning Outcomes (SLO), assessments, and a rubric are provided in the attached documentation.

IMPACT: This capstone project has the potential to launch a student into employment at San Diego Unified School District, working as the before or after-school care or lunch/recess duty officer. This level of work quality absolutely can be achieved by our SDCCE students; however, the teaching hours and the number of office hours necessary to assist students with achieving a product that can be used actually to aid in their career trajectory is staggering and dramatically outside the scope of a 25-hour teaching assignment and/or courses run with 30 students who need substantial individualized attention.

12. What is your process for regularly reviewing curriculum?:
2021-2022:

Due to the effort to move 4 brand new courses and 3 new programs through the curriculum approval process and develop and align course competencies for these courses, the below curriculum schedule of the review was not used. The question regarding a two-year versus four-year cycle for review has not been addressed yet.

Child Development Schedule of Curriculum and Certificate Review (Two-Year Cycle)

Program Title	Year 1 Review of Programs, Courses & Competencies		Year 2 Review of Programs, Courses & Competencies	
Courses in Program	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
Infant and Toddler Development Certificate	**Infant and Toddler Development Certificate**			
Infant Development & Care	Infant Development & Care			
Toddler Development & Care	Toddler Development & Care			
Early Learner Development Certificate	**Early Learner Development Certificate**			
Two-Year-Old Development & Care	Two-Year-Old Development & Care			
Three to Five Yr-Old Dev&Care	Three to Five Yr-Old Dev&Care			
Infant and Toddler Enrichment Certificate			**Infant and Toddler Enrichment Certificate**	
Infant/Toddler Brain Dance			Infant/Toddler Brain Dance	
Infant/Todd Outdoor Enrichment			Infant/Todd Outdoor Enrichment	
Early Learner Enrichment Certificate			**Early Learner Enrichment Certificate**	
Early Learner Brain Dance			Early Learner Brain Dance	
Early Learner Outdoor Enrich			Early Learner Outdoor Enrich	
Child Care Provider Training Certificate		**Child Care Provider Training Certificate**		
Foundations of Child Care		Foundations of Child Care		
Intro to Child Care Business		Intro to Child Care Business		
		Credit-by-Exam Agreement		
Infant Care Specialist Certificate		**Infant Care Specialist Certificate**		
Foundations of Child Care				
Intro to Child Care Business				
Infant Development & Care				
Child Home Care Training Certificate				**Child Home Care Training Certificate**
Foundations of Child Care				
Intro to Child Care Business				
Multi-age Development & Care				Multi-age Development & Care
Stand Alone Courses				
Child Birth				Child Birth
Family Relations				Family Relations
Communications				Communications
School-Age Care and Leadership				
School-Age Theory & Skill Dev				**School-Age Theory & Skill Dev**
School-Age Guidance & Curricula				**School-Age Guidance & Curricula**
Instructional Aide Program				
				Instructional Aide I
				Instructional Aide Program II

Professional Development is to occur yearly.

Training is intended to cover one or all of the following depending on department need:
1. Curricular Changes,
2. Cultural Awareness within content,
3. Changing student demographics,
4. Workforce Need
&
5. Current Research.

Our curriculum review process is on a two-year cycle, meaning all programs, courses, and certificate competencies will be reviewed at least one time over the course of two years. To ensure alignment, student learning outcomes, assessments, and certificate competencies will be reviewed during the same semester as their respective courses.

All faculty participating in the curriculum review process are requested to ask the following questions while reviewing courses:

1. Is the course (or program) content, hours, modality of offerings, and texts relevant, and related to the changing student dynamic?
2. Is the course (or program) content, hours, modality of offerings, and texts relevant to community workforce needs regarding Career Technical Education?
3. Is the course content accurate in accordance with new findings and research advancements?

Faculty reviewing curriculum are expected to attend the CTE Child Development Advisory Board to 1. Gain insight on workforce needs prior to curriculum revision, 2. Review drafts with an established feedback loop, and 3. Disseminate information regarding curricular changes upon final approval.

Staffing or Faculty Hire Resources: Due to the limited number of contract faculty within the Child Development Program, currently 5 after 1 recent retirement, this two-year curricular review of programs, courses and certificate competencies can only be attained with overload assigned. If funding is not available and overload is not assigned to accomplish a full curriculum review on a two-year cycle, then the Child Development department can realistically complete all reviews on a 4-year cycle.

Professional Development Resources: When engaging in this curriculum review process, additional resources needed include 1. Attending conferences, 2. Visiting child care facilities and workplaces, 3. Gaining access to new texts, 4. Understanding how to capitalize on Open Educational Resources, 5. Seeking and reviewing current research, and 6. Collaborating with counselors for an improved customer service experience for students regarding course changes.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :
2021-2022

The processes of curriculum and student learning outcome review ensure that content is accurate and relevant in the following ways:

1. Professional Development is included within and throughout the timeline.
2. The curriculum review process requires faculty to obtain industry input as well as professional development on current research.
3. Yearly Professional Development will focus on cultural inclusiveness as well as the changing student demographics.
4. The review timeline is set on a two-year or four-year schedule, depending on personnel or financial resources; therefore, the curriculum will remain relevant.

14. How is the program/department engaged in integrating new technology into the instructional program?:
2021-2022

As seen in previous program reviews the use of technology is integral to instruction and department function. The Child Development department integrated new technology into instructional programs through 1. Navigating the new credit-by-exam electronic processes, 2. Faculty attending Microsoft Teams training, 3. Faculty utilizing SDCCD zoom, 4. Improving the function and use of the child development website, http://www.sdcechilddevelopment.com, for the intended use of students, industry advisors, employers, and faculty, 5. SharePoint Access, and 6. Encouraging students to use Canvas Studio in discussion assignments in Canvas.

To be able to integrate technology into instruction, the Child Development faculty have attended many OTAN technology trainings (Google Suites for example), Hyflex training, and have taken advantage of the Tech Mentor program and drop-in hours.

Consistent IT staffing, technology support, and hardware updates and replacements are needed for all campuses. Child Development particularly struggled with:

- The projection/speaker system in the Chavez classroom is not working - IT (Tim Saylor) came to repair it but determined that one of the cabinet components was no longer functioning and would have to be repaired by Southland. This was determined Aug. 2022. He said due to staff shortages and post-pandemic low supply chain, he had no idea when this would occur.
- Projection/computer connections in the CE Mesa classroom were not working at one point and due to low IT staff available to help, students and teachers were without this valuable tool for multiple class sessions. (The system is fixed as of now).

Technology and Software Resources: The Child Development department needs: 1. Up-to-date computers in workrooms with Wi-Fi access at all campuses, 2. All desktop computers have built-in cameras for zoom meetings, 3. Project management software to manage grant projects and the department's strategic plan, 4. Subscription to google sites: sdccechilddevelopment.com, 5. Classroom technology, i.e., up-to-date classroom computers, wireless mice and keyboards, blue tooth portable speakers to play media from the instructor's phone 6. Audio microphones to be worn during brain dance and outdoor course offerings, 7. IPads or laptops with Wi-Fi hotspots to register students at off-site locations and during the outdoor enrichment courses, 8. Up-to-date laptops for child development program chair, 9. Additional laboratory classroom supplies and work-based learning equipment, 11. A paid upgraded Remind App subscription for instructors, and 12. Digital equity with internet and computer access for all students.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:
2021-2022:

Diversity, equity, and inclusion are being addressed in the program's curriculum through 1. The review and modification of syllabi to make them more welcoming and fluid, 2. Inclusion of curricular topics in course outline including such as "anti-bias curriculum in caregiving" and "embracing diversity and understanding bias", 3. Professional development of 4 faculty completing the micro-credential: Inclusive Teaching for Equitable Learning, 4. Professional development of 1 faculty graduating from Passport to Success with a cohort focused on diversity, equity, and inclusion, 5. Development of encouraging announcements targeting a male perspective, 6. Department increase of evening and Saturday classes to improve access, and 7. Improved targeted marketing.

Human Capital and Marketing Resources: To improve diversity, equity, and inclusion efforts, the child development department needs: 1. Human capital to review/modify more course outlines for the purpose of including equity, inclusion, and cultural considerations into the curriculum related to being a child care provider and 2. Marketing to increase male enrollment.

Outcome: The child development department anticipates that program quality, productivity, and the implementation of innovative programs and best practices in teaching with an equity lens will be greatly enhanced as we better meet the diverse needs of our student population and actively intentionally promote equity and inclusion.

16. How is the program/department engaged in integrating new distance education instruction into the program?:
2021-2022:

The integration of distance education instruction is not new for Child Development. Child Development has offered distance education opportunities since 2015. Child Development continued to advance, progressing from 1 distance education instructor to 11 during Covid-19 when all faculty completed the SDCCD Online Teaching Training. Distance education instruction is provided with 7 ICOM courses, for a total of 5 program certificate options, with 6 additional courses not designed with the assistance of an instructional designer.

Impact: In an attempt to meet the labor market need for childcare providers, students across the state of California can attain SDCCE Child Development Certificates by taking ICOM courses.

Resources at an Institution Level: To increase student access, enrollment, retention, and completion in online programming, continued resources are needed to build an online ecosystem for students and faculty to make online instruction, learning, and working more robust, dynamic, and efficient. The institution specifically needs 1. Devices for students, 2. Hotspots for students, 3. Adequate Wi-Fi on all campuses, 4. Computer lab space for students, 5. Green room spaces for instructors, 6. Interactive platforms to engage students, and 7. User-friendly, easy-to-navigate access to copyrighted images.

Resources Specific to Child Development Distance Education Instruction (Tech Equipment & Human Capital): To adequately instruct online and Hybrid courses, the child development department needs: 1. 4 to 5 new up-to-date laptops with built-in cameras, 2. Human capital to develop instructional videos and robust online learning activities 3. Faculty Human capital to convert more programs to ICOM, i.e., another 6 to 8 courses, and 4. Marketing materials and outreach to help others understand and promote the 5 current Child Development ICOM certificates.

17. What methods of teacher-student contact (interaction) are utilized? :
2021- 2022:

The methods of teacher-student contact (interaction) for fully online courses include:

1. Asynchronous instruction – Faculty utilize discussion boards for active instructor participation, Screencast-o-Matic/Canvas Studio/FlipBoard for instructor-created videos, written and/or video instruction-focused feedback to assignments, quizzes, discussions, capstones, Remind App communication, and Email communication.
2. Synchronous instruction – Faculty meet with students in large groups over zoom for direct instruction, group activities, application of instructional material, and formative and summative assessments. Small group faculty instruction via zoom includes formative assessments, relationship building, and progress checks. Individualized faculty instruction occurs via zoom and/or over the phone for one-on-one instruction, tutoring, and student oral presentations. Instructors hold office hours and provide one-on-one in-person meetings.
3. General Course interaction – Faculty engage regularly through: sending encouraging announcements within Canvas, responding to student emails, updating the calendar, commenting on quizzes to provide written or recorded instruction regarding the correct answers, providing written or recorded corrections on assignments, commenting on/evaluating student progress throughout the course, providing responses to student submissions, and informing students of resources available through student services or employment fairs.

The methods of teacher-student contact (interaction) for HyFlex courses include all of the above in addition to:

1. In-person Classroom Interaction – Faculty provide hands-on demonstrations of applicable course material, office hours, one-on-one during class meetings, one-on-one out-of-class meetings, the distribution of course material, the distribution of program/institution flyers, collaboration with counselors and job placement specialists, and oral assessment feedback.
2. Live Stream Interaction – Faculty interact with students on the live stream and a video is available after the course.

Resources Needed for Instructor Bandwidth: Lower enrollment caps are needed. Child Development online courses are scheduled with 30 student enrollment caps putting a dramatic strain on the instructor-to-student relationship. Participation in large group discussions via 30 zoom tiles on a screen creates potential equity challenges for instructor-to-student and student-to-student connections. Though instructional assistants assist with monitoring break-out rooms, the expertise of the instructor in all the small group break-out rooms is frequently not possible. Though essential, the Instructional Assistants cannot replace an instructor's knowledge and ability to accurately/effectively provide the formative assessments, summative competency assessments, directed instructional feedback on assessments, and/or the one-on-one time with students necessary to build rapport and retain students. For Hybrid instruction, monitoring a classroom and live stream at the same time can be distracting.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
2021-2022:

Staffing for the Child Development department includes 1. 5 contract faculty (down 1 from retirement) and 5 adjunct faculty (2 of which are not currently scheduled), 2. 6 instructional assistants (4 of which took advanced positions in 2022 leaving SDCCE CD with two. Additionally, 2 instructional assistants in 2020 took advanced positions which decreased the number to 6 at the start of this academic year), 3. a classified professional to assist the dean.

Staffing Resources: Essential staffing resources needed include 1. Funding is needed for 7 instructional assistants to support students in the classroom with capstone projects, implementation of laboratory activities, assistance with discussions, assistance with breakout rooms, assistance with safety protocols in the laboratory classrooms, mentoring regarding transferring to credit, etc. 2. Maintenance of funding is needed for a classified professional to assist the dean. 3. With the requirement to review and update all course outline every two years, the Child Development department needs additional contract faculty support (one new hire or more time allocated) to complete this requirement. Child development has 19 course outlines (16 of which require Industry Advisory Board Input) for 5 contract faculty to modify. This substantial workload is not feasible in a two-year turnaround with the limited contract faculty. 4. With the loss of one contract and growth into school-age care partnering with San Diego Unified, another contract faculty with a curriculum specialty is needed in two years.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
2021-2022:

Professional development was provided to all personnel with the opportunity for 1. child development distance education best practices, 2. weekly distance education individual and group professional development, 3. Open Educational Resource training, 4. Child development department training, i.e., professional development regarding internal processes, faculty expectations, program structure, availability/access to supplies/resources/training, etc., 5. child development retention and enrollment strategies, 6. current child development training related to curriculum, 7. State-wide California Association for the Education of Young Children (CAEYC) conference attendance, 8. OTAN technology training, 9. Hyflex training, and 10. utilized the Tech Mentor program and drop-in hours.

In April of 2022, the Child Development department provided faculty and students with Adult and Pediatric CPR and First Aid training.

Institutional professional development utilized by faculty includes 1. 4 new faculty (in addition to the 2 from previous years) completing the Strong Workforce Faculty Institute and receiving the micro-credential: Inclusive Teaching for Equitable Learning, 2. 1 faculty (in addition to the 7 from previous years) graduating from Passport to Success, and 3. 5 faculty (in addition to the 1 from previous years) completed the San Diego Imperial Counties Regional Work Based Learning Professional Development Training Course and contributed to the SDCCE Work Based Lesson Plans.

Professional Development Resources: Essential professional development needed in the upcoming year includes 1. Adult and Pediatric CPR and First Aid training for faculty to have the certifications necessary within child care centers, 2. Child development current curriculum-related professional development, 3. Distance education training, 4. Child development pathways rebranding professional development, 5. Collaborative professional development with counselors, outreach, and student services related to processes and accurate timely distribution of information, 6. Formative and summative assessment writing with rubrics, and 7. Extensive special needs training in preparation to write lesson plans for the 2 new instructional assistant courses.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
The institution supports instructional programs by providing technology and learning resources including 1. equipment, i.e., working laptops, up-to-date desktops with cameras in work spaces, projectors, doc cameras, speakers in classrooms, audio microphones, etc., and 2. CTE learning resources for students, i.e., classroom consumable supplies, work-based learning equipment for classrooms, etc.

Tech and Supplies Resources: Essential technology and supplies needed include 1. All desktop computers have built-in cameras for zoom meetings, 2. Additional audio microphones to be worn during brain dance and outdoor course offerings, 3. Up-to-date laptops for the child development program chair, 4. IPads or laptops with Wi-Fi hotspots to register students at off-site locations and during the outdoor enrichment courses, 5. Additional laboratory classroom supplies and work-based learning equipment, and 6. A paid upgraded Remind App subscription for instructors.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
School facilities contribute to an effective learning environment by 1. providing a comfortable safe environment for students and children, i.e., shade, clean sandbox, child-size furniture, child-size bathrooms, balanced temperature, no spiders or pests, Covid safety PPE, etc., 2. providing a welcoming environment for collaboration, i.e., inclusive visual art, signs directing students, information posted in various languages, clean bathrooms, clean classroom/rugs/tables, etc., 3. providing workspaces with the basic supplies necessary to teach, i.e., working copier, computers, printers, additional monitors, overhead projectors, etc., and 4. providing access for all students to learning opportunities, i.e., courses offered across SDCCE locations.

Child development instructors requested regular access to a color copier and printer at all sites. Currently, the workroom printer at Chavez is not working and had been down since Aug. The instructor states, "I always have to ask permission to use a workstation and office printers when I need to get a couple of copies made."

Facilities Resources: Child development needs access to a minimum of 2 to 3 classrooms at ECC Campus and Mid City Campus with two additional classrooms at Miramar Campus. Explanation: Since a build-out of a fully equipped child development classroom with bathrooms, sinks, refrigerator, etc. is not feasible, the Child Development program could use a typical classroom with specialized products to offer 4 laboratory classes at these sites. Whereas no full certificates are offered at these sites, a minor conversion of three classrooms at both Mid City Campus and ECC would allow child development to offer the new 3-5-year-old Specialty Curriculum Certificate (HMDV 593 and HMDV 594), Infant and toddler Enrichment Certificate (HMDV 585 Brain Dance) and Early Learner Enrichment Certificate (HMDV 586 Brain Dance). These courses include hands-on work-based training, however unlike our full laboratory classrooms, the equipment can be brought into a typical structural classroom without modifications to the walls/permanent fixtures. Miramar could expand in the same building as the two laboratory classrooms offering more than one complete certificate at that site.

Supplies Resources related to the above request: STEAM, Emerging Literacy, and Brain Dance products to equip a minimum of 2 to 3 classrooms at ECC and 2 to 3 classrooms at MidCity Campus.

Supplies Resources specific to Child Development: 1. The new STEAM course uses a lot of consumables that cannot be purchased from typical supplies, access and funds to purchase outside of Lakeshore and Discount Supply is needed. The laboratory classrooms require specialized cleaning supplies to sanitize Brain Dance and Infant/Toddler equipment that has been "mouthed" (For example, CleanSmart Toy Disinfectant Spray). The surrounding play areas require non-toxic, safe-for-children insect/spider/bug spray. (For example, the district pest control chemicals can not be used, therefore a company such as Mission Control service is needed.)

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
2021-2022:

The outcomes of funding resulted in 1. the alignment of student learning outcomes and competencies for the 3 new child development programs and 4 new course outlines, 2. 2 in-house professional development events connecting and training faculty and the community regarding the new Instructional Assistant Program, 3. faculty professional development in child development curricula with a focus on state-wide awareness of SDCCE ICOM Academy offerings, 4. maintenance of the child development website, 5. utilizing 6 Instructional Assistants, 6. supplies purchased to instruct new course outlines, and 7. supplies purchased to maintain a current replication of a workplace environment within the laboratory classroom.

The impact of funding resulted in 1. increased CTE certificate attainment, 2. increased course offerings in multiple modalities, 3. increased work-based learning activities in the classroom, 4. continued alignment with Career Technical Education (CTE) industry advisory board which informed the new and modified course offerings, 5. instructors equipped to teach new course outlines, 6. utilization of instructional assistants resulting in support for students and advanced job attainment (the instructional assistants start as our students and, upon being hired at SDCCE, advance to higher paying jobs outside of the district), 7. 90th percentile rate of SDCCE student success/completion upon transfer to child development credit, 8. classrooms equip to teach new courses, and 9. maintenance of work-based learning laboratory As a program chair, data is not available to determine the transfer to employment; however individual oral data suggest an increase in both SDCCE Child Development students gaining initial employment and advancing within current employment.

Institutionally the outcomes of funding resulted in 1. 4 new faculty (in addition to the 2 from previous years) completing the Strong Workforce Faculty Institute and receiving the micro-credential: Inclusive Teaching for Equitable Learning, 2. 1 faculty (in addition to the 7 from previous years) graduating from Passport to Success, and 3. 5 faculty (in addition to the 1 from previous years) completed the San Diego Imperial Counties Regional Work Based Learning Professional Development Training Course and contributed to the SDCCE Work Based Lesson Plans.

The student comments/input included:

1. Rising gas prices may have been the reason for the drop in enrollment.
2. Transitional Kindergarten offered by the State where children begin at 4 years may have contributed to declining enrollment in the past year.
3. I feel 1-year-old and 2-year-old classes should be increased across San Diego to target and provide support to new parents, and caregivers across all San Diego. Parents and caregivers look for ways to engage children specifically in this age range. Caregivers are prone to anxiety and may look for friendship with like-minded students and may seek support from the community. 1-year-old classes are critical to getting and retaining new students (parents and caregivers).
4. Another suggestion would be to attract a population who may be home-schooling.
5. Increasing STEAM-based education across San Diego.

Program Chair: Enter date completed and email Dean for notification: 10/31/2022

Clothing and Textiles

CLOTHING AND TEXTILES Instructional Review and Improvement

Program / Unit: Clothing and Textiles
Dean: Lorie Crosby Howell
Lead Writer: Shirley Pierson
a. Enrollment by Discipline:

Data Analysis Findings:

Overall SDCCE's Enrollment

- 5 year change (-54%) decrease
- 3 year change since pandemic (-48%) decrease
  - 2019/20 to 2020/21, (-44%) decrease in one year.
- 2 year change (- 8%) decrease)

Overall SDCCE CTE Enrollment

- 5 year change (-50%) decrease
- 3 year change since pandemic (-47%) decrease
  - 2019/20 to 2020/21, (-39%) decrease in one year
- 2 year change (-25%) decrease

Clothing and Textiles Program Overall Enrollment

- 5 Year change (-58%) decrease
- 3 year change since pandemic (-63%) decrease
  - 2019/20 to 2020/21, (-48%) decrease in one year
- 2 year change (-27%) decrease

Clothing and Textiles Certificate Programs Overall Enrollment

- 5 Year change (-33%) decrease
- 3 year change since pandemic (-50%) decrease
  - 2019/20 to 2020/21, (-29%) decrease in one year
- 2 year change (-23%) decrease

Clothing and Textiles Stand Alone Sewing Courses, Non-Certificate

- 5 Year change 100% decrease
  - No enrollments because non-CTE certificate courses were no longer offered in CLTX

Noted Data Findings:

SDCCE Enrollments: Prior to Covid the overall SDCCE's enrollment totals were trending down with the most significant decline beginning in 2019/20 with the closure of campuses due to Covid-19. The 2020/21 academic year decline reflects the move to online classes due to COVID, a -44% decrease in one year. For the 2021/22 academic year, even with the addition of hybrid and hyflex modalities, there continued to be a decrease in enrollments, -8%. The 5 yrs of data reveal a -54% decrease in total enrollments.

SDCCE CTE Enrollments: Similar to the overall SDCCE enrollment numbers, the overall SDCCE CTE enrollments have experienced a -50% decrease in total enrollments. Unlike the SDCCE -8% decrease in enrollment from 20/21 to 21/22, CTE's decrease during this time was -24%.

CLTX Enrollments:

1. Clothing and Textiles Program (CLTX) overall enrollment number 5 year change reflects a similar number as SDCCE. We have experienced an overall -58% decrease in the past 5 years. However, this includes our stand alone, non-CTE certificate sewing courses, which were discontinued from our offerings in 2020/21. The non-CTE classes represented approx. 40% of our enrollment. If the CTE CLTX programs are separated and examined (as noted above), our 5 year change in enrollment is a -33% decrease.
2. In the last 2 year change we see a -23% decrease in the CLTX CTE classes, similar to SDCCE CTE enrollments. However, this decrease is this large because of a large decrease in the Sewing Like a Professional enrollments from 2020/21 to 2021/22, which was a -63% decrease. When this skewed class is removed from the enrollment numbers our overall enrollment between 2020/21 and 2021/22 maintained with a +1% increase.
    - In 2020/21, 45% (525 enrollments) of the total clothing construction program enrollments were in Sewing Like a Professional.
3. Looking at the individual CLTX CTE program enrollments, it is noted that the Clothing Construction Certificate Program has suffered a decrease in enrollments over the 5 year period. But, the Sewn Product Business Certificate Program has experienced an increase in enrollment, the 5 year change reveals an approx. +300% increase, albeit small.
4. For further discussion on the internal and external factors influencing this data, please see the notations, labeled, at the end of question 1b.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

Total CLTX Headcount Data Analysis Findings:

- Overall SDCE total Headcount was trending down even before COVID Began 2019/20.
    - 5 yr change = (-56 %)
    - 3 yr change = (-45%)
    - 2 yr change 2020/21 to 2021/22 = +6%
- Overall CTE
    - 5 yr change = (-50%)
    - 3 yr change = (-42%)
    - 2 yr change 2020/21 to 2021/22 = (-12%)
- Overall Clothing and Textiles (CLTX) total Headcount
    - 5 yr change = (-38%) 891 to 599
    - 3 yr change = (-40%) 1002 to 599
    - 2 yr change = +1% 542 to 599
        - Headcount By CTE CLTX Program
            - Clothing Construction Program:
                - 5 yr change = (-14%)
                - 3 yr change = (-28%)
                - 2 yr change = +9%
            - Fashion Retail Program:
                - 5 yr change = 0%
                - 3 yr change = (-53%)
                - 2 yr change = (-67%)
            - Sewn Product Business Program:
                - 5 yr change = +90%
                - 3 yr change = +2%
                - 2 yr change = +1%
        - Headcount Of CLTX Non-CTE Program Sewing Stand Alone Courses:
            - 5 yr change = (-99%)
            - 3 yr change = (-99%)
            - 2 yr change = <+1%

Noted Total Headcount Data Findings:

1. Clothing and Textiles Program (CLTX) overall headcount has experienced an (-38%) decrease in the past 5 years. CLTX's overall (-38%) decrease is less than SDCCE's overall (-56%) and CTE programs (-50%).
2. CLTX's total headcount 3 year change, since pandemic's beginning, is a (-40%) decrease, which is only slighter less than SDCCE's (-45%) and CTE program's (-42%) 3 year changes.
3. When examining the headcount for the CLTX CTE active certificate programs, the decrease is even less and/or an actual increase is noted. Active CLTX CTE certificate programs are:
    - Clothing Construction Program:
        - 3 yr change (-28%)
        - 2yr change +9%
    - Sewn Product Business Program:
        - 3 yr change = +2%
        - 2 yr change = +1%
4. The Fashion Retail Program is a relatively young CLTX CTE certificate program. The program reflects a larger loss of headcount in the 3yr change, (-53%), and 2 yr change, (-67%). As the Introduction To Fashion course, the first course in the Fashion Retail Program, was initially taught, faculty discovered the the program's curriculum is now inline with current retail industry needs. Consequently, teaching the full program was placed on hold for revision and locating appropriate faculty to teach the program. The Introduction to Fashion course was offered by itself for several years, but less interest by students has decreased the offerings. The course is also under revision as an introductory course for all programs in CLTX, with possible connection to SDCCE's College and Career Readiness Course to create a CLTX Career Preparedness Program.
5. The CLTX non-CTE program stand alone sewing classes show a major 3 yr change of (-99%) decrease. The offerings of these non-CTE CLTX stand alone sewing classes was being reduced, prior to Covid, and revised and replaced with CTLX CTE certificate programs as part of the discipline's complete renovation at SDCCE. When the pandemic forced the move too remote, online classes, these classes were closed and not offered during the pandemic. This move is supported not only by state apportionment concerns, but also because:
    - The challenges found in moving the CTE CLTX programs to fully online offerings consumed the faculties time and resources.
    - A great deal of the equipment and resources used in these classes is not easily accessible to the student in a home setting, i.e. industrial sewing equipment and specialized machines such as long arm free motion, sergers, and embroidery machines.

CLTX Headcount By Age Data Analysis Findings in Percentages:

CLTX

Age Group	2017/18	2019/20	2020/21	2021/22
50 +	47	43	33	31
40 - 49	17	20	25	23
30 - 39	20	21	26	28
25 - 29	10	10	10	11
18 - 24	6	7	5	7

CLTX Breakdown of over 50+ years

Age Group	2017/18	2019/20	2020/21	2021/22
85 - 94	1	0	0	0
75 - 84	3	2	2	2
65 - 74	15	13	9	10
55 - 64	21	19	15	13
Under 55	61	65	75	76

CLTX Construction Program

Age Group	2017/18	2019/20	2020/21	2021/22
50 +	38	36	33	31
40 - 49	18	21	25	23
30 - 39	24	23	27	28
25 - 29	11	11	10	12
18 - 24	8	8	5	7

CLTX Sewn Product Business

Age Group	2017/18	2019/20	2020/21	2021/22
50 +	37	32	33	30
40 - 49	27	24	27	28
30 - 39	22	26	33	28
25 - 29	7	15	5	9
18 - 24	7	3	1	5

Noted Age Data Findings:

1. The 50+ CLTX headcount has been trending down over the past 5 years, with a 16 point reduction, from 47% to 31% of the total headcount. SDCCE's and all CTE programs have also trended down in the 50+ age group, but with smaller percentage point changes.
2. Within the CLTX 50+ age grouping, the majority of students are 55 and under. Percentages from the past 5 years are from 61% to 76%.
3. 30 to 49 yr olds are 51% of the overall CLTX headcount and 56% of the Sewn Product Business Program. This number is similar to all CTE programs headcount at 54%.
4. Under 30 yrs of age is 18% of the overall CLTX headcount. Under 30 yrs of age is 25% of all CTE programs headcount and 21% of all SDCCE headcount.

Headcount By Gender Data Analysis Findings:

Overall CLTX Programs

Gender	2017/18	2019/20	2020/21	2021/22
Male	10 %	10%	8%	11%
Female	90%	90%	92%	88%
Unreported	0%	0%	1%	1%

CLTX Clothing Construction Program

Gender	2017/18	2019/20	2020/21	2021/22
Male	11%	11%	7%	11%
Female	89%	89%	92%	88%
Unreported				

CLTX Sewn Product Business

Gender	2017/18	2019/20	2020/21	2021/22
Male	7%	18%	10%	12%
Female	93%	82%	90%	88%
Unreported				

Noted Gender Data Findings:

1. The gender headcount in CLTX has remained relatively the same over the past 5 years, approximate average is 10% male identified and 90% female identified.
2. It is noted that the first full academic year of the pandemic and remote offerings only, 2020/2021, saw a shift to only 8% male identified and 92% female identified.
3. The second academic year, 2021/22, of the pandemic does show a shift back to 11% male identified and 88% female identified.
4. CTLX's gender headcount percentages are not similar to SDCCE's or all CTE programs, which have both stayed steady over the past 5 years, including during the pandemic.
   - SDCCE = 35% to 33% male identified and 65% to 67% female identified
   - Overall CTE programs = 36% to 38% male identified and 62% to 64% female identified.

Headcount By **Ethnicity** Data Analysis Findings:

CLTX

Ethnicity	2017/18	2019/20	2020/21	2021/22
Unreported	3%	2%	4%	11%
Other	0%	1%	0%	0%
More Than One Race	3%	5%	4%	3%
White	35%	32%	42%	33%
Latino	33%	36%	30%	31%
Filipino	4%	3%	4%	4%
Asian/Pacific Islander	9%	10%	10%	10%
American Indian	1%	0%	0%	0%
African American	12%	10%	7%	6%

Birth Country	2017/18	2019/20	2020/21	2021/22
Unreported		24%	16%	12%
Not Born in US	37%	29%	27%	27%
Born in US	63%	46%	57%	61%

City of San Diego Ethnicity Percentages From US 2020 Census

Race and Hispanic Origin	
White alone, percent	62.0%
Black or African American alone, percent (a)	6.1%
American Indian and Alaska Native alone, percent (a)	0.5%
Asian alone, percent (a)	17.3%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.4%
Two or More Races, percent	7.8%
Hispanic or Latino, percent (b)	30.1%
White alone, not Hispanic or Latino, percent	42.3%

Noted Ethnicity Headcount Data Findings:

1. While total headcount numbers have decreased in all areas of the institution, the ethnicity percentages breakdown for all SDCCE and all CTE programs has remained relatively unchanged. For SDCCE and all CTE programs the notable 5 year changes have occurred in:
   - All SDCCE
     - Unreported reporting moved from 8% to 13%
     - White reporting moved from 31% to 24%
     - Hispanic or Latino reporting moved from 34% to 37%
   - All CTE programs
     - Unreported reporting moved from 4% to 7%
     - White reporting moved from 29% to 22%
2. All CLTX program ethnicity breakdown has remained consistent in the 5 year reporting period, except for two categories:
   - All CLTX programs
     - Unreported reporting moved from 3% to 11%
     - African American reporting moved from 12% to 6%
3. An examination of the US 2020 census for city of San Diego finds the CLTX program ethnicity breakdown percentages aligned closely with the national data in the following categories:
   - African American/Black - 6%
   - Hispanic/Latino - 31%
4. The "Not Born In US" Birth County percentages in CLTX has decreased from 35% 5 years ago to 27% one year ago, a 8 percentage point reduction. The "Unreported" category, which was not an option 5 years ago, is 12%, which may account for some of the 8 point fluctuation.
5. The "Born In US" percentages are similar from 5 yrs ago, 63%, to last years reporting of 61%.

Total Headcount By **DSPS** Data Analysis Findings:

SDCCE

DSPS Percentages	2017/18	2019/20	2020/21	2021/22
No DSPS services	95%	95%	94%	95%
DSPS service	5%	5%	6%	5%

CTE

DSPS Percentages	2017/18	2019/20	2020/21	2021/22
No DSPS services	99%	99%	99%	99%
DSPS service	1%	1%	1%	1%

CLTX

DSPS Percentages	2017/18	2019/20	2020/21	2021/22
No DSPS services	98%	98%	100%	99%
DSPS service	2%	2%		1%

Noted Headcount By DSPS Data Findings:

1. CLTX DSPS services headcount has not fluctuated greatly over the past 5 years and is aligned with all CTE programs DSPS services headcount. Both CTE and CLTX fall below the all SDCCE DSPS services headcount.

Total Headcount By **Income** Data Analysis Findings:

SDCCE

	2017/18	2019/20	2020/21	2021/22
Unreported	0%	12%	13%	13%
$35,000 or more	21%	22%	30%	27%
25,000 – 34,999	6%	6%	7%	6%
15,000 – 24,999	10%	8%	9%	8%
10,000 – 14,999	8%	6%	6%	5%
5,000 – 9,999	5%	4%	5%	5%
Under $5,000	49%	41%	30%	35%

CTE

	2017/18	2019/20	2020/21	2021/22
Unreported	<1%	22%	9%	15%
$35,000 or more	32%	28%	34%	34%
25,000 – 34,999	9%	8%	8%	8%
15,000 – 24,999	12%	8%	11%	9%
10,000 – 14,999	8%	6%	7%	6%
5,000 – 9,999	6%	5%	7%	6%
Under $5,000	32%	25%	24%	22%

CLTX

	2017/18	2019/20	2020/21	2021/22
Unreported	0%	15%	7%	12%
$35,000 or more	37%	31%	49%	44%
25,000 – 34,999	10%	5%	8%	7%
15,000 – 24,999	12%	9%	8%	9%
10,000 – 14,999	11%	7%	7%	5%
5,000 – 9,999	4%	6%	5%	8%
Under $5,000	26%	25%	17%	15%

Noted Headcount By Income Data Findings:

1. Based on the Federal Poverty Level 2022 for an individual being $13,590.00, 28% of the CLTX headcount reports income below the Federal Poverty Line.
2. Based on the State of California's Department of Housing and Community Development's May 2022 publication, an individual with income of $27,350 in San Diego county is in the "extremely low" income category. CLTX's has 16% of its headcount in this category.

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Internal Factors Influencing This Data:

1. The Fashion Retail Program's hold and the discontinuing of the non-CTE stand alone CLTX sewing classes has been discussed in the data findings above and will not be addressed further.
2. The 2020/21 and 2021/22 academic years class offerings were reduced by 30% of what our pre-pandemic CLTX class schedule had been to compensate for the shift to online classes only due to the Covid-19 pandemic. However, the CTE CLTX program headcount was maintained during this time. The students enrolled had discovered our program due to home confinement. Because of the pandemic and the need to convert classes to online a new target community of students has been discovered, the CLTX online student.
3. The CLTX discipline's curriculum and program revisions and additions continued to be stalled during the second year of the pandemic, 2021/22, as in the previous year. The faculty availability to work on projects other than the continued effort to convert and improve the online course offerings, was greatly limited. Not having any new curriculum and programming continues to leave a void for those students waiting to enroll to build on their skills for career advancement and expand their possibilities in digital transformation of the industry.
4. Institutional marketing continued to be a challenge, with poor materials and nothing specifically targeted to help the CLTX discipline.
   - The SDCCE website has very dated, uninspiring and limited information for the potential or returning CLTX student.
   - The publicly mailed SDCCE schedule continued to be unhelpful, without enrollment instructions, class information and help to maneuver the electronic schedule. Digitally challenged students continued to be frustrated without places to receive in-person help and consequently gave up on the process.
5. Enrollment procedures continued to be very difficult challenges for CLTX students. The system is complicated, unclear and not intuitive for even the average computer competent student.

6. The addition of using "open" enrollment without permission codes needed in CLTX, eliminated some of the **uncompensated** work done by faculty and program chair to enroll students. It is also thought that this may have contributed to the increases in CLTX CTE program headcount during the 2021/22 academic year.
7. The implementation of CLTX branding, social media marketing, and informational websites created and maintained by the program chair and faculty played significant roles in maintaining the CLTX headcount.
8. The lack of contract faculty influences the data. There have been 4 full time/contract faculty retirements in the last 3 years that has greatly limited the hours available for program work and innovation to address the changing needs of the industry and student. At the time of writing this program review there is only **one** full time/contract faculty member and they are serving as program chair, which further limits the time available to address problems and implement solutions.

External Factors Influencing This Data:

1. While there were many internal factors influencing the CLTX data, there can not be enough emphasis placed on how the covid pandemic, an external factor, challenges the survival of the discipline. It has forever changed the day to day operation of the the discipline.
   - Mental and Digital fatigue has contributed to the data in many ways as well.
   - Digital literacy and accessibility continue to be barriers influencing the data.
   - Employment shifts and needs in the city due to the pandemic influences the data as well.
     - The increase seen in the Sewn Product Business Program may be due to many Generation X and Millennials searching for financial independence and work place control.

c. Certificates Awarded by Discipline :

Clothing and Textiles (CLTX) Certificates Awarded

OVERALL PROGRAM AWARDS

	2017/18	2019/20	2020/21	2021/22
All CLTX	54	35	37	41
Clo Construction	49	25	31	30
Sewn Product	5	10	5	11

OVERALL COURSE AWARDS

	2017/18	2019/20	2020/21	2021/22
All CLTX	560	585	568	352
Clo Construction	496	487	479	282
Fashion R	10	14	26	10
Sewn Product	18	84	63	60

Notations On Certificates and Program Awards Data Findings:

1. The overall CLTX Program Awards has decreased (-24%) over the last 5 years, which is understandable when compared to the overall headcount decrease of (-38%).
2. The overall CLTX Course Awards has decreased (-37%) over the last 5 years, which is understandable when compared to the overall CLTX Certificate Program course enrollment of (-33%).
3. The enrollment numbers in the capstone class for Clothing Construction Program, Contemporary Tailoring 5 years ago was 197 students. Upon completion of this, the fourth class of the program, a program award can be awarded. If 49 program awards were given in 2017/18, this would be 25% of the possible awards. Compared to one year ago, the class had 84 enrollments and 30 awards were given, which is 38% of the possible awards. An increase on capstone retention and completion retention.

Internal Factors Influencing This Data:

1. The decrease in enrollment and headcount throughout the institution influences this data.
2. The reduced number of CLTX classes being offered produces less possibilities for program completions and awards.

External Factors Influencing This Data:

1. The pandemic ultimately influences this data at present, due to illness and uncertain economic stability preventing enrollments and affecting students lives and abilities to complete while enrolled.

d. FTES by Discipline and class mode (online/on-campus):

Clothing and Textiles FTES (CLTX)

CLTX FTES

	2017/18	2019/20	2020/21	2021/22
ALL CLTX	170	133	130	106
Clothing	115	97	109	85
Sewn Product	4	28	16	17
Sewing Courses	49	6		1

CLTX FTEF

	2017/18	2019/20	2020/21	2021/22
CLTX	11.5	11.4	6.6	6.8

CLTX FTES by modality

	2017/18	2019/20	2020/21	2021/22
All CLTX				
On campus	100	100%		4%
online			100%	73%
Hybrid				23%
Hyflex				
Off campus				

Notations On FTES Data Findings:

1. Overall CLTX FTES has a 5 year decrease of (-38%). But, when the discontinued stand alone sewing courses are removed the decrease is only (-12%).
2. CLTX CTE Certificate Programs maintained the same number of FTES from the previous year in the first full year of the pandemic, 2020/21, even with a -48% enrollment number decrease.
3. The second year of pandemic, academic year 2021/22, found a small reduction in CLTX FTES, (-9%)

Internal Factors Influencing This Data:

1. The 2020/21 and 2021/22 academic years class offerings were reduced by 30% of what our pre-pandemic CLTX class schedule had been to compensate for the shift to online classes only due to the Covid-19 pandemic. However, the CTE CLTX program headcount was maintained during this time. The students enrolled had discovered our program due to shelter in place and home confinement. Because of the pandemic and the need to convert classes to online a new target community of students has been discovered, the CLTX online student.
2. The addition of hybrid offerings in 2021/22 academic year, provided a way for the student needing in-person, on-campus training and social community to return to the campus for part of the class.

External Factors Influencing This Data:

1. While the successful shift to fully online courses has helped maintain fairly stable CLTX FTES numbers in the last two academic years, there are many students who did not move to online courses because of several barriers, which has effected an ability to grow. Barriers include but are not limited too:
   - lack of digital literacy
   - lack of internet access
   - lack of digital equipment to access the instruction
   - lack of access to equipment needed for the CLTX industry and sewing skill acquirement.

e. Cost by Discipline:

SDCCE

Clothing and Textiles (CLTX)

Findings:

Based on simple calculation of the total expenditures divided by the FTES numbers provided for program review 2022, the following was calculated:

CLTX costs per FTES:

- 2017/2018 = $3,462 per FTES (FTES for CLTX was 170, expenditures provided tot. $588,614)
  - SDCCE was $3,646 per FTES, with a total FTES of 8K
- 2019/2020 = $2,637 per FTES (FTES for CLTX was 133, expenditures provided tot. $350,661)
  - SDCCE was $4,007 per FTES, with a total FTES of 6.9K
- 2020/2021 = $2,231 per FTES (FTES for CLTX was 130, expenditures provided tot. $290,007)
  - SDCCE was $2,635 per FTES, with a total FTES of 9.2K
- 2021/2022 = $4,516 per FTES (FTES for CLTX was 106, expenditures provided tot. $478,703)
  - SDCCE was $2,808 per FTES, with a total FTES of 9.4K

No further work possible

f. Course Completion by Discipline (Retention and Success) :

Clothing and Textiles (CLTX)

CLTX Retention Rate

	2019/20	2020/21	2021/22
Overall CLTX Retention Rate	46%	68%	47%
Overall CLTX Retention Rate By Modality			
Asynchronous	75%	68%	50%
Hybrid			42%
Hyflex			
Off campus			
On campus	41%	100%	47%
Synchronous			47%
Retention By CLTX Program			
Construction Prog	58%	68%	49%
Fashion Retail	49%	77%	50%
Sewing Courses	9%	9%	9%
SPB Program	78%	66%	52%
Retention By CLTX Course			
SF1	51%	58%	48%
SF2	58%	68%	52%
SLP	70%	84%	45%
CT	67%	58%	50%
Intro to Fashion	49%	77%	50%
SPB1	67%	58%	41%
SPB2	81%	93%	64%
SPB3	96%	75%	51%

CLTX Success Rate

Overall CLTX Success Rate	49%	61%	41%
Overall CLTX Success Rate By Modality			
Asynchronous	70%	61%	43%
Hybrid			37%
Hyflex			
Off campus			
On campus	38%	100%	40%
Synchronous			47%
Success Rate By CLTX Program			
Construction	54%	62%	42%
Fashion	49%	43%	35%
Sewing			
SPB	78%	64%	47%
Success Rate By CLTX Course			
SF1	48%	56%	44%
SF2	53%	61%	44%
SLP	64%	76%	37%
CT	66%	41%	40%
Intro To Fashion	49%	43%	35%
SPB1	67%	57%	39%
SPB2	81%	86%	52%
SPB3	96%	75%	51%

CLTX Alternate Retention Rate

	2019/20	2020/21	2021/22
Retention Rate Alternative	89%	80%	68%
Overall CLTX Alt, Retention Rate By Modality			
Asynchronous	97%	80%	72%
Hybrid			60%
Hyflex			
Off campus			
On campus	88%	88%	64%
Synchronous			67%
CLTX Alt Retention Rate By Program			
Construction	88%	79%	69%
Fashion	71%	77%	50%
Sewing	93%		49%
SPB	92%	83%	65%
CLTX Alt Retention Rate By Course			
SF1	84%	74%	63%
SF2	91%	81%	78%
SLP	90%	86%	65%
CT	91%	77%	87%
Intro	71%	77%	50%
SPB1	90%	81%	67%
SPB2	93%	93%	64%
SPB3	96%	85%	63%

Notations On Data:

1. Overall, while CLTX CTE certificate programs have suffered lower to minimal headcount decreases over the past 2 yrs during the pandemic, the retention and success rates have dropped notably.
2. The Alternate Retention Rate is significantly higher than the retention and success rate of the CTLX certificate classes.
3. No individual CLTX class has seen significantly different percentage amounts of decrease in retention or success. All have been equally impacted.
4. CLTX Clothing Construction Program Fall semester 3 yr retention and success rates:
   - Fall 2019 = retention rate of 50%, success rate of 48%
   - Fall 2020 = retention rate of 60%, success rate of 54%
   - Fall 2021 = retention rate of 50%, success rate of 40% (Spring retention rate 44%, success rate of 42%)

Internal Factors Influencing This Data:

1. The amount of additional work the student must do to complete a CLTX skills based class is daunting. Taking large amounts of photographs for documentation of skill work done and then uploading all to the Canvas course shell adds hours of work to the course that is troublesome for the digitally challenged and/or the working student.
2. The CLTX discipline is operating with only 1 full time contract at the time of program review writing. The department has lost 3 contract faculty due to retirement in the last 3 academic years. They have not been replaced, even though requests have been made. The lack of contract faculty greatly affects the consistency a student experiences in the classroom community and instruction. Addressing this factor as a strategy to improve retention will be explored.
3. Not only does the work load increase for the student, but the instructor as well, especially those working in several instructional modalities at one time, with not instructional or technology classroom support, has affected the instructors ability to spend more time connecting and understanding the student on an individual basis.
4. The lack of simple digital skill building opportunities and tutoring as needed at the institution greatly influences this data.
5. The length of the semester that extends into January for several weeks after the holiday and traditional colleges are done has influenced retention and success.
6. The length of the course can be fatiguing when coupled with the increased amount of "busy" work involved.
7. The creation of community in the classroom influences the CLTX student's retention as noticed in the larger alternative retention ratio data. Student's are staying to the end but not completing competencies.

External Factors Influencing This Data:

1. While the successful shift to fully online courses has helped maintain fairly stable CLTX FTES numbers in the last two academic years, the retention and success rates have been poor due to many external factors and barriers. These include but are not limited too:
   - lack of digital literacy
   - lack of internet access
   - lack of digital equipment to access the instruction
   - lack of access to equipment needed for the CLTX industry and sewing skill acquirement.
2. While there were many internal factors influencing the CLTX retention and success data, there can not be enough emphasis placed on how the external factor of covid pandemic challenges the success of the student.
   - Mental and Digital fatigue has contributed to the data in many ways as well.
     - When queried, a majority of students leaving the program stated they were leaving because of health situations either they had or immediate family under their care.
     - Many others communicated they were in a state of overwhelm and could not manage the balance of school work and life at present.
   - Return to employment during the 2021/22 academic year, whether remote or in person, also prevented some students from continuing after they had enrolled.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

This information was not located.

2. What are some strategies your department has or will implement to improve student access to your program?:

Strategies:

- ***Marketing To Increase Student Access: Overarching Goal - Be Present In The Community!***
  - The information provided on the SDCCE website under "Clothing and Textiles" continues to be dismal, incorrect information, and is far from being user inspiring or friendly.
    - New video work and written content is underdevelopment with PPIO office
    - CLTX internal discipline "liquid" or dynamic informational website is underdevelopment to provide student engagement throughout the semesters instead of just before enrollment periods. It could incorporate use of:
      - a blog
      - an industry resource and sourcing information
      - an industry advisory board section
      - event promotion
  - Continue branding efforts for CLTX and sdcceME (San Diego college of continuing education Makers and Entrepreneurs in Clothing and Textile Arts) and the *FTL...fiber technology lab.*
  - Develop a digital and physical brochure for the department explaining the new CLTX program plans and pathways highlighting skills needed for cut and sew industry careers in the 21st century workplace and workforce.

- Social Media platforms must be evaluated and strategic marketing plans developed based on each ones targeted audience
- Marketing must also be examined and created
    - to include all modalities of instruction
    - for those with accessibility challenges
    - for those with digital literacy challenges.
    - for non English speaking populations
- Perkins funded CLTX project assistants to manage details of marketing strategies
- Increase Outreach Activities:
    - Initiate regularly scheduled outreach in-person activities
    - Explore virtual workshops and webinar possibilities from lessons learned in the emergency remote learning orders.
    - CLTX should continue to explore Industry Partnerships beyond garment manufacturing in the cut and sew industry.
- Interactive and Experiential Informational Workshops on and off campus should be initiated
    - Secure the tools and equipment to conduct these workshops and interactive informational booths at events.
    - Be sure the tool is in a ready to go state and can be deployed easily when outreach opportunities arise.
- Develop partnerships with the community and on campus to showcase student work.
- Advance the CLTX "BIG MAKE" Capstone Event held at the end of the Fall semester
    - Include Subject Matter Expert workshops and discussions
    - Include Industry Advisory Board
    - Include Industry Partners
    - Open Campus for tours during the event
    - Include live streaming of the event and online courses
- ***CLTX Enrollment Management To Increase Student Access***
    - Explore increased Faculty and PC engagement during orientation through the addition of video messaging within orientation
    - Explore and develop strategies to assist students in overcoming transportation challenges when commuting to WCC and other campuses.
    - Continue use of Open Enrollment for CLTX, instead of using permission/access codes to enroll.
    - Continue work on student centered class scheduling for each semester. A schedule that is repeated so students can plan with a consistent pattern.
    - Gap Identified: There is a lapse of faculty leadership and involvement in committees, program planning, program support and program decision-making during the months of July and August, which negatively affects the ability to serve students in the Fall, resulting in a decrease of Fall enrollment. ***Resource Needed:*** *Funded summer leadership to address the need of cross-departmental and cross campus communication.*

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

Strategies:

- The CLTX **"BIG MAKE"** has been established over the last 2 academic years during the Fall semester with success and is now an annual event. The Big Make is integrated into the instruction in the Clothing Construction Program, targeted as a tool to improve retention and success. The event occurs during the last 4 to 5 weeks of the Fall semester as incentive to return after the winter break, a point at which CLTX has noticed students leave the program. In an effort to improve outcomes of traditionally underrepresented groups, the theme of this years CLTX "BIG MAKE" will be "***Project re-present and re-pair***" to provide the students with an inclusive project focused on cultural awareness and sustainable practices for the environment, completed using the skills learned from the first 75% of the course's instruction.
- Develop culturally inclusive course materials
    - Examine and revise syllabus and course language to be culturally inclusive
    - Establish "liquid" syllabi for all classes
    - Provide culturally inclusive visual representation within the curriculums and course projects.
- Invite the culturally diverse alumni for guest spots in classes and events.
- Invite culturally diverse industry professionals as guests in classes, events and work based learning opportunities.
- Continue the development of the **Creative Reuse Supply Center** to address the income disparage of the CLTX student body while also striving to address the environmental problems the Clothing and Textile Industries produce. The supply center will
    - Lower the costs of obtaining materials and equipment
    - Provide a live, work based learning experiences for students to gain first hand merchandising, retailing and manufacturing experience as part of course curriculum.
    - Addresses best practices for sustainable manufacturing and creativity.
- Continue with the creation of "course kits", a system where the general required supplies needed to complete the course, are furnished to the students as **"Course Kits"** and used in all class modalities.
- Actively search for additional faculty who are male or non-binary genders, representing traditionally underrepresented populations.
- Faculty Professional Development is needed to engage the faculty as an active stakeholder in improving outcomes for the traditionally underrepresented groups within the Clothing and Textile Arts industry and education.
    - When FELI Training is available again, we will highly recommend all CLTX faculty for the program.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Strategies:

- ***Provide opportunities for classroom and community development to assist the student in "rooting" and belonging at SDCCE CLTX to improve retention and completion.***
    - The CLTX **"BIG MAKE"** has been established over the last 2 academic years during the Fall semester with success and is now an annual event. The Big Make is integrated into the instruction in the Clothing Construction Program, targeted as a tool to improve retention and success. The event occurs during the last 4 to 5 weeks of the Fall semester as incentive to return after the winter break, a point at which CLTX has noticed students leave the program. In an effort to improve outcomes of traditionally underrepresented groups, the theme of this years CLTX "BIG MAKE" will be "***Project re-present and re-pair***" to provide the students with an inclusive project focused on cultural awareness and sustainable practices for the environment.
- ***Provide opportunities for the CLTX student body to engage in regular curriculum review and course exit surveying giving space for community connection and belonging, while strengthening the instruction received.***
- ***Examine the curriculum for length of time and requirements to meet competencies efficiently. Goal to eliminate any "busy" work and unnecessary time scheduled in the instructional material to provide students with a less complicated path to completion.***
- ***Continue to develop course materials that are used through out all sections of the course, including both the content, the visual organization of the materials and the student submission process for competency evaluation to meet determined SLO's. This consistency should address the student's challenges and barriers they encounter when enrolled in multiple CLTX classes delivered from different instructors.***
    - OER resource and instructional workbook manuals for the course

- Electronic student portfolio's
- ***Continue to offer a wide variety of instructional modalities to meet the students needs.***
  - The acceptance of online and hybrid course offerings by students demands online/hybrid offerings to be a permanent part of the CLTX schedule going forward.
  - West City Campus CLTX rooms 209 and 211 have been equipped with Hyflex equipment that will expand the instructional modalities available to meet a students instructional needs.
    - However helpful the Hyflex equipment is, it is only successful if executed in meaningful, classroom community inclusive ways.
      - This requires additional tools to assist the instructor to connect both in person and online students into the hands on skills being taught.
        - Building teams of instructional and media assistants for the Hyflex skilled trade classroom is imperative to successful student outcomes.
- ***CLTX Program Revision and Creations To Increase Student Access - Focus On Digital Transformation / Advanced Manufacturing For Relevancy In The 21st Century Cut and Sew Industry***
  - The COVID-19 pandemic did slow the CLTX program revision process. Consequently, the slowing has assisted in clarifying the CLTX revision focus, needs and future positioning to increase retention and completions. In particular:
    - ***The continued development of the FTL..fiber technology lab to meet cut and sew industries digital transformation/ advanced manufacturing skilled labor needs and address industry employee re-skilling needs***
    - ***Explore tutoring possibilities, on campus and online***

      - Address digital literacy matters regrading the equipment used in the lab classrooms

      - Address student's inability to personally obtain this equipment to do outside of classroom time learning and homework.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

While SDCCE has made a concentrated effort to improve data sourcing, collection and distribution, CLTX, a career training program, realizes it is the situational awareness found in our classrooms, student community and industry that drives our strategic planning and resource requests to meet our student's learning needs, not the data analysis. CLTX strives to be student needs driven and not institutional data driven. CLTX realizes that the most effective outcomes do not usually start with the data, but rather by identifying successes, challenges, opportunities and disruptions found in our program to which data can serve and support models to improve; and does not become the identifier tool. The new tools provided for data analysis in this year's program review cycle has certainly strengthened CLTX's ability to support planning and resource requests to meet our student's learning needs. And our research department has made it clear that they are seeking context for the data. But to be fully effective and generate outcomes from data, could the institution move from institution organizational culture mode to student learning community mode and provide data that allows to search deep for specified situational data.

Examples: CLTX understands there are retention and completion concerns in the program simply because we are there in the classroom. We did not need the basic data provided to discover this, of course it is helpful to have actual yearly numbers to support what we have already identified and know, but to be effective data that can assist in developing strategies to improve outcomes, a more granular analysis of the data is necessary. If CLTX was able to see at what point a student or class is loosing students, or which skills are not being accomplished at specific points, then the data analysis would truly support and drive decisions on strategies and resources.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

Clothing and Textile Program stakeholders were engaged in a variety of ways:

- Faculty
  - A google form with planning document questions was distributed to all CLTX faculty members to contribute by answering the questions and submitting their thoughts on strategies regarding the CLTX programs.
  - During the monthly leadership meetings prior to the program review, time was given on each agenda to address the planning document data and questions.
  - Faculty given previous year's program review to use when completing the google form questions fro this year.
- Students
  - Students are queried through survey and course exit forms to gather information regarding reasons for enrollment, current instructional practices and improvements needed.
- Industry Advisory Board and Chair
  - CLTX data has been provided to the IAB and Chair for input into the program review.
  - The PC has met several times with the Chair to discuss and strategize CLTX needs based on the IAB's observations and analysis of the data.
  - The PC has met with IAB businesses to discuss LMI and program needs to meet their workforce challenges and develop sustainable practices.

7. Include your program's mission statement(s)::

The (SDCCE) San Diego College of Continuing Education's Clothing and Textile Program prepares a diverse community of students for employment, entrepreneurship, further education and advancing skills within the clothing and textile product industries. The principles of maker-centered learning, cultural inclusivity, sustainability and equitable, ethical practices are woven into our curriculum providing the opportunity to integrate critical and creative thought with technology.

8. Provide a brief summary statement for your program.:

The SDCCE Clothing and Textile student learns the skills needed to create, work and manufacture sewn textile products in the 21st century workplace. The cornerstone of the CLTX certificate programs is the digital transformation of the cut and sew industry, and provide instruction on the use traditional and digital sewing and textile product manufacturing equipment. Besides the industrial sewing classrooms, the newly established Fiber Technology Lab (FTL) houses direct to garment and sublimation printing technologies, vinyl printing and cutting technologies, laser etching and cutting equipment, 3D printing equipment, 3D scanning equipment, industrial embroidery equipment, and software for 3D pattern making and virtual sampling. The history and economics surrounding clothing and textile products in our global world is also explored, as well as the environmental impact sewn textile products have. Best practices for sustainable and earth friendly manufacturing and consumption are explored. The program fosters creative thinking, critical inquiry and the development of technical skills through in-person, hybrid and online instructional platforms.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

During the past year CLTX has experienced several significant changes and developments that have advanced the ability to meet today's student learning needs, including:

- A **subject matter expert adjunct** was secured to assist in the design, setup, installation, training, curriculum development and teaching of the digital equipment housed in the *FTL...fiber technology lab*. Their knowledge and guidance has moved the FTL into becoming the cornerstone for the digital transformation of CLTX to meet the student's learning needs for the 21st century workplace. However, the individual has relocated out of state and has left a large gap to fill for the continued advancement of the FTL to meet the student needs.
- The ***FTL...a fiber technology lab*** was installed and provided initial student experiences in many of the CLTX courses during the Spring semester. This single, small space has opened the possibilities for many students to gain the digital skills needed for 21st century cut and sew textile careers who would never have been able to access the training for a variety of reasons, including economics and available curriculum in San Diego. The FTL has also opened doors to industry partnerships and community outreach that did not exist prior.
  - The development of the FTL provided the support to fund an **exploration and feasibility study of an educational micro-factory** for the cut and sew industry that will continue to transform the lives of students, entrepreneurs and economic development in San Diego. The feasibility study began in the past year and continues into the next program review cycle, 2022-23.
- For the first time, CLTX engaged in **"open" enrollment,** forgoing the use of permission numbers. While the remains some concerns and challenges with the system, it is believed to be one of the key, successful strategies/tools used to meet our targeted enrollments. In order to have the enrollment tool perform at it's best, there needs to be cross-reference tools engaged in the system to address issues like; dual enrollment in same courses; and enrolling in courses out of skill level order. Even with the challenges, CLTX will continue to operate enrollment through "open" enrollment in the system.
- The **re-opening of some hybrid classes on WCC campus and ECC campus**. This has proved successful, as long as the classes are held in hybrid format and not as fully in-person courses. This has met the needs of those; 1. having the difficulty of learning a hands-on skill online only, 2. needing flexible attendance capabilities with in-person instruction, 3. needing training on equipment that is only accessible on campus.
- The CLTX Industry Advisory Board continued to advance it's membership and partnerships and in the Spring of 2022 the **first CLTX cut and sew industry summit was convened, Re-Connections**. The event produced a variety of outcomes, with the most significant being an attendance of 186 people, with a majority of attendees new to SDCCE CLTX program and campus facilities, opening multiple opportunities for partnerships.
- For the first time CLTX was funded **2 project assistants** through Perkins. The process of onboarding was extremely challenging and prevented CLTX from using the full dollar amount funded. However, once on board the project assistants proved invaluable for the department. They were key in the execution of managements plans and strategies for several things, including; physical set up of FTL, classroom organization for returning to campus, student materials kits, the Creative Reuse Center setup, running the industry summit and student showcase logistics, labor market information collection, and outreach development. The outcomes are critical in advancing CLTX operations and are funded again for the next program review cycle.
- CLTX has **experienced the effect from the loss and lack of contract and adjunct faculty** during this program review period. To date, the department has lost 3 of the 4 contract faculty and 2 full load adjunct faculty. And does not have sufficient adjunct pool to cover these losses. This has been a large barrier in the advancement of the revision, recovery and growth of the department. This lack of contract faculty must be addressed in order to even maintain the department's present status, let along open the doors of the wonderful growth that is possible and waiting.
- CLTX has been **afforded SDCCE's Upholstery program** (minus automotive upholstery, currently) to develop, including the use and development of the ECC upholstery room as an interdisciplinary space to house the next iteration of a teaching space addressing the needs for student futures in the digital transformation of manufacturing industries. While curriculum revisions and development, along with faculty recruitment has progressed during the year, there have been many challenges and barriers within the institution that has prevented advancement as well as being allowed to schedule and conduct classes in the space. CLTX, SDCCE and first most our students, stand to reap many outcomes from this development. The barriers and challenges to interdisciplinary work and digital transformation must continue to be addressed.
- In late Spring 2022, **HYFLEX equipment, the EKTRON system, was installed** in two CLTX classrooms on the WCC campus, Room 212 and Room 209. Due to the timing of the installation, no HYFLEX designated classes were able to be offered. However, several hybrid classes in the Spring semester experimented with the system in order to develop effective ways to use the equipment in our traditional hands-on skilled trade courses.

10. Highlight your department's most significant accomplishments this past year.:

CLTX significant accomplishments this past year include:

1. The advancement of the industrial sewing classroom on the WCC campus, room 211, continued. **10 new industrial machines** were introduced into the classroom, which afforded the addition of **6 major, commonly used industrial operations** to be taught.
   - https://youtu.be/KzuevCUFUcU
   - please copy and past the above URL in a browser to watch the video evidence
   - 

2. **The FTL...a fiber technology lab** was designed, set-up, equipment installed, training provided and student experiences were afforded in the last half of the Spring semester.
   - Equipment housed in the FTL include both additive and subtractive manufacturing technologies:
     - 3-D printers
     - 50 watt CO2 laser cutters
     - Direct to Textile/Garment printers
     - Sublimation Printer
     - Vinyl Cutter
     - Vinyl Printer and Cutter
     - Heat Presses
     - Small desktop CNC machine
     - Handheld 3D scanning equipment
     - https://youtu.be/FEZaZow7tFM
     - please copy and past the above URL in a browser to watch the video evidence



3. **State of the art computers were ordered** and space was developed to house them. the computer lab will be the teaching lab for the software programs associated with the digital transformation of the industry. These software include; **Rhino, CLO** and Full Adobe Creative suite
4. **Industrial Textile Surface classroom** was created on WCC campus, room 209 to house the industrial embroidery and textile surface sewing equipment.
5. The funding and producing of **the inaugural CLTX Cut and Sew Textile Industry Summit, Re-Connections**. The event was held June 2022 and afforded many outcomes for CLTX. including the introduction of over 186 attendees to SDCCE CLTX and the digital transformation happening in the program, which opened the doors to multiple new IAB members and partnerships, as well as outreach for many new students.
    - 

6. As part of the CLTX revision and digital transformation, **seven (7) new programs, housing 13 new courses, were written and submitted** for tech review and the approval state curriculum approval process, with **5 additional programs under-development for submission**.
    - The new programming to support pathways in advanced manufacturing and entrepreneurship are:
        - Sewn Product Construction Essentials
        - Advanced Sewn Product Construction
        - Intro Pathways Course attached to all programs
        - Industrial Sewing, Product Development and Manufacturing Program
        - The Textile Entrepreneur Program
        - Essential Digital Tools for Manufacturing
        - Pattern Fitting Specialist Program
        - Pattern-making for Product Development
        - Sustainable Cut & Sew Industry Certificate
        - Sewn Product Alterations and Repair Certificate Program
        - Textiles and Textile Surface Design Program
        - Upholstery
7. The **unification of weekly schedules and portfolio skills** for all CLTX classes within the Canvas LMS.
8. The **Creative Reuse Center** space was identified at WCC campus, room 209 and shelving and organization of the space began.
9. The second annual **BIG MAKE, Project: *re*-Present** was held in the Fall semester, providing the students with an inclusive project focused on cultural awareness and sustainable practices for the environment and to address retention and completion concerns in CLTX courses that return post the winter break.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

In 2021/2022, the CLTX faculty choose several SLO to evaluate for that term in the clothing construction program. All SLO's involved understanding fitting and textiles in the final outcome of a garment. Our assessment had 116 students participate in the exams given from 5 course offerings. 104 (90%) of the students met the SLO with 70% or higher results.

It must be noted that the SLO's for CLTX are outdated and are in the process of complete revision based on the 7 new programs in tech review and additional 5 other programs to be submitted soon. This major revision of CLTX is affording the proper addressing of SLO's which will incorporate regular assessment of SLO. These assessments will be come a critical part of improving teaching and student learning when the new programs are in place. Installing the equipment and space infra-structure for the new programming has been the departments focus over the last year in order be able to establish new SLO to assess. Until then CLTX recognizes that assessing current SLO's produces limited data to work with.

12. What is your process for regularly reviewing curriculum?:

CLTX is in the process of a complete program revision to include new pathway curriculum for the cut and sew industries. The current curriculum has not been on a regular reviewing process, with much of the curriculum dating back to the 1980's and 1990's, without any significant updates. While the number of full-time/contract faculty positions is small, only one at the time of writing this program review, we consistently have adjunct faculty team meetings to discuss curriculum and it's implementation in the classroom.

After the new curriculum and programs are approved, we will schedule a CLTX faculty retreat each semester to evaluate and update curriculum/COR's, mapping it to current workforce data, skill needs and LMI.

We will incorporate the newly developed curriculum committee rubric for inclusivity as part of our curriculum review process.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

Through the monthly leadership meeting agenda process and scheduled semester retreats dedicated to curriculum work, a barrier free environment conducive to the work will be created to ensure curriculum and content taught from course outlines meets changing student demographics, discipline, industry and community workforce needs are met.

Industry advisory board members will be invited to participate in the retreats, as well as student representation as appropriate.

14. How is the program/department engaged in integrating new technology into the instructional program?:

- CLTX is fully engaged in integrating new technology into all aspects of the CLTX program revision and creation of new pathways, as the future and survival of the cut and sew textile product industry and it's needed academy, rests on those than embrace and move into new technologies. CLTX is doing the following:
    - The ***FTL...a fiber technology lab*** was installed and provided initial student experiences in many of the CLTX courses during the Spring semester. This single, small space has opened the possibilities for many students to gain the digital skills needed for 21st century cut and sew textile careers who would never have been able to access the training for a variety of reasons, including economics and available curriculum in San Diego. The FTL has also opened doors to industry partnerships and community outreach that did not exist prior.
    - The development of the FTL provided the support to fund an **exploration and feasibility study of an educational micro-factory** for the cut and sew industry that will continue to transform the lives of students, entrepreneurs and economic development in San Diego. The feasibility study began in the past year and continues into the next program review cycle, 2022-23.
- CLTX has the SDCCE **HYFLEX Ektron systems** in place at WCC in two rooms in order to develop and offer this modality to skilled trade, hands-on learning, multi-stationed classroom instruction.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

- *CLTX "BIG MAKE - Project re-present" provide the students with an inclusive project focused on cultural awareness and sustainable practices for the environment.*
- *Online stitch labs and office hours are held in all online classes to provide the access for a student comparative to an on-campus class.*
- *In the CLTX curriculum physical projects are planned with gender neutrality as key element.*
- *The creation of student materials kits for all courses has addressed equity.*
- *The CLTX syllabi are transforming to be student centric, rather than institution centric.*
- *The review and development process uses the inclusivity rubric from the SDCCE curriculum committee. This rubric addresses multiple points, including languuge used.*
- *CLTX Program Revision and Creations To Increase Student Access - Focus On Digital Literacy and Digital Transformation / Advanced Manufacturing For Relevancy In The 21st Century Cut and Sew Industry*
- *The acceptance of online and hybrid course offerings by students demands online/hybrid offerings to be a permanent part of the CLTX schedule going forward.*
    - *The addition of HyFLEX tools in delivering curriculum addresses diversity, equity and inclusion.*
- *The creation of the Textile Technology Lab to meet cut and sew industries digital transformation/ advanced manufacturing skilled labor needs. and address industry employee re-skilling needs*
- *Explore tutoring possibilities, on campus and online*
    - Address digital literacy matters
    - Address student's lack of equipment
    - Address need for access to the Textile Technology Lab for homework

16. How is the program/department engaged in integrating new distance education instruction into the program?:

The CLTX faculty has navigated a successful move of hands on, skill based courses to a variety of modalities including; online with set meeting times, hybrid options, fully in-person options and now HYFLEX options.

HYFLEX instruction for skilled hands on trades instruction, *where multiple pieces of equipment and teaching stations are present in the classroom* is being explored and is projected to produce successful outcomes only with the following needs addressed:

- Zoom control laptops must be supplied for the classroom! It is unreasonable and not efficient to expect the faculty member to supply this critical piece of equipment to make the entire HYFLEX system operable!
- Additional web cameras and tablets within the instructional space will assist in the needed student/instructor and student/student engagement needs missing in the HYFLEX system for skilled hands-on courses.
- Lighting instruments to ensure the "zoomies" can see the instructor and instruction clearly.
- Classroom management, operation, or production of an instructional lab class is key for student/instructor and student/student engagement and successful outcomes. This means the following is needed in the classroom:
  - *Technical equipment controllers/operators*. This might be compared to a producer/director of a live event or production. It is too much for the instructor to operate and engage in all technology while trying to instruct. There are several cameras, with a need for more, in each room that need controlled, as well as switching of content and connecting with "zoomies" and "roomies" at the same time.
  - *At least one full time Instructional Aide* needs to be in the HYFLEX classroom.
- The addition of skilled trade, hands-on classroom management for HYFLEX professional development is being explored and must be added to the HYFLEX system.

While the CLTX faculty has seen how online instruction can be accomplished successfully, the move to online instruction has created a significant financial burden for CLTX faculty due to the lack of any SDCCE financial help to secure the equipment and technology needed. The lack of technology and/or equipment provided to faculty, for use in our sewing studios and in the field is a barrier to providing seamless student-centered instruction and limits student access, retention and completion in distance education course offerings. To address this gap resources are needed to build an online ecosystem for students and employees to make remote teaching, learning, and working more robust, dynamic and efficient.

17. What methods of teacher-student contact (interaction) are utilized? :

The CLTX Faculty utilize the following methods of teacher-student contact:

- Live synchronous zoom class meetings are held each week
- Weekly virtual office hours are held.
- Weekly Sewing/Stitching Labs via video conferencing are held
- Several instructors hold scheduled one on one video conferencing sessions throughout their course.
- Discussion groups are assigned and utilized in the Canvas courses.
- Pronto, a texting application, is utilized through the Canvas course.
- Extensive instructional video work is done in all construction courses.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

- CLTX has **experienced the effect from the loss and lack of contract and adjunct faculty** during this program review period. To date, the department has lost 3 of the 4 contract faculty and 2 full load adjunct faculty. And does not have sufficient adjunct pool to cover these losses. This has been a large barrier in the advancement of the revision, recovery and growth of the department. This lack of contract faculty must be addressed in order to even maintain the department's present status, let along open the doors of the wonderful growth that is possible and waiting.
  - ***Needed: two contract faculty positions.***
- A **subject matter expert adjunct** was secured to assist in the design, setup, installation, training, curriculum development and teaching of the digital equipment housed in the *FTL...fiber technology lab*. Their knowledge and guidance has moved the FTL into becoming the cornerstone for the digital transformation of CLTX to meet the student's learning needs for the 21st century workplace. *However, the individual has relocated out of state and has left a large gap to fill for the continued advancement of the FTL to meet the student needs. The following needs represent at a need of almost 2.5 FTEF appointments in order to offer the new pathways in CLTX.*
  - ***Needed: Non-classroom assignment adjunct for the management of the space, maintenance, training, tutoring, and accessibility for homework completion for students.***
    - ***projected .60 appointment***
  - ***Needed: Subject Matter Expert Instructor Faculty to offer the Digital Tools Essentials Program.***
    - ***projected .60 appointment***
  - ***Needed: Subject Matter Expert Instructor Faculty to offer the Digital Printing Textile Surface Courses***
    - ***projected .60 appointment***
  - ***Needed: Faculty to offer the Industrial Product Development and Pattern-making courses focusing on the digital tools***
    - ***projected .60 appointment***
- As CLTX advanced deeper into the digital transformation of educational cut and sew industry needs the department needs to be assured that classified staff is in place and available for the maintenance and growth within IT. The addition of one part-time **IT tech support** at WCC campus has been a literal "life-saver" for the department/institution. However, it is not enough, this position should be elevated in funding to meet these important needs for SDCCE as an institution in the 21st century!
- For the first time CLTX was funded **2 project assistants** through Perkins. The process of onboarding was extremely challenging and prevented CLTX from using the full dollar amount funded. However, once on board the project assistants proved invaluable for the department. They were key in the execution of managements plans and strategies for several things, including; physical set up of FTL, classroom organization for returning to campus, student materials kits, the Creative Reuse Center setup, running the industry summit and student showcase logistics, labor market information collection, and outreach development. The outcomes are critical in advancing CLTX operations and are funded again for the next program review cycle.
- HYFLEX instruction for skilled hands on trades instruction, *where multiple pieces of equipment and teaching stations are present in the classroom* is being explored and is projected to produce successful outcomes only with the following staffing needs addressed:
  - Classroom management, operation, or production of an instructional lab class is key for student/instructor and student/student engagement and successful outcomes. This means the following is needed in the classroom:
    - ***HYFLEX Needs: Technical equipment controllers/operators.*** This might be compared to a producer/director of a live event or production. It is too much for the instructor to operate and engage in all technology while trying to instruct. There are several cameras, with a need for more, in each room that need controlled, as well as switching of content and connecting with "zoomies" and "roomies" at the same time.
    - ***HYFLEX Needs: At least one full time Instructional Aide*** needs to be in the HYFLEX classroom
- Needed staffed **Computer Resource Lab**: All SDCCE Programs urgently need additional appropriate and adequate technical support for faculty and students at one or all of the SDCCE campuses. Similar to THE LOFT at Mesa College, students and faculty need onsite and in-person staff that can help in real-time with devices, course content/assignments, course design/development, navigation of online courses.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

CLTX provides all personnel with the following professional development opportunities:

- The CLTX department holds a monthly leadership meeting where professional development opportunities are presented and engaged.
  - These Monthly Meetings are Flex hour opportunities
  - Faculty best practices are shared with fellow faculty members.
  - A CLTX department CANVAS development course shell is used as a repository of information and procedures for the CLTX faculty.
- The CLTX class schedule purposefully leaves several hours each afternoon open for all faculty to have access to equipment in the classrooms for professional development/improvement.
- All CLTX faculty members are provided access to the SDCCE Distance Education Faculty Mentoring team.
- Contract and Adjunct faculty hires are enrolled in the Passport To Success onboarding program.
- CLTX purchases faculty training for digital technology/equipment purchased and installed.

Professional Development Needed:

- *Critical Need:* Professional Development is needed to secure Faculty wellness and prevent or alleviate burnout, stress, and reduced productivity.
- Faculty and Instructional Aides need Professional Development/Training on all industrial equipment within the industrial sewing lab.
- Faculty need additional training on course design and using Design Plus in our Canvas Shells.
- FELI training is recommended for all faculty and staff to address retention and completions rates.
- Additional faculty training is needed in Digital Fabrication, Sustainable Manufacturing, Inclusive Entrepreneurial and Sustainable Education practices in order to move the CLTX program into a Career Technical Training facility equipped to meet the student's needs for success in the Industrial Revolution 4.0.
- The addition of skilled trade, hands-on classroom management for HYFLEX professional development must be added to the HYFLEX system.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

- CLTX technology resource requests were funded, however, with many barriers and challenges put in the way by the institution. To date, 90% of computer technology requested was ordered and installed, including software. However this would not have been accomplished without the addition of **IT technology support staff. These positions are critical for the continued success of all programs and should be made permanent full-time positions, without reservation!** Daily, in-house help is required for the digital transformation of education to meet the students learning needs.

- HYFLEX equipment for skilled hands-on trades instruction has been installed, however to produce the successful outcomes projected **the following technology needs addressed**:
  - Zoom control laptops must be supplied for the classroom! It is unreasonable and not efficient to expect the faculty member to supply this critical piece of equipment to make the entire HYFLEX system operable!
  - Additional web cameras and tablets within the instructional space will assist in the needed student/instructor and student/student engagement needs missing in the HYFLEX system for skilled hands-on courses.
  - Lighting instruments to ensure the "zoomies" can see the instructor and instruction clearly.
- Web cameras on all instructor podium computers in WCC 209, 211, 212 and ECC 134.
- Recording cameras and lighting equipment is needed in all CLTX classrooms
- Need equipped Computer Resource Lab: All SDCCE Programs urgently need additional appropriate and adequate access to technology for faculty and students. Similar to THE LOFT at Mesa College, SDCCE students and faculty need on-campus access to technology resources that are providing help in real-time with their devices, software, course content/assignments, course design/development, navigation of EP online courses and computer lab for their use. Often enough, faculty are not able to assist students with their tablets, smart phones or laptops during classes due to the lack of technology resources.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:

Currently, there is minimal cleaning of floors, counter surfaces and walls done in the CLTX classrooms. The trash is also removed irregularly. These items need to be addressed with more regularity to provide the most effective environment for learning.

Adequate internet and wifi must be addressed in all areas of the campuses as education is in a full digital transformation.

Need equipped Computer Resource Lab: All SDCCE Programs urgently need additional appropriate and adequate access to technology for faculty and students. Similar to THE LOFT at Mesa College, SDCCE students and faculty need on-campus access to technology resources that are providing help in real-time with their devices, software, course content/assignments, course design/development, navigation of EP online courses and computer lab for their use. Often enough, faculty are not able to assist students with their tablets, smart phones or laptops during classes due to the lack of technology resources.

Electrical needs for the installation of the FTL...a fiber technology lab at WCC were addressed. However the work done has now capped the campus from moving forward with any expansion of equipment needed to meet the digital transformation needs of any program. An electrical engineering study was conducted at district level and the improvements must be funded by facilities to ensure the viability of programming at the WCC campus to meet the student's needs.

Campus security is concerning, especially for CLTX at WCC campus. To meet our student's scheduling needs and work with limited properly equipped spaces to hold the classes, CLTX offers many evening classes on the WCC campus. Currently, the building doors are locked on many nights at 5 pm, which presents challenges for the students to access the building for classes commencing after this time. Often the faculty have to be responsible for providing a contact connection to notify them when a student needs let into the building and then must go down to the entrance to let them in. This is extremely disruptive to the classroom learning environment. And many times the notification tool used is not heard or seen and students have given up and left the campus as they could not enter. This must be addressed.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

The following funded items have advanced the digital transformation, equity and inclusion, and new program and revision work:

- Additional Industrial Sewing Equipment Funded
  - Several specialized industrial sewing machines were funded to broaden the skill development offered to training students to entry the cut and sew industry.
  - Service Projects/Work-Based Learning:

    - The students develop industrial sewing and manufacturing skills in classes through the development and production of sewn products that are donated to an organization. These service and work based learning projects are valuable skill builders for the student. Basic care caring bags, Alzheimer activity blankets, catheter covers, school uniform blouses, school book-bags, and girls leggings have been produced and donated to local and global institutions.
- Student Course Materials Kit Funded
  - These materials and supplies, provided through funded resources, are given to all students in all modalities of instruction. Faculty work together to create the material kits for the construction and sewn product business classes. Students receive the kits at the first on-campus class of the course, or in drive-thru distribution events held in the parking lot on the West City Campus is the course is online. These kits are critical for student access and solid instructional starts to every course.
- The inaugural CLTX Industry Summit, ***Re*-Connections**, was funded and held the end of the Spring 2022 semester.
  - Industry Advisory Board Collaboration
  - 186 tickets/attendees
    - Industry partners, potential students, administration, both SDCCE and District lever, students, alumni, fellow educators
  - Summit included:
    - CLTX programming updates
    - Industry speakers
    - Keynote address on entrepreneurship
    - CLTX Sewn Product Business Product Market and Pitch Presentation
    - WCC classrooms open with student work showcased
    - The FTL...fiber technology lab open
- A subject matter expert speaker was funded for the first time in CLTX
  - 218 tickets/attendees
    - students, present and alumni
- Phase one of the Fiber Technology Lab (The FTL) was funded
  - WCC Room 212 side room (previous High School distance learning room)
  - Computer Lab/Instruction Area in WCC Room 212
- Non-classroom appointment for a digital fabrication expert to assist in the development and setup of the Fiber Technology Lab was funded

Program Chair: Enter date completed and email Dean for notification: 11/18/2022

Community Education

COMMUNITY EDUCATION Instructional Review and Improvement

Program / Unit: Community Education

7. Include your program's mission statement(s)::

Provide diverse, affordable personal and professional enrichment workshops to the San Diego community including courses in a wide variety of areas.

Digital Media and Progamming

DIGITAL MEDIA AND PROGRAMMING Instructional Review and Improvement

Program / Unit: Digital Media and Progamming

Dean: Michelle Gray

Lead Writer: Zak Ruvalcaba

a. Enrollment by Discipline:

Program	Enrollments 2021/2022
Digital Media I	235
Front End Web Developer I Program	113
Front End Web Developer II Program	120
Intro to Digital Design Careers	232
Mobile Application Development Program	209
Programming with Python	198
Data Management with Python	264
Motion and Video Production	178
Visual and Vector Design	232
Web Design and Content Management	109
Multimedia Specialist	121
Web Specialist	403

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

Gender	**2021/2022**
Female	794
Male	563
Non-binary	0
Unreported	8
Ethnicity	
African American	80
American Indian	4
Asian/Pacific Islander	267
Filipino	70
Latino	400
White	412
Other	7
Unreported	69
Age Group	
Under 18	0
18 - 24	84
25 - 29	180
30 - 39	549
40 - 49	282
50 and Older	267
Income Level	
Under $5,000	240
$5,000 - $9,999	85
$10,000 - $14,999	99
$15,000 - $24,999	132
$25,000 - $34,999	114
$35,000 or More	535
Unreported	171
DSPS Status	
DSPS Services	12
No DSPS Services	1355

c. Certificates Awarded by Discipline :

Program	2021/22
Programming with Python I	109
Programming with Python II	93
Programming with Python	**202**
Programming Databases with Python	70
Python Data Science	46
Data Management with Python	**116**

Web Programming Beginning	45
User Interface Design	62
Design Principles	42
Front End Web Developer I	**149**
Web Programming Intermediate	32
Content Management Systems	19
Responsive Web Design	14
Website Promotion	14
Front End Web Developer II	**79**
Mobile App HTML Development	76
Mobile Software Dev Platform	67
Mobile App Publication	94
Mobile Application Development	**237**
Visual Design	142
Vector Design	112
Visual and Vector Design	**254**
Visual Design	142
Vector Design	112
Page Layout Design	99
Portfolio Design	89
Digital Design	**442**
Workflow for Modern Web Design	68
Web Design and Content Management	62
Web Design and Content Management	**130**
Motion Graphics	90
Video Production	73
Motion and Video Production	**163**

d. FTES by Discipline and class mode (online/on-campus):

Program	2021/22 FTES
Programming with Python	62.81
Data Management with Python	101.15
Digital Media 1	125.56
Front End Web Developer I	50.85
Front End Web Developer II	27.14
Intro to Digital Design Careers	49.43
Mobile Application Development	24.35
Motion and Video Production	51.27
Multimedia Specialist	10.41
Visual and Vector Design	82.32
Web Design and Content Management	27.38
Web Specialist	34.54

e. Cost by Discipline:

2020-2021 data is not available.

f. Course Completion by Discipline (Retention and Success) :

Discipline	Retention Rate 2021/2022	Success Rate 2021/2022
Front-End Web Developer I	76%	52%
Front-End Web Developer II	88%	51%
Mobile Application Development	79%	63%
Programming with Python	85%	55%
Data Management with Python	86%	58%
Digital Media I	73%	69%
Intro to Digital Design Careers	69%	61%
Motion and Video Production	55%	50%
Visual and Vector Design	71%	65%
Web Design and Content Management	62%	61%
Multimedia Specialist	90%	72%

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

Discipline	African American	Hispanic	American Indian	Asian	Filipino
Front-End Web Developer I					
Front-End Web Developer II					
Mobile Application Development					
Programming with Python					
Data Management with Python					
Digital Media I					
Intro to Digital Design Careers					
Motion and Video Production					
Visual and Vector Design					
Web Design and Content Management					
Multimedia Specialist					

2. What are some strategies your department has or will implement to improve student access to your program?:

- Continue posting eblasts of upcoming courses to promote and encourage enrollment. During the 2021-2022 academic year, Digital Media and Programming sponsored numerous eblasts which continues to yield significant results.
- Staff have been and will continue to be diligent about updating class titles and notes to be more clear about courses currently offered in the class search.
- Digital Media and Programming continues to use social media to engage and communicate with students.
- Staff is continually working on community outreach. This year the North City Campus hosted a community outreach event and we saw a significant number of community members attend.
- Offering more advanced courses to keep on trend with Digital Design, Web Development and Programming, such as additional Python, Digital Design, and Web Development/Programming courses to stay aligned with industry. This past year we launched new Digital Photography and Full Stack Web Developer certificate programs. We are also working on Content Management Systems and Introduction to Computer Programming certificate programs as well.
- Continue to work with PIO to update website with more detailed information about our programs. During the 2021-2022 academic year significant changes were made to the website that improved the visibility and presentation of our courses including the addition of newly approved certificate programs.

Need for Improvement

- Short YouTube commercials promoting the college and programs.
- Hire additional instructors to fill new, more advanced courses being offered.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

Like the 2020-2021 academic year, the 2021-2022 academic year levied a significant amount of pressure on several disadvantaged student groups including refugees, undocumented students, and students with loss of income due to the pandemic. Many of our students, especially underrepresented groups, are also impacted by food, financial, and shelter insecurities.

- Disability Support Programs and Services (DSPS) and CalWORKs counselors are available to connect students to resources. At North City, there is sometimes an evening DSPS counselor, increasing the accessibility of services especially for our population that attends during the evening due to working during the day.
- Faculty and Counselors are available for students to help them thrive in the learning environment.
- The district has repeatedly extended its support for immigrant students who are concerned for their security by lobbying for legislation to protect them, providing workshops and financial support for renewing Deferred Action for Childhood Arrivals (DACA) status, and by reassuring students that faculty members and administrators will not comply with governmental attempts to gather information on these students.
- As teaching methods have adapted to include increased interaction (including in online courses), increased customization allows instructors to adapt to students' needs. Additionally, prep courses which emphasize introductory skills may be useful for retaining more students and our department is increasingly offering these courses for our students to take advantage of.

Digital Media and Programming has continued its work with several groups on campus to identify resources for our traditionally underrepresented student population including:

- **TAP Student Laptop Support**. Students in need of computer assistance (Laptop and Wi-Fi Hot Spots) may apply for and borrow laptops.
- **Student Success Grants**. There has been a limited amount of funding moved through the Foundation to provide student "Success Grants". For this academic year the funds were for class and program materials, supplies, and equipment/tools.
- **Microsoft Office 2016**. MS Office 2016 Office key codes for students to upgrade if they need assistance.
- **No and Low Cost Services**. Updated listing of available no and low cost services available in our communities was identified and the website was shared with students.
- **Food Distribution Guide**. Listed on the same page and also on the SDCEats! home page along with Feeding San Diego, San Diego Food Bank, and other community distribution sites were identified and shared with students.
- **Learning Communities Web Page**. Identified the Learning communities web page which details both SDG2CC and R2S PATHWAYS. Students may be eligible for these student service programs and apply for them.
- **Adobe Creative Cloud** discount through College Buys. Student may purchase software needed for our programs at a significantly discounted rate.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Digital Media and Programming continues to implement a four-pronged approach to improve student retention including demanding higher expectations, increasing academic support, continuing with assessment and feedback, and involvement.

- **Expectations:** Digital Media and Programming faculty define clear expectations in the classroom in order to help students develop realistic expectations and begin to plan their time according to the demands and rigors of the certificate programs. All Digital Media and Programming faculty members provide clear information about course requirements, assignments, tests, and projects. Additionally, Digital Media faculty demand high expectations. Students with higher expectations tend to perform better than students with low expectations ideally resulting in higher retention rates.
- **Academic Support:** Academic support is vital to students as they strive to meet high expectations. For under-represented and under-served populations, academic support can make or break their experience within a certificate program. A dedicated counselor for our program is on staff and always ready to assist students in need. Additionally, several introductory "mini-certificates" have been created or are currently planned for development to further prepare students for the demands of the full certificate programs. Finally, DSPS, as well as other student-centric departments are available to help with financial, emotional, and disability needs that our student might have.
- **Assessment and Feedback:** Assessment and feedback keeps students informed of their progress and allows all parties to adjust their actions accordingly. Assessment and feedback opportunities not only create an environment that promotes self-reflection on progress but also encourage students to "think about what they are learning as they are learning." Digital media faculty use grades on strategically created quizzes as an "early warning" to identify students at-risk of dropping for supplemental instruction or other targeted academic services.
- **Involvement:** Digital media faculty will increase student involvement within the classroom through engagement which we feel will greatly influence student success and persistence. To this end, our goal is to build a sense of community and involvement by adopting a cohort model or learning communities that foster progression with a common set of peers. The FEWD discipline already encourages this through cooperative and project-based learning approaches which encourage student interaction and team-building. Additionally, the FEWD discipline uses a LinkedIn group for alumni. Alumni are invited back to the classroom on "presentation night" to assess the current cohorts' final projects. This approach does two things: First, it increases involvement for those that have finished the certificate program and keeps them in the "pipeline" for future programs. Second, it allows current students to see "the light at the end of the tunnel" by showcasing students who have previously finished the FEWD program. Faculty also encourage involvement with the ASB, our annual Marching Together for LGBTQ+ Pride & Martin Luther King Jr parades, MovementBE storytelling events, Farm to Family Fair, Career Mixers, and more.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

- We ensure that the courses are aligned with the strategic plan and that the strategic plan is aligned with the mission of the institution.
- Aligning with the Institutional goal of growing SDCCE through increased access and instructional services, faculty created visual pathways illustrating the sequence of courses students could take to gain certificates and demonstrate the competencies for various fields. Effective flowcharts were created for the Front End Web Development as well as the Digital Design certificate programs. These flowcharts are also distributed to the counselors so they can better serve students and help them make informed decisions.
- During the 2021-2022 academic year, new course revisions and new certificate programs were implemented aligning with the strategic plan. Along with this, included more definitions and guidelines to help faculty understand the procedures and processes for curriculum revisions.
- Digital Media and Programming has prioritized the upgrade of computer equipment and updated software versions to ensure students are learning with the latest equipment, testing on current platforms, and working with industry recognized applications.
- Extensive work has been done to maintain the current Credit by Exam agreements and build new ones through the new Digital Design certificate program. We collaborated with placement firms and industry partners in an effort to create partnerships with industry. Through the year, we invited industry to the classrooms, and invited them to industry advisory meetings to maintain engagement for access to industry trends, internships, and job placement. Additionally, more team work was done with the Career Center at each campus between faculty and the CE Career Counselor to invite them into the classrooms to speak with students and share valuable services offered at the centers.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

The Program Chair completed the Program Review and Improvement process and then an email was sent out to all faculty for their input. All faculty were given the opportunity to send their contributions via email for inclusion.

7. Include your program's mission statement(s)::

Digital Media and Programming offers an interdisciplinary course of study at the intersections of computer science, art, and communications. It equips students with foundation theories and procedures to develop sound multi-communication structures integrating graphics, text animation, video and audio, and code to entertain, educate, and inspire ideas through meaningful human interaction.

8. Provide a brief summary statement for your program.:

- Digital Media and Programming program on two campuses, NCC & WCC and serves those students interested in graphic design, motion graphics and video production, web and application development, mobile application development, and general computer programming.
- The Digital Media and Programming program currently offers ten certificates including:
  - Visual and Vector Design
  - Digital Design
  - Digital Photography
  - Motion and Video Production
  - Front-End Web Development I
  - Front-End Web Development II
  - Full Stack Web Developer
  - Mobile Application Development
  - Programming with Python
  - Data Management with Python
- Digital Media and Programming is currently working on three new certificate programs including:
  - Content Management Systems
  - Introduction to Programming
  - Python for Web Development

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

- The Front End Web Development curriculum was redeveloped and the courses redesigned. The new curriculum has now been approved and will begin summer 2023. Historically this program has a problem with attrition. The feeling is that student's moving into the second part of this program weren't prepared for the vigors of programming that was required. The new curriculum addresses this by providing a "mini-certificate" for Front End Web Development I that now gently introduces the student to Web Development before launching them into a more time-tedious program like Front End Web Development II. We feel as though this will be improve upon our attrition numbers.
- The new Digital Photography certificate program is now completed and plans are to begin offering this new certificate in spring 2023.
- The new Full Stack Web Developer certificate program is now completed and plans are to begin offering this new certificate in spring 2023. Full Stack Web Development is taking the web development world by storm. This new program will allow us to cater to a new demographic of web-savvy student. One who is already familiar with the basic building blocks of web development and is looking to further their skills into the realm of managing databases, APIs, and more.
- We have started work on a new Introduction to Computer Programming certificate with feedback being gathered from various faculty currently. Work has started on the Course Outlines of Record. while we have not seen the impact of this program yet, we feel as though this program will greatly improve student retention. We currently offer highly technical courses and general expect our students to already have the foundational concepts and skills required to be successful in these programs. We've found that this is not necessarily the case. Many of our students are leaving our programs early due to not understanding the material. The goal is for the Introduction to Computer Programming program serve as a stepping stone to these courses by teaching the student the basic skills required to be successful in our current programming and web development certificate programs.

10. Highlight your department's most significant accomplishments this past year.:

- New Front End Web Development curriculum redeveloped and launched.
- New Digital Photography certificate program completed.
- New Full Stack Web Developer certificate program completed.
- Started work on a new Introduction to Computer Programming certificate program.
- Hack-a-thon successfully planned and implemented in the Python Programming certificate program.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

An SLO taken from COMM 641 - Web Programming Beginning (Front-End Web Developer certificate program):

Students completing this course will be able to build a website that uses HTML5 and CSS3

This SLO represents a multi-week outcome where the student would need to complete several, smaller conceptual assignments that build their skill to the point where they can complete this outcome. Throughout the process, students are provided with numerous "skill check" exercises including weekly assessments, reflection discussion exercises, as well as feedback on their submissions to verify that they are on track to completing the above outcome.

For example, coding with HTML5 and Cascading Style Sheets (CSS3) are skills that are needed to build a website. 52% of students met the required skill and 48% of students did not as evidence by the completion rate of this program. The students who did not meet the required skill / SLO, require additional support with CSS coding in particular. In response, students are being supported with feedback and additional practice which we feel will improve retention and success rates in the future.

12. What is your process for regularly reviewing curriculum?:

- State and local initiatives are intensely driving the continued review and revision of curriculum, courses and certificate programs. As part of CTE, the course offerings in this program are under constant scrutiny, revision, and review.
- Instructors regularly review certificate program objectives to ensure that courses remain aligned to industry-level certifications.
- Input from industry advisory boards and instructors who work in industry are used to ensure up-to-date and relevant course topics. Minor changes are reflected in lessons; major lessons are updated in course outlines. Curriculum is updated to reflect changes in industry needs.
- Digital Media and Programming is consistently working with the credit colleges to update and expand Credit-By-Exam agreements.
- Instructors in Digital Design, Web Development, Programming, and Mobile Application Development programs communicate to ensure that there is a clear pathway for students progressing through the programs.
- Several of our faculty members work in industry. This keeps them abreast of current technology trends and allows them to adapt their instruction accordingly.

Goals Identified in Previous Program Review:

- Update the Front End Web Development curriculum to better align with industry.
- Continue to build new Python courses.
- Add new Web Programming courses.
- Convert short term courses like Introduction to Programming, Digital Photography, and various prep courses into certificate programs. These courses are well attended, compliment existing certificate programs, and provide the skills for numerous career paths.

Update on Above Goals:

- The Front End Web Development curriculum has been redeveloped and the courses redesigned. The program is moving from a 7 course program to a 6 course program with pathways toward web programming and/or content management systems. The new curriculum has now been approved and will begin summer 2023.
- The new Digital Photography certificate program is now completed and plans are to begin offering this new certificate in spring 2023.
- The new Full Stack Web Developer certificate program is now completed and plans are to begin offering this new certificate in spring 2023.
- We have started work on a new Introduction to Computer Programming certificate with feedback being gathered from various faculty currently. Work has started on the Course Outlines of Record.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

- Digital Media and Programming has access to several metrics websites including Emsi. This website provides instructors insight into changing demographics and allows us to tailor curriculum accordingly.
- Faculty are aware of changing demographics, the increased presence of international students including immigrants and so, faculty often tailor their curriculum and assignments based on those changing demographics in an effort to be more inclusive.

14. How is the program/department engaged in integrating new technology into the instructional program?:

- Implementation of hybrid, online, and synchronous course delivery where applicable has helped with student persistence and certificate completion. Faculty actively explore and implement new technology that may provide additional support to help students engage, persist, and succeed.
- Faculty who are employed in the fields that they teach, use the skills that they use every day to build new curriculum that typically draws from current and emerging industry standards.
  - On this point, Digital Media and Programming's faculty include professionals who currently work for Spawar, Qualcomm, MiraCosta College, SDSU, and some who own and operate their own businesses.
- Faculty use Zoom and other video-based tools to communicate with their students.
- Faculty in Digital Media and Programming use Canvas and all of the faculty in the department have completed the required 20-hour Canvas Certification Program with SDCCD Online Learning Pathways.
- SDCCE has and will continue to send faculty to conferences and seminars. Faculty have the opportunity to learn new skills and techniques for industry experts that they can then integrate into their curriculum and share with their students (all conferences are currently online/virtual or on hold due to pandemic).
- Faculty teach at world renown training facilities like LinkedIn Learning.
- Faculty serve as Program Committee members for the annual International Conference on Engineering, Technology, and Education (IEEETALE).
- Faculty are published authors in numerous technical publications, journals, and conference presenters.
- Collaboration and networking with meetups, user groups, special interest groups, etc.

Department Needs

Inconsistent, ineffective and limited technology and/or equipment provide a barrier for faculty to provide seamless student-centered instruction limiting student access, retention and completion in distance education as well as face-to-face course offerings. To address this gap and increase student enrollment, retention and completion of programs for online programming, resources are needed immediately to build an online ecosystem for students and employees to make remote teaching, learning, and working more robust, dynamic and efficient. This would include compensation for high-speed internet to ensure acceptable and consistent connectivity during Zoom meetings, discounted computer hardware to ensure maximum performance when presenting with multiple applications open within online sessions, and computer loans for faculty teaching Digital Design and Digital Photography to ensure maximum performance when working with high-use memory Adobe applications.

16. How is the program/department engaged in integrating new distance education instruction into the program?:
In an effort to integrate new distance education instruction into our program, current and new distance education instructors:

- Attend workshops, classes, seminars, and SDCCD Online Certification courses to stay current in the ever changing landscape of distance education.
- Align Continuing Education distance learning with statewide standards.
- Read industry publications, join industry organizations, and review related websites to stay current and ensure their course delivery is relevant. Content learned includes highly technical material and pedagogical techniques. Some faculty maintain contact with industry partners and other institutions, to garner confirmation on the worth of new course materials and ensure they are teaching the skills that industry needs.
- Complete the Online Faculty Certification Program training and Canvas workshops to achieve district certification to teach within Canvas.
- Those who work in industry also do professional development through their employer, including accessing data subscriptions from relevant analysts.
- Have opportunities to attend and present at conferences, and to meet industry members by attending industry advisory boards. The content learned here is often useful for creating new and maintaining relevant distance education instruction.
- Faculty who are employed in industry work consistently in a web environment, where they build the skills they teach.

17. What methods of teacher-student contact (interaction) are utilized? :

- Learning management systems.
- Video conferencing tools such as Zoom.
- Email.
- Within the learning management systems, more traditional methods of distance education communication are used including discussion boards and chat functions.
- External social networking like LinkedIn Groups, Twitter, Slack, etc. are also used.
- repl.it - online code repositories allow students to work on code in real-time.
- Bitbucket and Github to post code into repositories so that students get real experience handling code in a real team workflow with peer reviews.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
Needed: Staffed Computer Resource Lab
SDCCE Programs urgently need additional appropriate and adequate technical support for faculty and students at one or all of the SDCCE campuses. Similar to THE LOFT at Mesa College, students and faculty need onsite and in-person staff that can help in real-time with devices, course content, assignments, course design/development, and navigation of online courses.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
Flex activities throughout the year, workshops during Convocation in Fall, and Flex Days in Spring provide numerous opportunities for professional development. Through the Flex Committee, faculty can suggest and offer training sessions. There are opportunities to attend conferences that ensure our faculty are engaging with industry and building relationships to stay current and relevant.

Our instructors remain current in research-based professional knowledge and apply the knowledge to improve teaching in the following ways:

- Faculty attend workshops, classes, seminars and SDCCD Online Certification to stay current. Curriculum aligns CE distance learning with statewide standards. It is highly recommended that online faculty be certified.
- Faculty attend user groups and meetups so that they can stay current with industry, companies and technologies.
- Faculty independently read industry publications, join industry organizations, and review related websites to stay current and ensure their course delivery is relevant. Some faculty maintain contact with industry partners, to confirm the validity and importance of potential new course materials and ensure they are teaching the skills that industry needs.
- All faculty members are invited to Industry Advisory Board meetings to gain input from industry members.
- Faculty can also complete Equal Employment Opportunity (EEO) training to participate in hiring committees.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
Needed: Equipped Computer Resource Lab
SDCCE Programs urgently need additional appropriate and adequate access to technology for faculty and students. Similar to THE LOFT at Mesa College, SDCCE students and faculty need on-campus access to technology resources that are providing help in real-time with their devices, software, course content/assignments, course design/development, navigation of EP online courses and computer lab for their use. Often enough, faculty are not able to assist students with their tablets, smart phones or laptops during classes due to the lack of technology resources.
Needed: Computer Software and Hardware
Faculty lack the technology resources (computers, OWLs, external microphones for HyFlex, etc.) and software (e.g.; Camtasia, Acrobat Pro, etc.) to improve the design circumstances and teaching methods for online, Hybrid and Hyflex courses. The lack of these resources hinders faculty to design and facilitate state-of-the-art courses that are helping students' learning processes and are aligning with accessibility requirements (e.g.; creating formats that are accessible on all students' devices).

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
See question 20. We continue to work mostly online and so the on-campus facilities are mostly irrelevant. The needs address in question 20 adequately address this question.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
Funds secured through Perkins and Strong Workforce Program (SWP) went to aide in the development of new curriculum for Front-End Web Developer, Digital Photography, Full Stack Web Developer, and Introduction to Programming certificate programs.

Program Chair: Enter date completed and email Dean for notification: 10/28/2022

DSPS

DSPS Instructional Review and Improvement

Program / Unit: DSPS

Dean: Andrei Lucas

Lead Writer: John Bromma

a. Enrollment by Discipline:
2,302 Enrollments in DSPS courses in the 20/21 academic year

Table 2. Enrollments by Course

	Academic Year													
Course	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Adaptive Arts and Crafts (DSPS653D)	1,089	23.23%	1,053	22.92%	1,035	20.93%	632	22.70%	153	6.65%	-936	-85.95%	-479	-75.79%
Assertion Training-Disabled (DSPS648D)	324	6.91%	317	6.90%	283	5.72%	126	4.53%	37	1.61%	-287	-88.58%	-89	-70.63%
Basic Education-DSPS (DSPS624D)	366	7.81%	267	5.81%	337	6.81%	185	6.65%	311	13.51%	-55	-15.03%	126	68.11%
Beginning Computers - DSPS (DSPS611D)	0	0%	0	0%	0	0%	0	0%	72	3.13%	72	---	72	---
Cognitive Retraining/ABI (DSPS690D)	864	18.43%	841	18.30%	940	19.01%	641	23.02%	793	34.45%	-71	-8.22%	152	23.71%
Communications for Disabled (DSPS622D)	160	3.41%	225	4.90%	183	3.70%	138	4.96%	148	6.43%	-12	-7.50%	10	7.25%
Community Living Skills-DSPS (DSPS607D)	767	16.36%	958	20.85%	1,057	21.37%	391	14.04%	204	8.86%	-563	-73.40%	-187	-47.83%
Developmental Learning (DSPS641D)	0	0%	0	0%	0	0%	28	1.01%	0	0%	0	---	-28	-100%
Food Preparation Basics-DSPS (DSPS662D)	0	0%	0	0%	41	0.83%	88	3.16%	102	4.43%	102	---	14	15.91%
Introduction to Computers-DSPS (DSPS610D)	135	2.88%	61	1.33%	56	1.13%	71	2.55%	0	0%	-135	-100%	-71	-100%
Life Management/Career Prep (DSPS642D)	0	0%	0	0%	50	1.01%	177	6.36%	125	5.43%	125	---	-52	-29.38%
Occupational Opportunities (DSPS639D)	141	3.01%	134	2.92%	77	1.56%	73	2.62%	59	2.56%	-82	-58.16%	-14	-19.18%
Personal Assessment-Disabled (DSPS638D)	112	2.39%	71	1.55%	0	0%	0	0%	0	0%	-112	-100%	0	---
Personal Living Skills-DSPS (DSPS608D)	220	4.69%	216	4.70%	250	5.05%	0	0%	0	0%	-220	-100%	0	---
Physical Fitness for Disabled (DSPS621D)	510	10.88%	452	9.84%	548	11.08%	57	2.05%	65	2.82%	-445	-87.25%	8	14.04%
Relationships & Sexuality-DSPS (DSPS605D)	0	0%	0	0%	12	0.24%	47	1.69%	74	3.21%	74	---	27	57.45%
Social Skills- DSPS (DSPS609D)	0	0%	0	0%	77	1.56%	60	2.16%	73	3.17%	73	---	13	21.67%
Wellness Management - DSPS (DSPS656D)	0	0%	0	0%	0	0%	70	2.51%	86	3.74%	86	---	16	22.86%
Total	**4,688**	**100%**	**4,595**	**100%**	**4,946**	**100%**	**2,784**	**100%**	**2,302**	**100%**	**-2,386**	**-50.90%**	**-482**	**-17.31%**

Note1. Click here to see note
Note2. Click here to see note
Note3. Click here to see note

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

Headcount

SDCCD transitioned to Campus Solutions in Summer 2019. Changes to the business processes required to support this process may have resulted in a higher proportion of students not reporting their income for 2019/20 and 2020/21.

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year													
Gender	2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	5 Yr Avg %	2 Yr Diff	2 Yr Diff %
Female	686	41.43%	674	41.92%	704	43.30%	531	43.78%	412	47.41%	-274	-39.94%	43.13%	-119	-22.41%
Male	964	58.21%	930	57.84%	912	56.09%	662	54.58%	444	51.09%	-520	-53.94%	56.11%	-218	-32.93%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---
Unreported	6	0.36%	4	0.25%	10	0.62%	20	1.65%	13	1.50%	7	116.67%	0.76%	-7	-35%
Ethnicity															
African American	172	10.39%	184	11.44%	202	12.42%	125	10.31%	65	7.48%	-107	-62.21%	10.73%	-60	-48%
American Indian	12	0.72%	7	0.44%	7	0.43%	3	0.25%	2	0.23%	-10	-83.33%	0.44%	-1	-33.33%
Asian/Pacific Islander	93	5.62%	83	5.16%	93	5.72%	56	4.62%	25	2.88%	-68	-73.12%	5.02%	-31	-55.36%
Filipino	53	3.20%	56	3.48%	64	3.94%	46	3.79%	31	3.57%	-22	-41.51%	3.59%	-15	-32.61%
Latino	405	24.46%	408	25.37%	438	26.94%	360	29.68%	243	27.96%	-162	-40%	26.59%	-117	-32.50%
White	721	43.54%	702	43.66%	676	41.57%	443	36.52%	305	35.10%	-416	-57.70%	40.83%	-138	-31.15%
Other	43	2.60%	40	2.49%	47	2.89%	31	2.56%	32	3.68%	-11	-25.58%	2.77%	1	3.23%
Unreported	157	9.48%	128	7.96%	99	6.09%	149	12.28%	166	19.10%	9	5.73%	10.03%	17	11.41%
Age Group															
Under 18	0	0%	0	0%	0	0%	2	0.16%	2	0.23%	2	---	0.06%	0	0%
18 - 24	218	13.16%	224	13.93%	290	17.84%	263	21.68%	183	21.06%	-35	-16.06%	16.90%	-80	-30.42%
25 - 29	158	9.54%	163	10.14%	144	8.86%	123	10.14%	92	10.59%	-66	-41.77%	9.75%	-31	-25.20%
30 - 39	312	18.84%	286	17.79%	263	16.17%	176	14.51%	139	16%	-173	-55.45%	16.87%	-37	-21.02%
40 - 49	243	14.67%	218	13.56%	214	13.16%	141	11.62%	97	11.16%	-146	-60.08%	13.10%	-44	-31.21%
50 and Older	725	43.78%	717	44.59%	715	43.97%	508	41.88%	356	40.97%	-369	-50.90%	43.33%	-152	-29.92%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%	0	---	0%	0	---
Income Level															
Under $5,000	805	48.61%	837	52.05%	924	56.83%	678	55.89%	26	2.99%	-779	-96.77%	46.90%	-652	-96.17%
$5,000 - $9,999	297	17.93%	247	15.36%	245	15.07%	171	14.10%	11	1.27%	-286	-96.30%	13.93%	-160	-93.57%
$10,000 - $14,999	132	7.97%	104	6.47%	105	6.46%	86	7.09%	10	1.15%	-122	-92.42%	6.27%	-76	-88.37%
$15,000 - $24,999	119	7.19%	100	6.22%	87	5.35%	58	4.78%	9	1.04%	-110	-92.44%	5.35%	-49	-84.48%
$25,000 - $34,999	84	5.07%	82	5.10%	65	4%	43	3.54%	3	0.35%	-81	-96.43%	3.97%	-40	-93.02%
$35,000 or More	217	13.10%	236	14.68%	197	12.12%	129	10.63%	30	3.45%	-187	-86.18%	11.60%	-99	-76.74%
Unreported	2	0.12%	2	0.12%	3	0.18%	48	3.96%	780	89.76%	778	38,900%	11.98%	732	1,525%
DSPS Status															
DSPS Services	1,515	91.49%	1,527	94.96%	1,553	95.51%	1,133	93.40%	791	91.02%	-724	-47.79%	93.50%	-342	-30.19%
No DSPS Services	141	8.51%	81	5.04%	73	4.49%	80	6.60%	78	8.98%	-63	-44.68%	6.50%	-2	-2.50%
Total	**1,656**	**100%**	**1,608**	**100%**	**1,626**	**100%**	**1,213**	**100%**	**869**	**100%**	**-787**	**-47.52%**	**100%**	**-344**	**-28.36%**

Note1. Click here to see note
Note2. Click here to see note
Note3. Click here to see note

c. Certificates Awarded by Discipline :

Not applicable. DSPS does not have any certificates or degrees. Instead it supports completions in all other Departments.

d. FTES by Discipline and class mode (online/on-campus):

Typically DSPS classes are only offered on campus, with a few exceptions at off-site locations such as The Arc, San Diego Center for the Blind, and the Veteran's Administration. This last year, we conducted our Educational Assistance classes to remote learning , continuing from the 19/20 Academic year. This year we engaged in a perform, evaluate, revise process as we did distance and remote modality for our classes. This is a very new approach and the Department is learning and evaluating how well this is working for our students.

FTES: 329

e. Cost by Discipline:

4626

The cost per FTES decreased in the past year. *At a state level, the formula for DSPS allocation was revised, creating a temporary decrease in funds, which resulted in fewer courses being offered or courses being combined. In response to overwhelming feedback from the 116 community colleges in the system, the state chancellor's office decided to further research the allocation formula and postpone any major changes.* Thus, the DSPS budget for CE, which is connected to Miramar College at the district level, was reinstated and should remain stable.

f. Course Completion by Discipline (Retention and Success) :

Not applicable. DSPS does not have any completions. Instead it supports completions in all other Departments.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

As DSPS does not have program completions as part of the goals or current curriculum, there are no program completions to report.
DSPS supports student completions in other programs and Departments by providing supports and accommodations for students. However, data is not available to identify the completion rates of students with disabilities in those programs.

2. What are some strategies your department has or will implement to improve student access to your program?:

With the COVID pandemic, a great emphasis had been on finding ways to create digital access for our students. This includes a variety of efforts ranging from physical equipment and class supplies distribution in person and by mail to creating a Facebook page for the Department and specific classes. It also has been facilitated by Counselor and Instructor communication efforts via Zoom, email, and phone calls. Efforts have continued across campus to educate faculty about services, and how to refer students to DSPS.

During the last year these efforts continued along with planning to conduct some classes in person in the Fall. We have been strategizing about how to reach the students who not on out current social media platforms.

Our faculty attend outreach events and create accessible materials like videos done completely in sign language, for instance, to recruit students to our incredibly specialized classes. Faculty members meet with the local micro-business coalition for people with disabilities as well to gather information on how we can improve our program to meet the needs of the community.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

Historically, DSPS Educational Assistance Courses (EAC's) provide access to education to a traditionally underrepresented group; people with disabilities. These students traditionally do not have opportunities for ongoing learning. The classes focus on personal interests, occupational paths, personal wellness, and functional academics. EAC's provide opportunities for learning, gaining independence, preparing for work, and ongoing opportunities for social interaction.

DSPS will begin to develop more strategic programming with the Department of Rehabilitation, Workability III, and Career Development College Preparation non-credit courses within SDCE to create more direct paths to employment or self-employment for people with disabilities.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

DSPS provides counseling and accommodations to provide access to students. By supporting access to course materials and eligible accommodations, the DSPS department supports the completion of courses and programs by students with disabilities. Technologies to support access to print are available, and resource technicians support students in HISET, HS Diploma, and various CTE programs. This one on one assistance creates access to program success for students.

With the current COVID environment, we have put an emphasis on strategies to promote connection and engagement with our students. With communication more difficult due to quarantine and technology hurdles, the effort has been to maintain class attendance and participation. Using alternative techniques and methods, such as a departmental Facebook page, Google Voice, and even mailing materials has been a focus.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Currently, there is little available data regarding DSPS students in CTE or other mainstream courses. Although we can access enrollment and completion data in DSPS EAC classes, the current data system does not allow for other courses to filter information by disabled/non-disabled. There is some information available from CTEOS, that supports the strategic plan's goal of outreach into programs and increasing DSPS services across all programs.

The nature of educational assistance courses is to provide life-long learning and personal enrichment to students with disabilities who may not be able to benefit from a traditional college course or career training. Internally the department reports on disability category types we serve, but the other data collected is headcount, gender, ethnicity, and age. But none of this data tells us much about the experience of our EAC students. We tend to rely on informal qualitative information through faculty members and students themselves to inform our decision making. We also tend to have students attend our courses for multiple sessions, some even decades, so the opportunity to forge relationships with not only the student but their family or other paid support staff is plenty. Our faculty often know spouses and family members of students, case managers, and paraprofessionals. DSPS is a high contact department that is driven by the experience of the student. We know that students want to work, want to be independent, and want meaningful relationships. As such, we develop courses that reflect those wants and needs.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

Faculty and administration input is formally and informally solicited during the Program Review process and
continually during the entire year during monthly meetings with contract faculty and counselors. Email requests to Faculty for student experience is also solicited.

Much of the discussion this year has revolved around how to prepare for a return to Campus and the new modalities available. We are examining the student response and potential future patterns of student participation in the varied face to face and distance learning methods of instruction.

7. Include your program's mission statement(s)::

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

8. Provide a brief summary statement for your program.:

The Disability Support Programs and Services (DSPS) department aims to provide access to SDCE's courses and campuses, in compliance with federal and state laws. The accommodations, instruction, and technology provided to students with disabilities allow students to participate in lifelong learning, vocational skill attainment, and workforce advancement.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

Moved from paper filing system to online digital cloud filing

Experienced significant loss of faculty due to retirements, administrative leave, bereavement leave

Began the process of filling DSPS Dean and DSPS Instructor

10. Highlight your department's most significant accomplishments this past year.:

Successfully integrated new DSPS Clockwork software (digital filing and appt. system)

Returned several Educational Assistance classes back to campus using Hyflex and Hybrid models

Created DSPS New Student Success Guide

Continued progress on Culinary Pathways Project

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:
SLO Examples:

Beginning Computers:

SLO: Learn basic computer skills demonstrated by using operating systems effectively.

Students have demonstrated their ability to use basic computer skills by logging into zoom classes regularly, utilizing a gmail account, and creating a presentation in google slides. After lessons on malware, phishing, and viruses, students changed their settings in their email where permission must be granted to display images embedded in emails. For some students, they expressed that the class was the first time they had ever sent an email, hyperlink or utilized google drive.

Wellness Management:

SLO: Identify responses to stress and develop effective coping skills.

WM has been incredibly beneficial for students, job coaches, and instructor especially during these times of uncertainty. It has been a safe welcoming space where individuals can be transparent of challenges and share effective ways to manage and cope. At the end of the semester, students share about a dimension of the Wellness Wheel or the tools/skills that work best for them to deal with stress and uncertainty.

Food Prep:

SLO: Demonstrate the ability to measure and prepare ingredients.

Throughout the semester, student volunteers lead the zoom class on how to prepare a simple recipe of their choosing. Some students choose to prepare alongside the student leader during the online class. A student expressed it was the first time they had ever cracked an egg. Many students have shared they typically let others prepare meals for them and have started to make meals and or cook alongside others more since taking the course. We are also in the process of compiling the recipes shared throughout the pandemic to make a Pandemic Cookbook.

12. What is your process for regularly reviewing curriculum?:

Curriculum Review is organic and is facilitated by discussions with Instructors and Counselors. Student enrollment and feedback are reviewed to determine how the courses are supporting students. Additionally, faculty provide information on how students are doing in courses, and what patterns they see. New courses are reviewed with an "eye" towards their building and an increase in enrollment. Discussions are ongoing throughout the year to determine if more sections are needed and to solicit new curriculum ideas.

With the COVID Pandemic and the urgent switch to Remote and Distance learning, much of the attention and energy of the Department has focused on current courses and curriculum and the resources necessary to deliver quality instruction. This is occurring at virtually every Faculty meeting.

As we plan for the return to Campus beginning Fall 2021, this activity continues with much of the discussion around what format will work best for students, and what students want in terms of person to person instruction or distance educational format.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

DSPS classes serve a wide range of students, with significantly varied goals. Some students attend for personal enrichment, and others attend to gain some basic occupational or educational skills as they prepare for new work or life projects. Providing for an ongoing feedback loop from faculty and students allows for needs to be recognized, and to determine if new courses or amendments to current courses are needed. Communicating and connecting with community based programs and organizations continues and helps provide information for planning future content.

14. How is the program/department engaged in integrating new technology into the instructional program?:

Each semester, DSPS also communicates with the other departments in the institution about the changing technologies used in the classroom. Workshops are provided and given by the Access Technology Specialist to educate DSPS (and non-DSPS) faculty and staff on any new assistive computer software that has been recently procured by the department. With the current Covid situation we are working on helping, despite some resistance, Non-DSPS faculty with accommodation issues inside the Canvas platform itself.

The urgency of the response need for the Covid Pandemic has accelerated integrating new technology. As many of our students are on the wrong side of the "digital divide" there has been a great deal of problem solving on how to extend access to as many of our students as possible. We decided as a Department to purchase Chromebooks to distribute to our students, as many of them not only do not have a Personal Computer at home but also lack the skills and experience to utilize them effectively for an Distance Education environment. there are continuous discussions are devising other methods of using and getting technology into our Faculty and Students hands.

Having said that, some central themes are emerging. Inconsistent, ineffective and limited technology, IT support, systematic equipment updating and/or equipment provide a barrier for faculty to provide seamless student-centered instruction limiting student access, retention and completion in distance education as well as face-to-face course offerings. To address this gap and increase student enrollment, retention and completion of programs for online programming, resources are needed immediately to build an online ecosystem for students and employees to make remote teaching, learning, and working more robust, dynamic and efficient.

Additional resources needed include:

Update Current Software

- ZoomText licenses
- Kurzweil Annual Subscription
- Dragon Naturally Speaking
- JAWS updated
- Five Finger Typist software
- Typeability for JAWS
- Ergo Equipment - keyboards/mice/bookholders/chairs/foot rest
- Access to printers and copiers to provide not only in-class materials but program packets to send to Students quarantining at home.
- Document cameras
- Laptops for students

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

Individuals with disabilities intersect across all walks of life, in all professions, across all races, religions, ethnicities, gender identities, sexual orientations, and socioeconomic classes.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

The program has had prior long term planning on this topic but the sudden emergency of the Covid Pandemic has rendered much of that moot. Reacting to the swiftness of the situation the Faculty has had to switch to remote learning and has further begun the transition to distance education. This has requires extensive training and building of familiarity with not only the different software platforms but also rethinking the delivery of instruction and instructional support.

Much of this year has been spent addressing the logistical, formatting and training needs of the Department. Discussion includes the Digital Divide, increased access for transportation and stamina challenged students, not to mention students who are less successful in large classrooms or campuses. This is ongoing and is anticipated to continue for the foreseeable future.

A key element in this is determining the student need and response. When given the choice, what will the students chose? At this time is is difficult to predict.

17. What methods of teacher-student contact (interaction) are utilized? :

The primary method has been the utilization of the Zoom platform as it is the one of the most accessible for our students. With the ongoing training and development in the Canvas platform, Instructors are utilizing elements of this platform. As usual we are also working on integrating other software accommodations such as Kurzweil.

As we plan for the return to campus, there is much discussion about the Hyflex, hybrid and distance education modes and how to integrate them into out Department offerings. Discussion includes the Digital Divide, increased access for transportation and stamina challenged students, not to mention students who are less successful in large classrooms or campuses. Faculty training and resources for the different methods is also an important consideration.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The Institution does not provide staff for DSPS. However, there is 'in-kind support' for one DSPS counseling position from the Institution's General Funds.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

All employees are provided the campus Flex opportunities. Conferences relevant to DSPS are recommended, and the Academic Senate does provide fiscal support for those interested. Due to the Covid epidemic, Faculty attention and time has redirected training and development in Distance Education, methodology, technique learning software platforms. In addition DSPS is engaged in implementing a new software "Clockwork" to go paperless and mange student information electronically. This has consumed much of the "Bandwidth" of the the Department this year.

Individuals also participated in the following:

Canvas training and Certification (multiple elements)--all instructional Faculty participated

Canvas, Module for Student Success in Online Learning. (DLAC team)

Zoom Intro and Basics

Teaching of Boundaries and Consent in Work Practices, and Navigating Through Challenging Sexuality-Related Conversations and Questions…. And Working Effectively with Sexual & Gender Minorities

Substance Abuse within the Deaf Community

MS Teams training

Clockwork Trainings(New DSPS Specific software for e-files, documents and scheduling)

Mind Express on the Eyegaze Edge

Apps for Older Students Middle School High School and College

AT for Sensory Difficulties

Apptastic Adventures: Fun and Educational Apps for Special Education

State Academic Senate Plenary

Scripps 15th Annual Brain Injury Rehabilitation Conference (virtual) , June 4-5, 2021

BIA MedLegal Conference, Sept., 24-25, 2021, in-person. participated in numerous seminars and in a hands-on brain dissection workshop

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

DSPS mainly provides our own technology out of our categorically funded budget, including high cost assistive technologies. We need funds for general technology such as:

Printers, printer cartridges, etc.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

Money received outside of DSPS funds for 2018-2019 included:

General Fund - $173,059.31

General Fund provided funding for Fall 2018 & Spring 2019 for a F/T Counselor; however, he received
40% reassigned time for Dept. Chair and 32% Academic Senate Duties (Vice-President), leaving 28% of funding
for 8 hours of counseling. In 2019, the reassign has been increased to 100% (Academic Senate President). The backfill of this position has allowed the department's budget to remain relatively stable in the face of reductions from the state categorical funding. Additionally, the GF supported one tenure instructional faculty position. This instructional position continued to offer basic skills education to students with disabilities.

Emeritus (for age 55+)

EMERITUS (for age 55+) Instructional Review and Improvement

Program / Unit: Emeritus (for age 55+)
Dean: Dr. Jacqueline Hester
Lead Writer: Dr. Claudia Tornsaufer
a. Enrollment by Discipline:

Introduction:

Due to the Coronavirus pandemic, all courses offered by the Emeritus Program (EP) for adults (55+) were transitioned in the 2020 spring semester to fully online modalities, which included asynchronous (Canvas and/or Google Sites) and/or synchronous (Zoom) instructional methods. In the 2022 spring semester, the EP re-opened certain EP courses with in-person instruction methods in the fully in-person, hybrid, and HyFlex modalities. This enrollment data referring to the various modalities in the EP is limited to one (1!) semester (2022 spring semester). Therefore, this analysis does not allow a comparison of enrollments by modality through time (e.g.; various terms or academic years). The SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE) provided all data for fully online EP courses and data spans from 2017/18 to the 2021/22 academic year only.

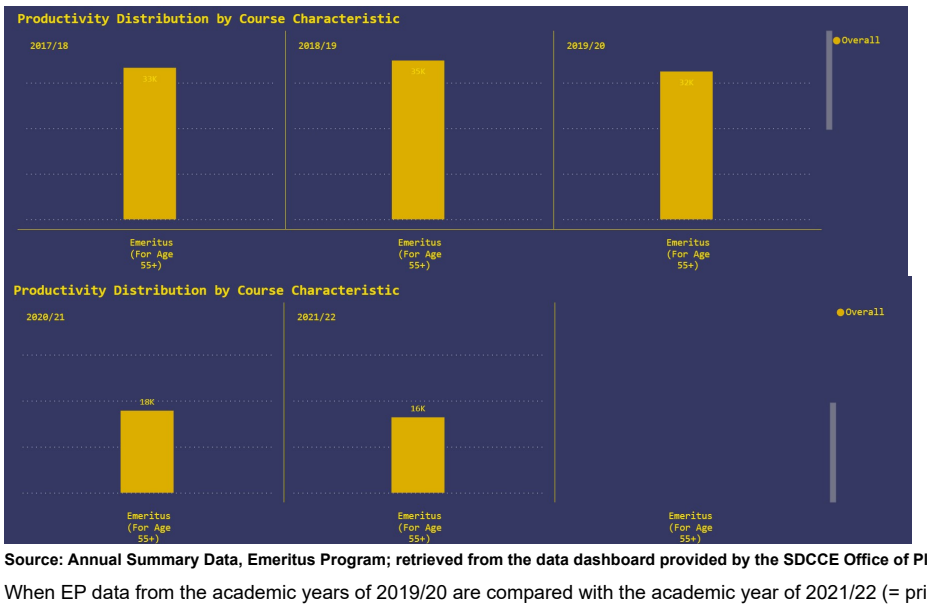
The source of all data and tables mentioned in this Program Review are retrieved from the institutional data dashboard provided by the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE). Any data retrieved from another source will be noted throughout this Program Review.

Key Findings: During the 2021/22 academic year, the EP saw 16,393 enrollments in overall EP courses, representing 28.8 % of SDCCE's 56,987 enrollments. Most EP courses successfully converted to an online learning environment and demonstrated high enrollment numbers per certain course types during the pandemic. For example, most Brain Fitness courses under HEAL 525 were already taught online prior to the Pandemic. In comparison, many MUSI 505 and PASV 505 courses were taught at off-campus locations that closed during the Pandemic. While ARTX 510 and HEAL 525 courses demonstrated a lesser impact of the Pandemic, the impact of the Pandemic on MUSI 505 and PASV 505 courses was significantly higher (Table 9). The decline from 2020/21 to 2021/202 in EP enrollments was only 0.8%, a significantly lesser decline than other SDCCE Programs experienced. However, in the 5-year difference, SDCCE's enrollment decreased by 116 %, and EP's enrollment declined by 50.7 %. At the beginning of the Pandemic, classes in all EP disciplines (art, health and wellness, music, and social sciences) were heavily impacted by a) the outbreak of the pandemic, b) the complete closure of all face-to-face instruction across the District; c) the attrition of 44 EP instructors since Fall 2019 due to faculty retirements, unwillingness to teach online, non-certification as online instructors, and loss of access to students in special settings, etc.); d) loss of access to classrooms at SDCCE 7 campuses and at *all* 95 EP's community hosting sites (including special settings sites); and e) various barriers for certain EP students to access fully online courses (e.g., lack of computers/tablets/smartphones, lack of student support services, lack of student computer labs, lack of F2F orientations, etc.).

Detailed Data Analysis:

Overall EP Enrollments: During the 2021/22 academic year, the EP saw 16,393 enrollments in EP overall courses, which represents 28.8 % of SDCCE's 56,987 enrollments. There is a decline in the overall enrollment by 1,441 enrollments (8.1 %) compared to the 17,834 enrollments in the previous academic year (2020/21). In the previous year (2019/20), EP demonstrated 32,464 enrollments, which is 29.6 % of the overall SDCCE 109,515 enrollments. During the 2017-18 academic year, EP accumulated 33,277 enrollments, which represents 27 % of SDCCE's 123,178 enrollments (see table 1 a & b).

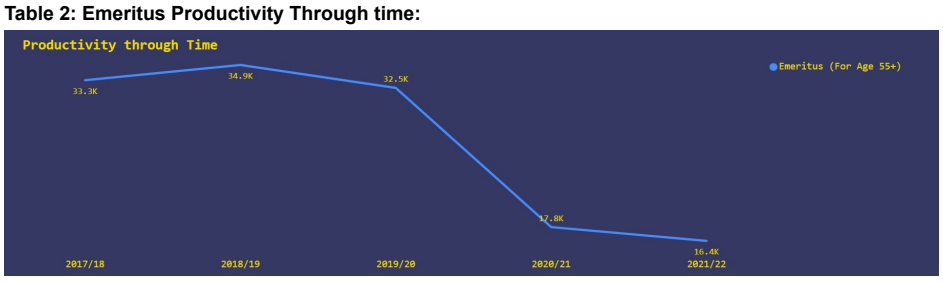
Table 1a & b: EP Enrollments during past Academic Years



Source: Annual Summary Data, Emeritus Program; retrieved from the data dashboard provided by the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE)

When EP data from the academic years of 2019/20 are compared with the academic year of 2021/22 (= prior to and during the pandemic), this decrease in the overall enrollments represents a 49.5 % decline in the 2-year-difference. When data from the academic years of 2017/18 are compared with the academic year of 2021/22 (= before and during the pandemic), this decrease in the overall enrollments represents a 50.7 % decline in the 5-year-difference (see Table 2!). The main reason for this significant decline in enrollments is the EP offered significantly fewer classes during the pandemic.

Table 2: Emeritus Productivity Through time:



Emeritus Enrollment vs. SDCCE Enrollments:

Between 2021/22 and 2020/21, SDCCE's enrollment declined by 0.2 % (from 38,548 to 38,627 enrollments) and EP's enrollments declined by 0.8 % (from 16,393 to 17,834 enrollments). In the 2-year difference, SDCCE's enrollment declined by 92 % from 109,515 to 56,987 enrollments, and EP's enrollment was reduced by 49.5 % from 32,464 to 16,393 enrollments. In the 5-year difference, SDCCE's enrollment decreased by 116 %, and EP's enrollment declined by 50.7 %. While the drop in enrollments is significant across all SDCCE Programs, the decline of SDCCE overall enrollments (in percentages) is significantly greater than the decrease of enrollments in the EP over the span of two (2) or five (5) years (Compare Tables 1a/b and 2 with Tables 3a/b and 4!).

Table 3 a & b: SDCCE Overall Enrollments

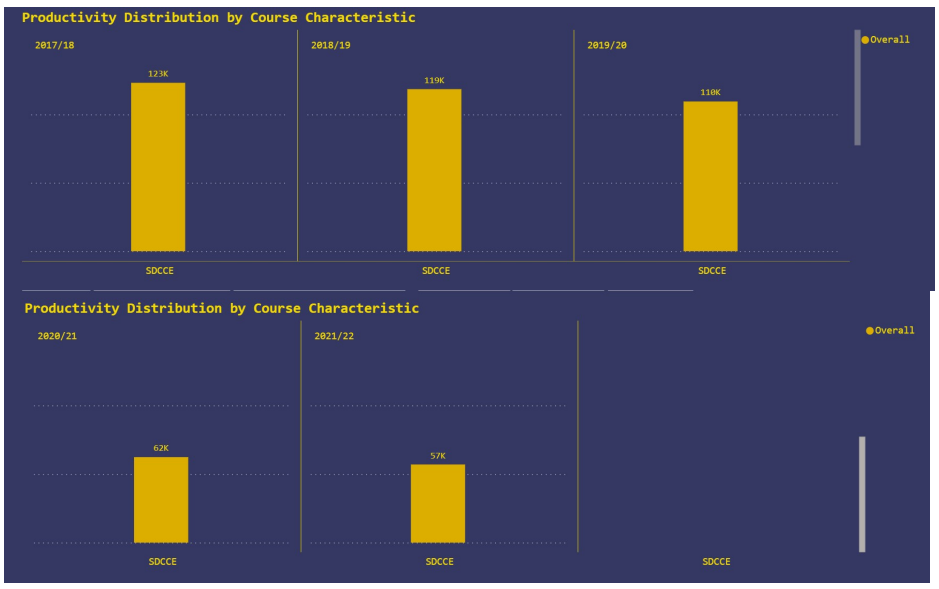
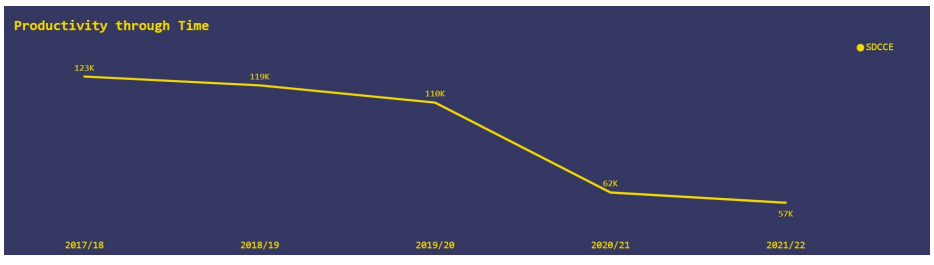


Table 4: SDCCE Enrollments Over Time



Enrollments by EP Discipline:

The data analysis of EP productivity through time measured by enrollments per discipline (Art, Health and Wellness, Music and Social Sciences) demonstrated the following declines in the year-to-year, 2-year, and 5-year comparison as follows:

Table 5: Productivity by Enrollments through Time by EP Discipline

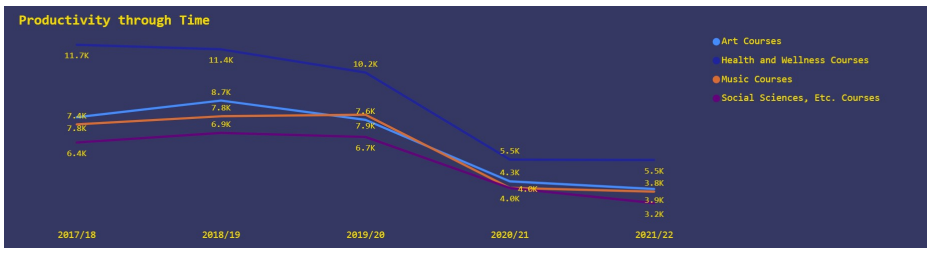
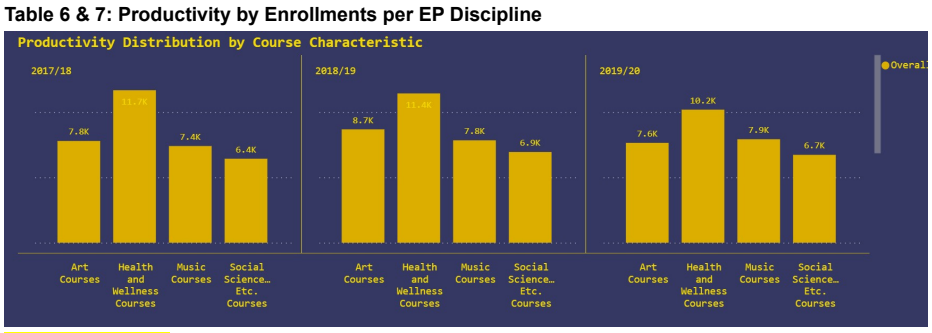


Table 6 & 7: Productivity by Enrollments per EP Discipline



EP's Art Courses:

During the 2021/22 academic year, there were 3,932 enrollments in EP's art courses. There is a decline in EP's art courses by 10% when compared to the 4,345 enrollments during the previous academic year (2020/21). The year the pandemic began (2019/20), EP demonstrated 7,641 enrollments in EP's art courses, which is a 48.5 % decline in enrollments in the 2-year difference. During the 2017-18 academic year, EP demonstrated 7,785 enrollments in EP's art courses, which represents a 49.5 % decline in the 5-year difference (see Tables 5, 6, and 7).

EP's Health and Wellness Courses:

Between 2019/20, 2020/21, and 2021/22, enrollments in EP's Health and Wellness course enrollments dropped from 10,182 to 5,510 to 5,487 enrollments. In the 2-year-difference, it is a decline of 46.1 % and a decline of 53.0 % in the 5-year (see Table 5, 6, and 7).

EP's Music Courses:

During the 2021/22 academic year, there were 3,794 enrollments in EP's music courses. There is a 4.9% decrease in enrollment in EP's music courses compared to 3,991 enrollments during the previous academic year (2020/21). The year the pandemic began (2019/20), EP demonstrated 7,918 enrollments in EP's music courses, which is a 52.1 % decline in the 2-year difference, and during the 2017-18 academic year, EP accumulated 7,398 enrollments in EP's music courses, which represents 48.7 % decline (see Table 5, 6 and 7).

EP's Social Science Courses:

During the 2021/22 academic year, there were 3,180 enrollments in EP's social science courses. There is a 20.3 % decrease in EP's social science courses compared to 3,988 enrollments during the previous academic year (2020/21). The year the pandemic began (2019/20), EP demonstrated 6,723 enrollments in EP's social science courses, which is a 52.7 % decline in the 2-year difference, and during the 2017-18 academic year, EP accumulated 6,427 enrollments in EP's social science courses, which represents 50.5 % decline (see Table 5, 6 and 7).

Overview of Enrollments by Discipline and Academic Year:

	Art	Health	Music	Social Science
Enrollments in 2021/22	**3,932**	**5,487**	**3,794**	**3,180**
Enrollments in 2020/21	**4,345**	**5,510**	**3,991**	**3,988**
Enrollments in 2019/20	**7,641**	**10,182**	**7,918**	**6,723**
Enrollments in 2017/18	**7,785**	**11,667**	**7,398**	**6,427**

Productivity vs. Human Resources:

There is a significant correlation between the loss of EP's human resources and the loss of EP enrollments. In addition, there is a correlation between certain disciplines, which were easier to be transferred to a fully online modality. The impact of these factors can be seen in the 5-year difference in EP's enrollments by discipline as follows:

Health and Wellness: Between the 2019 Fall Semester and 2022 Spring Semester, the Health and Wellness discipline was impacted by the greatest loss of human resources: 18 health and wellness instructors (including 2 contract faculty members!) who departed from the EP. Therefore, the enrollment numbers demonstrated the greatest decline in enrollments by 53 % in the 5-year difference.

Social Science: Between the 2019 Fall Semester and 2022 Spring Semester, EP's Music discipline was impacted by the loss of 10 social science instructors who departed from the EP. In the 5-year difference, EP's enrollments in social science courses demonstrated a decline of 50.5 % (from 6,427 to 3,180 enrollments).

Art: Between the 2019 Fall Semester and 2022 Spring Semester, EP's Art discipline was impacted by the loss of 7 art instructors who departed from the EP. In the 5-year difference, EP's enrollments in art courses demonstrated a decline of 49.5 % (from 7,785 to 3,932 enrollments).

Music: Between the 2019 Fall Semester and 2022 Spring Semester, EP's Music discipline was impacted by the loss of 10 music instructors who departed from the EP. In the 5-year difference, EP's enrollments in music courses demonstrated a decline of 48.7 % (from 7,398 to 3,794 enrollments). Therefore, enrollments in EP music courses demonstrated a lesser decline than in the other disciplines.

Enrollments by Course:

During the 2017/18, 2018/19, and 2019/20 academic years, Drawing and Painting 1-2 (ARTX 510), Health Education (HEAL 525), Music Appreciation (MUSI 505) and Body Dynamics/Aging Process (PASV 505) courses consistently held the highest enrollment numbers of all EP courses. In the 2019/20 academic year, ARTX 510 demonstrated 4,377 enrollments, HEAL 525 showed 7,245 enrollments, MUSI 505 held 4,918 enrollments, and PASV 505 accumulated 2,579 enrollments. The comparison of a term after the start of the Pandemic (2021 fall semester) with a term after the beginning of the Pandemic (2021 fall semester (Table 8), ARTX 510 demonstrated 1,110 enrollments - a 29.3% decline, HEAL 525 showed 1,635 enrollments - a 33.5% decline, MUSI 505 held 771 enrollments - a 56.3% decline and PASV 505 accumulated 422 enrollments - a 49.4 % decline.

Table 8: Enrollments by Course and Term:

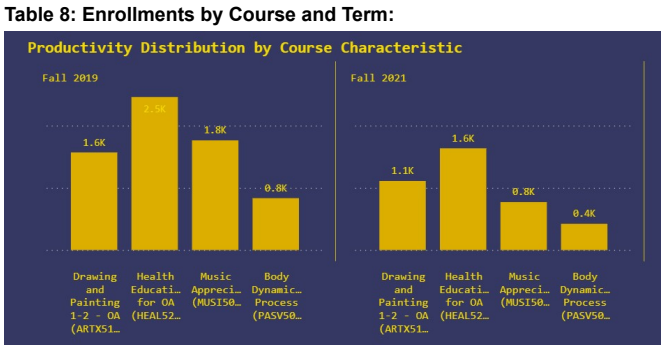
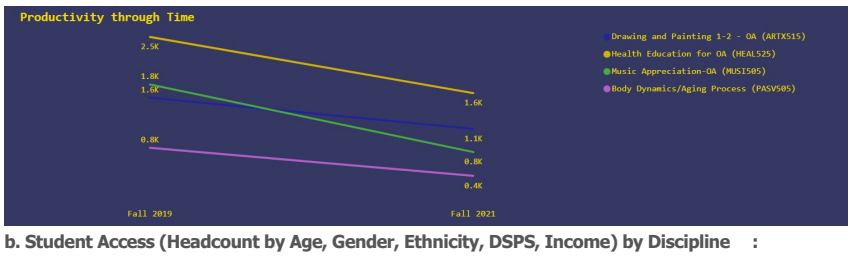


Table 9: Enrollments/Productivity through Time



b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

Introduction: Before the pandemic, the EP provided exceptional access and availability to its target population (adults 55+) by delivering classes to seniors where they are cared for, live, and congregate. Before the Pandemic, the EP partnered with more than 90 off-site locations (churches, recreation centers, community centers, residential facilities, special settings, etc.) to increase access for adult students (age 55+) with mobility restrictions. Many seniors who live in assisted living or convalescent homes (def. special settings) do not have access to technology or face other barriers that hinder their participation in an online class (e.g., digital literacy, vision impairments, etc.).

Key Findings:

During the 2021/22 academic year, the EP saw 3,787 unduplicated students enrolling in EP courses, which represents 21.7 % of SDCCE's 17,470 headcounts.

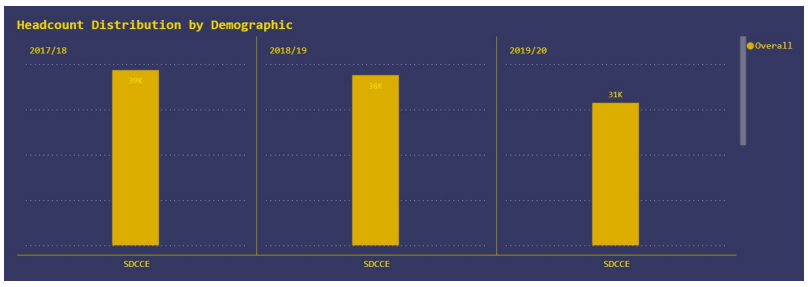
Ethnicity: Data on African American and Latino students suggest that seniors with specific ethnic backgrounds felt a disproportionate impact of the digital divide in regard to their access to technology. Without access to computers, tablets, and/or smartphones with sufficient Internet bandwidth, a great number of SDCCE's senior students of African American and Latino ethnicity were left behind and could not pursue their learning goals during the fully online semesters of SDCCD. The re-opening of courses with in-person instruction in the fully in-person, hybrid, and HyFlex modalities have contributed to a slightly more diverse student population within the Emeritus Program. While the headcount of White and Asian students did not change from the 2021 spring semester to the 2022 spring semester, the African American and Latino students slightly increased by 42.2 % (from 64 to 91 African American students and 14.6 % from 240 to 275 Latino students (unduplicated).
Income: There is a significant correlation between income levels and a drop in headcounts. The higher the income level of EP students is, the lower the decline of headcounts in the 1-year- difference as well as in the 5-year-level. The impact of the Pandemic on students with lower incomes was significantly greater than the impact on students with higher incomes (decreases by 62.3 % or 52.25 %) because these senior students have less access to technology and cannot afford to purchase devices that allow them to participate in an EP course. Nevertheless, it was surprising that higher-income students still demonstrated a significant loss in headcounts of 38.25 % (from 2017/18 to 2020/21). However, the lowest (10.7 % increase) and highest (2.1 % increase (2021/22) income brackets are starting to recover headcount numbers in the most recent academic year (2021/22).
Gender: During the Pandemic, the gender inequality between male and female students was more significant in the EP than in the rest of the institution because the drop in the headcount of EP's male students was greater than the drop in the headcount of EP's female students.

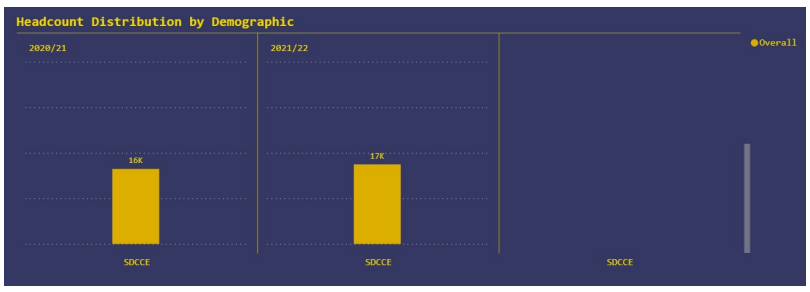
Headcount under multiple factors: Even though there is a general decline in Emeritus student headcount across all genders, ethnicity, age, and income groups, the data on Emeritus headcount suggests that seniors who belong to a) African American, Latino, and White students; b) male; and c) low-income senior students declined in more significant numbers than the overall SDCCE student headcount. The Pandemic also significantly impacted the older senior students (85+) who disproportionately lost access to Emeritus courses during the conversion to fully online Emeritus courses. The majority of these seniors live in retirement homes and assisted living facilities, where they lack access to technology and the necessary digital literacy to participate in online courses. Many younger seniors (age 85 and younger) demanded more online learning opportunities while sheltering as a protective measure against the dangers of Covid-19. However, the data revealed a surprising decline in the younger age groups among seniors: Between 2019/20 and the 2021/22 academic years, the 55-64-year old seniors decreased in headcount by 144.8 %, and under 55-years old seniors declined by 70.7 %. It is important to note that the impact of low income was equal across different ethnicities in the same age group (85-94) during the Pandemic.

Detailed Data Analysis:

SDCCE Overall Headcount: While SDCCE's overall headcount in 2021/22 demonstrated 17,470 unduplicated students, the 2017/18 data shows 38,713 headcounts, which is a 54.9 % decline in the 5-year difference. When the headcount of the 2021/22 academic year (16,468) is compared with the 2020/21 academic year (17,470), the headcount increased by 6.1 % in the 1-year difference (See Tables 10a & b).

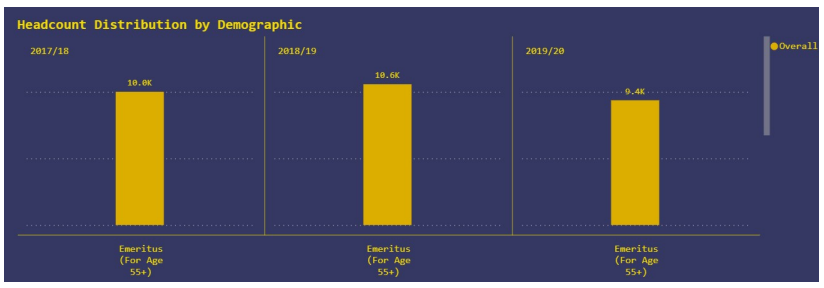
Table 10 a & b: SDCCE Overall Headcount

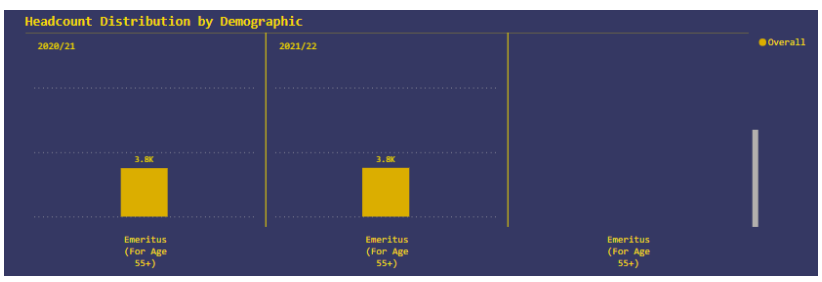




EP's Overall Headcount: While EP's overall headcount in 2021/22 demonstrated 3,787 unduplicated students, the 2017/18 data shows 10,008 headcounts, which is a 164.3 % decline in the 5-year difference. When the headcount of the 2021/22 academic year (3,761) is compared with the 2020/21 academic year (3,787), the headcount increased by 0.7 % in the 1-year difference (See Tables 11a & b).

Table 11a & b: EP Overall Headcount





Headcount Through Time: EP overall headcount tendencies are similar to SDCCE's Headcount through Time. However, the impact of the Pandemic was significantly greater for EP students (e.g., students in special settings) than for the rest of the institution because many EP students lost access to *all EP* classes after March 2020, which were exclusively offered in the fully online modalities. The recovery of EP's headcount in the most recent academic year is less significant than it was for the institution.

Table 12: SDCCE Headcount through Time

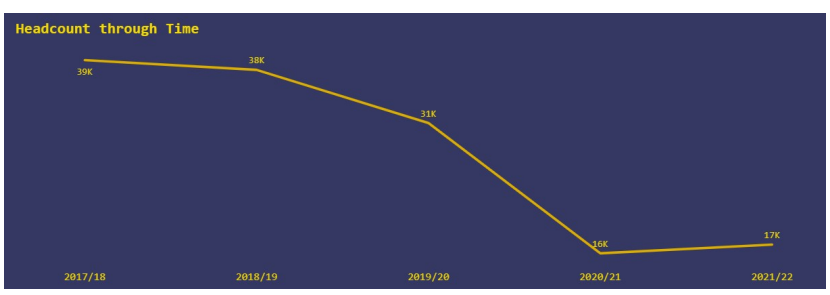
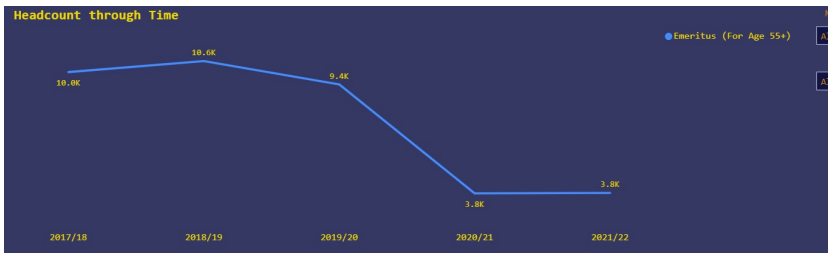


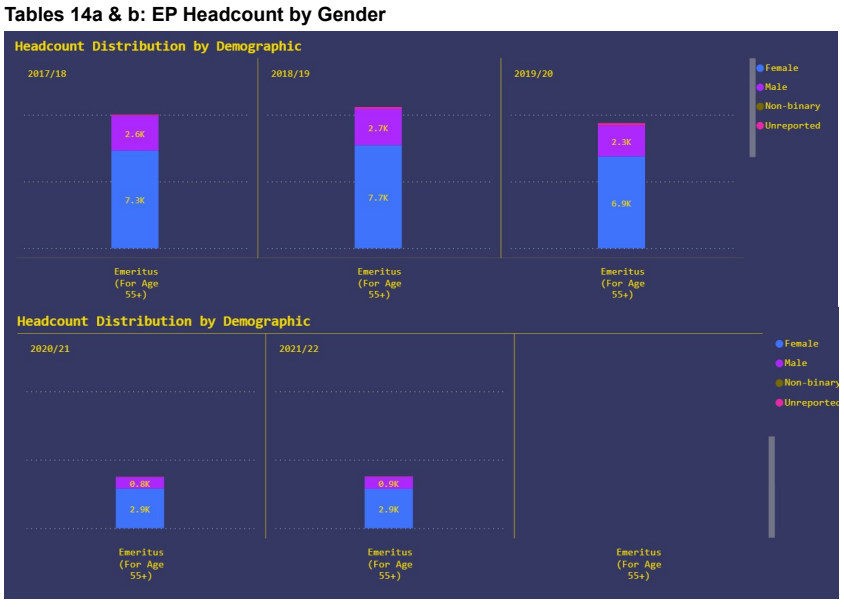
Table 13: EP Headcount through Time



The EP headcount Distribution by Demographics (gender, ethnicity, income, and age):

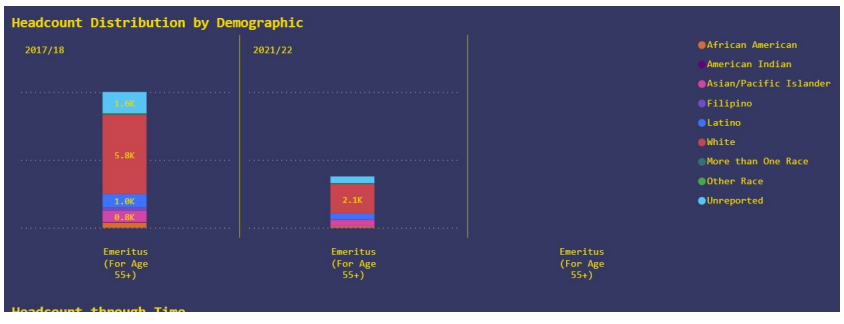
Gender: While the headcount reviewed under the lens of gender reveals a significant drop during the Pandemic, the ratio between female and male students per academic year has not significantly changed: there were 23 % male students and 76 % female students in 2021/22. In 2019/20, there were 25 % male students and 73 % female students. In the 2-year-difference, the female students dropped by 58.2 % from 6,881 to 2,876 students, and EP male students dropped by 62.3 % from 2,310 to 871 students. While **EP female students decreased by 59.01%** from 7,320 (2017/18) to 2,876 (2021/22), **EP male students dropped by 198.7 %** from 2,602 (2017/18) to 871 (2021/22) in the 5-year-difference (Table 14a & b). In the 5-year difference, the headcount of **SDCCE male students dropped by 135%**from 13,500 (2017/18) to 5,733 (2021/22), and the headcount of **SDCCE female students by 115.6 %**from 25,069 (2017/18) to 11,629 (2021/22).

Tables 14a & b: EP Headcount by Gender



Ethnicity: In the 5-year-difference, the headcount reviewed under the lens of ethnicity reveals the highest drop in student headcount seen among African American (211.4 % from 383 to 123%) and White (171 % from 5,842 to 2,148) students, followed by Latino (134.4 % from 968 to 413) and Asian (83.3% from 847 to 462) students (Table 15).

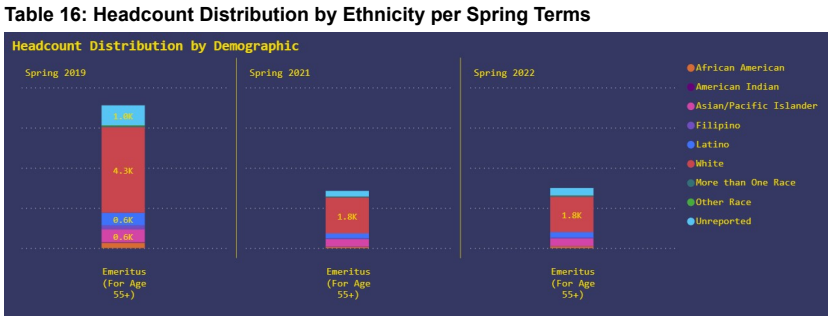
Table 15: EP Headcount Distribution by Ethnicity



When we compare the spring semesters of 2019 (mostly in-person courses), 2021 (exclusively fully online courses) and 2022 (various modalities including fully in-person, fully online HyFlex, and hybrid), we can identify the following tendencies (Table 16):

- The headcount of African American students dropped from 268 unduplicated students (spring 2019) to 64 (spring 2021) and increased slightly to 91 students in the 2022 spring semester.
- The Headcount of Latino students dropped from 630 unduplicated students (spring 2019) to 240 (spring 2021) and increased slightly to275 students in the 2022 spring semester.
- The Headcount of Asian students dropped from 647 unduplicated students (spring 2019) to 374 (spring 2021) and remained at 378 students in the 2022 spring semester.
- The Headcount of White students dropped from 4,261 unduplicated students (spring 2019) to 1,788 (spring 2021) and remained at 1,762 students in the 2022 spring semester.

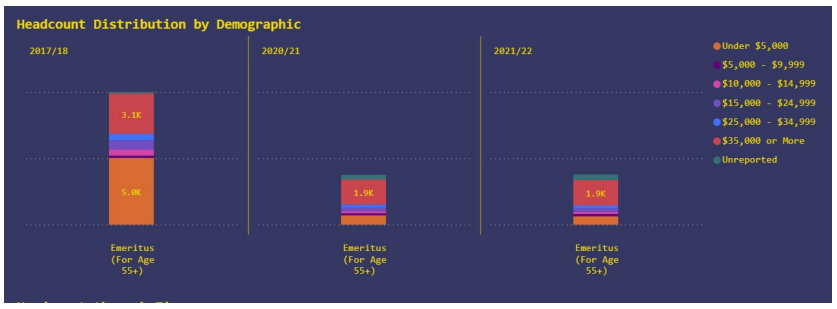
Table 16: Headcount Distribution by Ethnicity per Spring Terms



Income: Through anecdotal information from EP faculty, the data of income below $5,000 per year is skewed because many EP students choose not to reveal their true income and checkmark the lowest income bracket as an option of no disclosure. Therefore, the data of the lowest income bracket is disregarded in this analysis. The data for all other income brackets are as follows:

- Students with income between $10,000 to $14,999 per year showed a significantly decreased headcount from 465 (2017/18) to 166 (2020/21). But there was no significant drop or raise in headcount from 2020/21 (166) to 2021/22 (170).
- In the $15,000 to $ 24,999 income bracket, EP student headcount showed a drop of 76.7 % from 711 (2017/18) to 166 (2020/21 and an insignificant increase to 170 (2021/22).
- In the $25,000 to $ 34,999 income bracket, EP student headcount dropped 38.3 % from 3,056 (2017/18) to 1,887 (2020/21) and an insignificant increase of 2.1% % to 927 in the 2021/22 academic year.

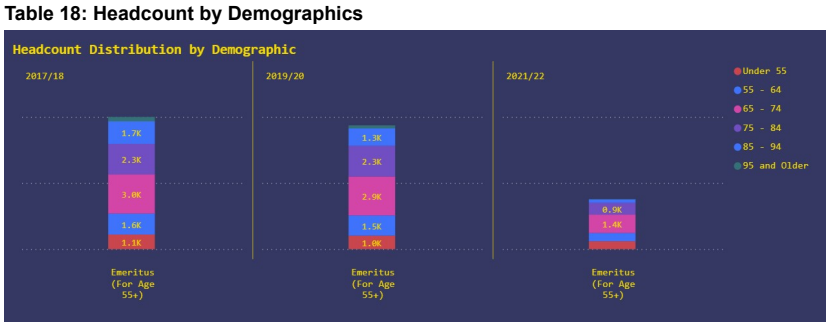
Table 17: Headcount by Income



Age: **This year's data on headcount under the lens of age reveals the sub-divide of the seniors taught by the EP faculty. Senior age groups include seniors 55 to 64, 65 to 74, 75 to 84, 85 to 94 and 95 and older (Table 18).**

- **Younger than 55: Before the pandemic (2017/18), the headcount of students younger than 55 was 1,104 (2019/20). The headcount decreased for this age group by 7.2 % from 1,104 to 1024 and from 1024 to 600 students 1,024 and in the following year (2021/22), the headcount decreased by 70.7 % to 600 EP students.**
- **55-64 age group: The headcount stayed mostly the same between 2017/18 (1,590 students) and 2019/20 (1,530 students) academic years. However, the headcount decreased by 144.8 % to 625 students in the 2021/22 academic year.**
- **65-74 age group: The headcount stayed mostly the same (1.9 % difference) between 2017/18 (2,961 students) and 2019/20 (2,943 students) academic years. However, the headcount decreased by 115.3 % to 1,390 students in the 2021/22 academic year.**
- **75-84 age group: The headcount stayed mostly the same between 2017/18 (2,311 students) and 2019/20 (2,329 students) academic years. However, the headcount decreased by 159.1 % to 898 students in the 2021/22 academic year.**
- **85-94 age group: The headcount decreased by 23.2 % between 2017/18 (1,709 students) and 2019/20 (1,313 students) academic years. However, the headcount decreased by 414.9 % to 255 students in the 2021/22 academic year.**
- **94+ age group: The headcount declined by 7.2 % between 2017/18 (1,104 students) and 2019/20 (1,024 students) academic years. However, the headcount decreased by ??? % to ??? students in the 2021/22 academic year (no data available on age group 95+!)**

Table 18: Headcount by Demographics



More than one Factor: **When headcount data under the lens of older age groups are compared with factors of income, there is a significant correlation between the older age groups and low income. For example,**

1. **White seniors 85-94 years old with yearly income below $24,000, the decline from 2019/20 (677 students) to 2021/22 (65 students) is 90.4 % (Table 19).**
1. **African American seniors 85-94 years old with yearly income below $24,000, the decline from 2019/20 (34 students) to 2021/22 (2 students) is 94.1 % (Table 20).**
1. **Latino seniors 85-94 years old with yearly income below $24,000, the decline from 2019/20 (93 students) to 2021/22 (7 students) is 92.5 % (Table 21).**

Table 19: 85-94 year-old White seniors with Yearly Income below $25,000:

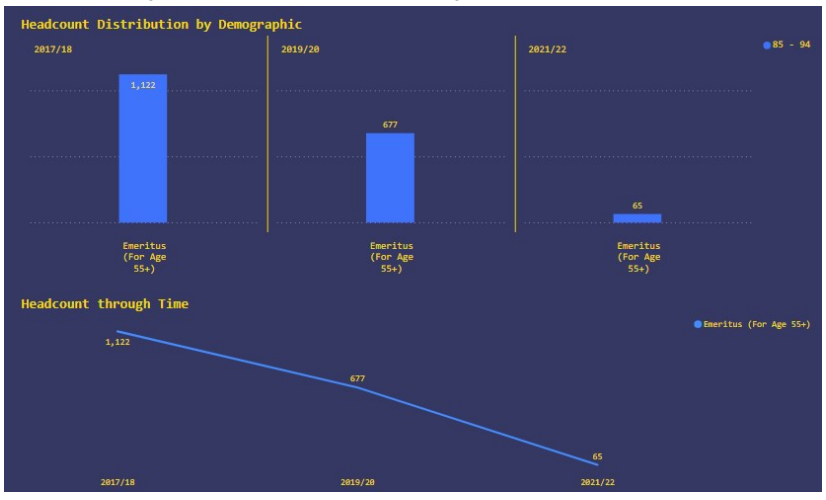


Table 20: 85-94 year-old African American seniors with Yearly Income below $25,000:

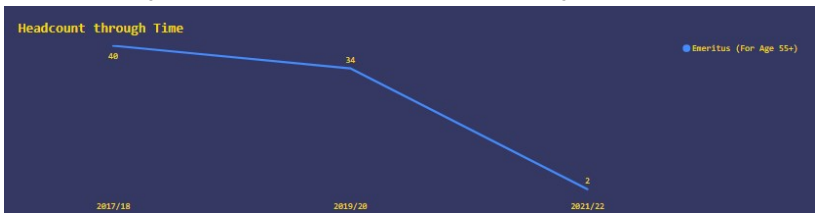
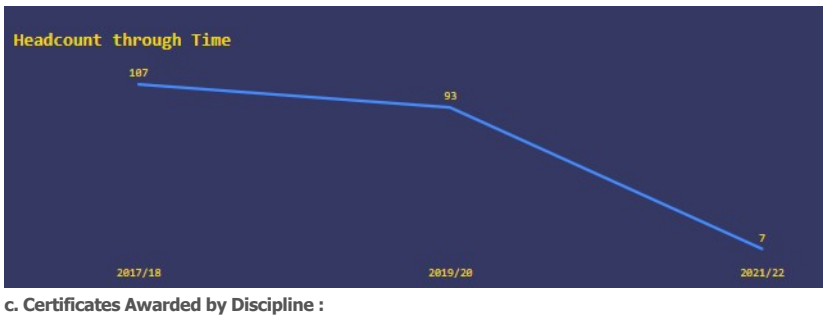


Table 21: 85-94 year-old Latino seniors with Yearly Income below $25,000:



c. Certificates Awarded by Discipline :

Not applicable to the Emeritus Program

d. FTES by Discipline and class mode (online/on-campus):

Introduction: It must be noted that 100% closure of campuses occurred in the middle of the 2020 spring semester (March 16, 2020), and the multitude of modalities was only implemented for the first time in the 2022 spring semester. Nevertheless, the general trend of EP courses moving from in-person instruction to online learning modalities is still apparent when comparing data prior to the pandemic with the most recent academic year (2021/22).

Key Findings: During the 2021/22 academic year, the EP produced 56 FTES overall, which represents 14.3 % of SDCCE's 392 FTES. The Overall EP Productivity through Time reveals that the EP increased its FTES productivity by 33.1% between 2017/18 and 2021/22, despite the loss in student headcount (164.3% in the 5-year difference), the loss in FTE allocation (44.6% in the 5-year difference) and the loss of 42 adjuncts and 2 contract faculty members. Of course, the FTES productivity was positively impacted by the census-based attendance computing implemented during the fully online taught semesters throughout the Pandemic. However, the steep and consistent increase in FTES while the FTE significantly decreased reflects the significant fill rates per EP course by Course Record Number (CRN). There are numerous EP courses that are filled far above the required 30 students per CRN and even to maximum capacity (80 students per instructor). The FTES productivity reviewed with FTE allocations and CRN fills rates demonstrate that a reduced EP faculty force has worked harder and more effectively by serving higher numbers of students per course in online semesters.

Productivity by Discipline and Modality: While the Emeritus Health and Music disciplines saw slight FTES increases in 2018/19 and 2019/20, the art and social sciences disciplines declined in 2019/20. In the following academic years (2020/21 and 2021/22), all subject disciplines of the EP showed significant increases in FTES productivity despite the Coronavirus circumstances, lockdowns, and FTE allocation reduction, loss of 44 faculty members as well as the number of courses lost.

Certain disciplines lend themselves more to certain modalities. For example, art, music, and social science can be easily taught in all online modalities. The health and wellness discipline, except brain fitness, does not easily transform into the HyFlex modality. However, the EP successfully converted most of its courses to Synchronous Online teaching modality and Online (asynchronous and synchronous) with higher FTES productivity in all disciplines: Art, Health and Wellness, Music, and Social Sciences courses. These significant increases in FTES productivity are especially impressive when considering that there were many EP courses that could not convert to fully-online delivery modes (e.g., courses taught previously in special settings). However, this data analysis is slightly skewed because noncredit in-person courses are computed via positive attendance accounting, and noncredit online courses are computed via census-based attendance accounting. Therefore, these significant increases can be attributed to the more favorable census-based attendance accounting in EP's online courses.

Detailed Data Analysis:

General FTES of the Emeritus Program (EP):

The available data provided by the SDCCE Office of Planning, Research, and Institutional Effectiveness demonstrated that the Emeritus Program (EP) consistently increased FTES productivity over several academic years 2017/18 (1,263 FTES), 2018/19 (1,420 FTES) and 2019/2020 1,398 FTES). The first academic year taught fully online brought a significant increase in productivity, 1822 FTES in 2020/21, and the EP maintained this productivity with 1,887 FTES in 2021/22. In the 5-year difference, there is an increase in FTES productivity of 33.1% between 2017/18 and 2021/22. In the 2-year difference, EP increased its FTES productivity by 25.9 % from 1,398 to 1,887 FTES.

When FTES productivity is compared with EP's allocated FTE per academic year, the EP experienced a significant drop of 19.3 % in FTE in the 2019/20 academic year (83 FTE) from the previous year (67 FTE). In the 5-year difference, there was a 44.6 % drop in FTE (from 81 in 2017/18 to 56 FTE in 2021/22).

Table 22: FTES Productivity through Time - Emeritus Program

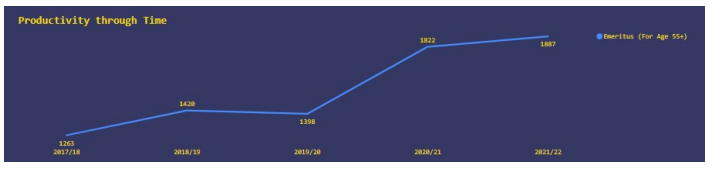
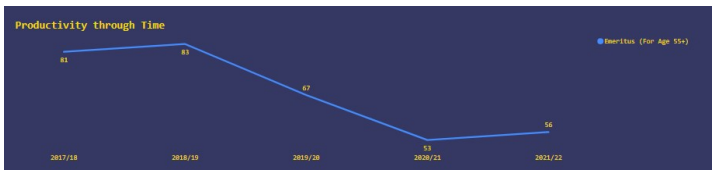


Table 23: Emeritus FTE per Academic Year



FTES by Emeritus Subjects/Disciplines:

In 2017/18, the EP offered 26.8 % (339 FTES) of its overall 1,263 FTES (Table 24) in art subjects (ceramics, painting, drawing, arts & crafts, etc.), 35.2 % (444 FTES) in health & wellness subjects (health education, brain fitness, nutrition, etc.), 21.7 % (274 FTES) in music courses (chorus/mixed voices, music appreciation, ukulele/guitar, piano, orchestra workshops, etc.) and 16.4 % (207 FTES) in Social Sciences courses (Law & Retiree, Communications, Social Studies, Consumer Protection, etc.).

Table 24: Overall Emeritus FTES through Time

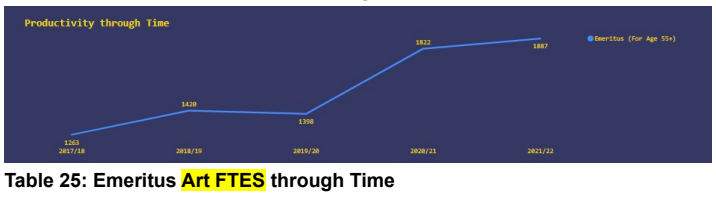
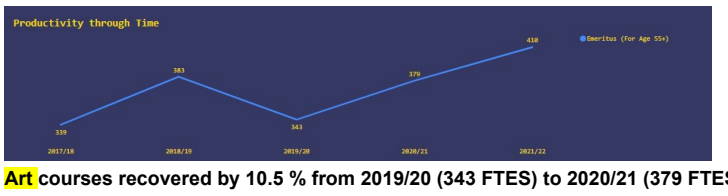


Table 25: Emeritus Art FTES through Time



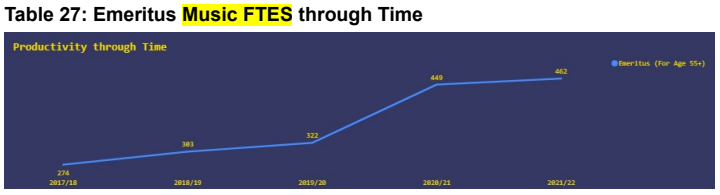
Art courses recovered by 10.5 % from 2019/20 (343 FTES) to 2020/21 (379 FTES) and by 7.6 % from 2020/21 to 2021/22 (410 FTES).

Table 26: Emeritus Health and Wellness FTES through Time



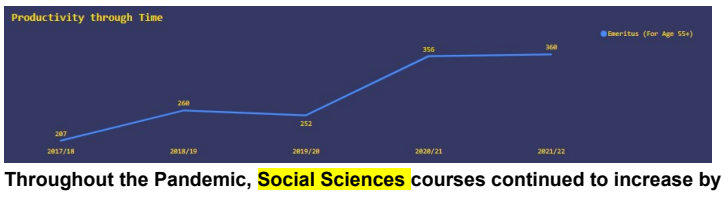
Throughout the Pandemic, Health and Wellness courses continued to increase by 32.2 % from 2019/20 (482 FTES) to 2020/21 (637 FTES) and by 2.7 % from 2020/21 to 2021/22 (655 FTES).

Table 27: Emeritus Music FTES through Time



Throughout the Pandemic, Music courses continued to increase by 39.4 % from 2019/20 (322 FTES) to 2020/21 (449 FTES) and by 2.8 % from 2020/21 to 2021/22 (462 FTES).

Table 28: Emeritus Social Science FTES through Time



Throughout the Pandemic, Social Sciences courses continued to increase by 41.3 % from 2019/20 (252 FTES) to 2020/21 (356 FTES) and by 1.1 % from 2020/21 to 2021/22 (360 FTES).

Comparing FTES productivity prior to (2017/18) and during the pandemic (2021/22) in the 5-year difference, the art disciplines showed an increase in FTES of 19.5 % (from 343 to 410 FTES). The health & wellness subjects increased FTES by 35.9 % (from 482 to 655 FTES). The most significant increase in FTES was achieved in music courses with 43.5 % (from 322 to 462 FTES), and in Social Sciences courses, with 42.9 % (from 252 to 360 FTES).

Productivity (FTES) by Modality:

During the 2017/18 and 2018/19 academic years, SDCCE only offered fully in-person (1165 and 1272 FTES) and fully online (98.6 and 148 FTES) courses. In these two academic years, there is no data on which FTES taught in F2F courses were taught on- or off-campus courses.

The data of 2019/20 shows for the first time a differentiation of on-campus and off-campus F2F courses in the EP: the great majority of EP in-person courses (937 FTES) were taught off-campus and 181 FTES on-campus. Additionally, there were 280 FTES taught fully online.

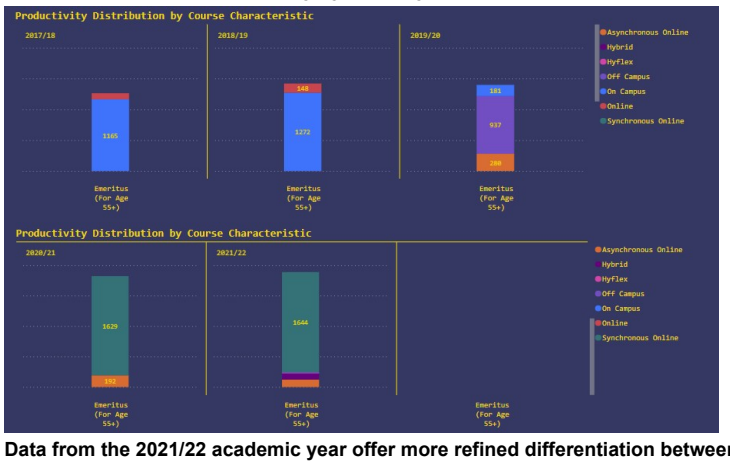
During the pandemic, SDCCE faculty started to differentiate between the different course designs and components of EP courses. Online courses were taught in the following modalities:

- Asynchronous Online

- Hybrid
- Hyflex
- Online
- Synchronous Online

During the 2020/21 and 2021/22 years, EP offered most of the courses as fully synchronous courses: 1,629 FTES (89 %) and 1644 FTES (87 %). With the re-opening of campuses in the spring of 2022, EP offered 101 FTES in the Hybrid modality and 11.3 FTES in the Hyflex modality.

Table 29 a & b: FTES Productivity by Modality



Data from the 2021/22 academic year offer more refined differentiation between the various modalities, and clearly, the synchronous online modality was predominantly used to serve EP students (1,629 or 89 % in 2020/21 and 1644 or 87 % in 2021/22).

Background on Modality: The special student population of the EP required EP faculty to always pay special attention to the learning needs of their "digital immigrant" students. In order to increase student retention and success, all EP faculty always initiated online contact with students in real-time (synchronous tools such as Zoom). For these reasons - since EP's online teaching pilot in 2008 - almost all EP online courses were taught in a combination of asynchronous and synchronous teaching methods. Unfortunately, SDCCE's data collections did not always track the various components and simply defined courses as "fully online." Additionally, no EP courses were exclusively taught in the asynchronous modality. Therefore, the provided data for academic years prior to 2021/22 is skewed and incomplete. Consequently, some data analysis cannot be compared for this 2022 Program Review (PR).

Prior to the Pandemic, only a handful of instructors taught online. When the pandemic started, most EP instructors who were new to online teaching implemented the synchronous modality (e.g., Zoom), which proved to be very successful with EP students who had access to technology. The data also reveals that the great majority of EP courses were taught at off-campus locations.

FTES by Modality and Discipline:

When FTES data is reviewed under the lens of discipline (art, health & wellness, music, and social sciences) and teaching modality (online or in-person), the FTES produced by EP's art, health, music, and social sciences online courses increased dramatically during the later academic years and followed the same enrollment trend as outlined in the previous paragraph. However, there are some interesting data to be noted in the 5-year difference (2017/18 vs. 2021/22):

- Art: While the EP art courses were taught exclusively on-campus in 2017/18 (339 FTES), 28.6 FTES were taught fully online, 30.93 FTES in Hybrid, 9.26 FTES on-campus and 341.6 FTES via Synchronous Online courses.
- Health and Wellness: While 390 FTES of the EP Health and Wellness courses were taught on-campus in 2017/18, 54 FTES were taught fully online. In 2019/20, 147 FTES were taught fully online, 319 FTES off-campus and 15.2 FTES on-campus. In 2021/22, 58 FTES were taught Online modality and 594 FTES in the Synchronous Online modality.
- Music: The FTES produced by EP's online music courses was minimal in 2017/18 with 8.3 FTES, increased to 14.6 FTES in 2018/19 and 245.5 FTES in 2019/20 academic year. The FTES produced by off-campus music courses was 245 FTES in 2019/20 and on-campus FTES accumulated 58 FTES. By 2021/22, EP music FTES resulted as follows: 388.2 FTES in Synchronous Online, 7.8 FTES in Hyflex, 46 FTES in Hybrid and 20.2 FTES in Online music courses.

Social Sciences: While 170 FTES of the EP Social Science courses were taught on-campus in 2017/18, 36 FTES were taught fully online. In 2019/20, 88 FTES were taught fully online, 146 FTES off-campus, and 17 FTES on-campus. In 2021/22, 3.5 FTES in Hyflex, 21.4 FTES in Hybrid and 15.1 FTES in the Online modality.

e. Cost by Discipline:

Introduction: The SDCCE Financial Information for the 2022 Program Review provides limited information on the Cost per FTES for the academic years of 2017/18 and 2018/19. The Cost per FTES data is unavailable for the following three academic years: 2019/0, 2020/21, and 2021/22. However, there is data available on FTES productivity, the State's funding rates (apportionment per FTES), and the overall cost of the Program and its disciplines. The combination of these data sources allows an indirect conclusion of the cost-effectiveness of the Emeritus Program.

Key Findings:

While EP cost $ 2,667,373 (10.1%) of SDCCE's overall budget of $ 26,400,903 in the 2021/22 academic year, EP produced

- **28.8 % of SDCCE's enrollments (see # 1a)**
- **21.7 % of SDCCE's headcounts (see # 1b)**
- **14.3 % of SDCCE's FTES (see # 1d)**

While SDCCD's 2021/22 Executive Budget Report stated 1,494 FTES as the target of noncredit FTES (pg. 9 of SDCCD 2021-2022 Adopted Budget), the EP produced 1,887 FTES (predominantly fully online modalities with census-based attendance computing) during the 2020/21 academic year. These EP FTES (1,887.23) were funded at the rate of $ 3,552 per FTES, which produced an EP revenue of $ 6,702,624. The SDCCE Financial Information (Table 30) given for the 2022 Program Review states that EP's 1,887 FTES cost $ 2,667,373, resulting in an EP surplus of $4,035,251 in 2021/22 available for other SDCCE operations. The low-cost ratio of the majority of EP classes is due in part to the fact that most Emeritus classes require little funding for facility usage, technology, equipment, number of contract faculty, FTES, and other operational costs.

- During the Pandemic, the EP operated all courses with 56 FTE while the faculty force was reduced by 44 instructors (42 adjuncts and 2 contracts) and produced an EP surplus of $4,035,251 in 2021/22.
- Prior to the Pandemic, the EP operated the various disciplines of art, health, music, and social science with 81 FTE (85+ instructors) and produced an EP surplus of $ 553,031 in 2017/18.
- The financial information provided for the 2022 Program Review reveals that the Cost of EP FTES significantly plummeted far below its funding rate/apportionment from the State in the most recent academic year (2021/22). The EP has become more efficient and serves more students per instructor in predominantly online modalities, which represent very little operational costs to SDCCE.
- Before the pandemic, many Emeritus classes were hosted by offsite facilities that charged little or no rent, which freed up maintenance and operating fees. Because of these circumstances, EP classes brought course costs below other SDCCE programs compared with the significant apportionment generated by EP's noncredit courses. In the past, many of EP's community partners (e.g.; Joan Kroc Center, Lawrence Family Jewish Community Center, Wesley Palms, and others), who were hosting sites for the EP classes, provided much of the teaching equipment (e.g.; projectors, amplification, whiteboards, sound sources, etc.) to EP's instructors.

During the pandemic and the computing of census-based online EP courses, most EP instructors purchased their own equipment to teach these online classes for SDCCE's EP. Therefore, EP continues to offer high-quality learning environments for seniors with few operating costs other than human resource expenses. However, the quality of online course designs depends on adequate teaching equipment. The EP program anticipates additional costs for resource requirements for its instructors so that EP can accommodate the multiple modalities of hybrid, Hyflex, and fully online to continue being a highly productive and effective program.

Cost by EP Discipline: Certain subject areas within the EP are more expensive than others. For example, Music courses, followed by Health Education, Gerontology, Painting, and Drawing and Ceramic courses, are the most costly disciplines within the Emeritus Program. According to the SDCCE Budget Committee, most of the expenses (95%) at SDCCE are associated with salaries for faculty. The ten (10) contract faculty members of the Emeritus Program teach in the above-mentioned disciplines and might be a contributing factor to the higher costs of Music (3 contracts), Health (3 contracts), Gerontology (2 contracts), Art (1 contract) and Social Sciences (1 contract) disciplines. Also, Gerontology (Brain Fitness), as well as Art (Ceramics) courses, require more materials, equipment, and software (e.g., Brain HQ).

Detailed Data Analysis:

While SDCCD's 2021/22 Executive Budget Report stated 1,494 FTES as the target of noncredit FTES (pg. 9 of SDCCD 2021-2022 Adopted Budget), the EP produced 1,887 FTES (predominantly fully online modalities with census-based attendance computing) during the 2020/21 academic year. EP's 1,887.23 FTES were funded at the rate of $ 3,552 per FTES, which produced an EP revenue of $ 6,702,624. The SDCCE Financial Information given for the 2022 Program Review states that EP's 1,887 FTES were costing $ 2,667,373 (Table 30), which consequently resulted in an EP surplus of $4,035,251 in 2021/22 available for other SDCCE operations.

Looking at an academic year before the Pandemic (2017/18), the EP produced 1,263 FTES (predominantly in-person modality with positive attendance computing) during the 2017/18 academic year. EP's 1,263 FTES were funded at the rate of $ 3,050 per FTES, which produced an EP revenue of $ 3,852,150. The SDCCE Financial Information given for the 2022 Program Review states that EP's 1,263 FTES were costing a total of $ 3,299,119 (Table 30), which consequently resulted in an EP surplus of $ 553,031 in 2017/18 available for other SDCCE operations.

Table 30: Financial Information for Program Review (Sept. 23, 2022)

PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Older Adult (44450)						
Total FTES		1,331	1,341			
HEALTH EDUCATION	083700	982,327	862,541	781,558	641,224	658,859
FINE ARTS	100100	188,269	178,369	164,869	75,489	38,137
ART	100200	-	-	-	-	2,144
PAINTING & DRAWING	100210	394,547	459,474	386,601	299,535	337,262
CERAMIC	100230	211,143	228,956	180,678	190,100	191,527
MUSIC	100400	720,156	825,351	754,835	658,208	737,319
COMPOSITION & THEORY	100420	-	-	-	-	-
NUTRITION	130600	80,606	74,207	95,288	39,615	37,137
GERONTOLOGY	130900	105,595	157,084	261,088	273,839	368,792
LAW	140100	19,642	12,471	3,774	5,832	38,346
ENGLISH	150100	45,024	46,665	16,750	11,893	32,162
CREATIVE WRITING	150700	39,854	40,785	31,969	83,588	91,757
SOCIAL SCIENCE	220100	234,971	210,856	142,047	97,650	97,121
COMMUNICATION SKILLS	493020	143,000	138,277	90,134	32,813	21,944
INTERDISCIPLINARY STUDIES	499900	5,390	6,871	6,662	-	3,150
OTHER INST ADMN	609000	128,595	128,522	139,528	34,290	11,716
Total Program Expenditures		3,299,119	3,370,428	3,055,780	2,444,075	2,667,373
Cost Per FTES		2,478	2,513	#DIV/0!	#DIV/0!	#DIV/0!

Table 30b: Total FTES and Expenditures of San Diego College of Continuing Education

Total Programs FTES	7,951	7,338	-	-	-
Total Programs Expenditures	28,994,631	28,662,473	27,243,387	24,267,785	26,400,903
Total Cost Per FTES	33,453	36,287	#DIV/0!	#DIV/0!	#DIV/0!

Background: **As an introduction, the California Community College Chancellor's Office (CCCCO) classifies a noncredit course in accordance with its primary objective within the nine state-supported noncredit categories outlined in the California Education Code (84757. (a)). Of these nine (9) categories, only Older Adults (called Emeritus across SDCCE), some DSPS, and Parenting Education courses fall under regular noncredit courses. All other noncredit courses fall under the Career Development and College Preparation (CDCP) category.**

The District's FTES target for FY 2021-22 has been established at 37,545 FTES and is broken down as credit, CDCP (Career Development, College Preparation) non-credit and "regular" non-credit at the current year's funding rates, which were adjusted for the 5.07% COLA as listed below:

The District's FTES target for FY 2022-23 has been established at 37,769 FTES and is broken down as credit, CDCP (Career Development, College Preparation) non-credit and "regular" non-credit at the current year's funding rates, which were adjusted for the 6.56% COLA as listed below:

(Source: 2022/23 Adopted Budget, San Diego Community College District)

The increased funding for Non-Credit FTES by almost 13 % will bring increased revenue to the EP and SDCCE.

f. Course Completion by Discipline (Retention and Success) :

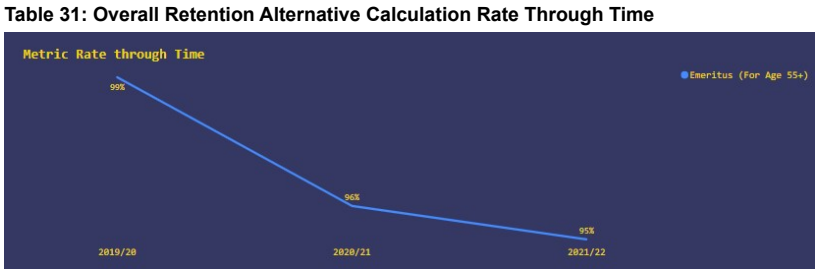
Introduction: **The Emeritus Program (EP) does not award certificates in any EP courses. Therefore, no data exist on success rates by the discipline of EP students. However, there is data on EP's retention rates for 2019/20, 2020/21, and 2021/22, measured by the number of students enrolled who remained in the courses until the end of the semester (calculated as the sum of all enrollments that remained active until the end of the term divided by the total number of valid enrollments). Currently, the majority of all EP courses are delivered online and are computed via census-based attendance. The dropouts on two census dates are a way to correlate the Retention and Success Rates of EP students.**

Key Findings: **Overall, the EP students are very consistent in participating in their EP classes, except if sudden illnesses, travels, family obligations (e.g., caring for a grandchild, etc.), and or living in a special settings environment impacts their attendance in an EP course. The decline in EP's retention rates during the past three academic years reflects the impact of the current pandemic on EP.**
EP's Art courses saw a more significant decline by 7 % in retention rates than the Health, Music and Social Science disciplines (2%).

Detailed Data Analysis:

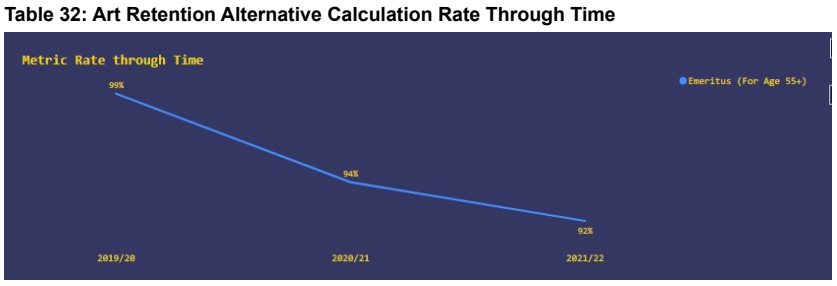
Overall EP Retention Rates: **The EP Retention Rate for the 2019/2020 academic year was 99% and has declined to 96% in 2020/21 and 95% in 2021/22 academic years. This decline might be due to the fact that most classes in 2019/20 were still taught in-person and only converted to remote taught courses in March of 2020. The following year, all EP courses were computed by census-based attendance accounting, which revealed more accurate records of active students on class rosters.**

Table 31: Overall Retention Alternative Calculation Rate Through Time



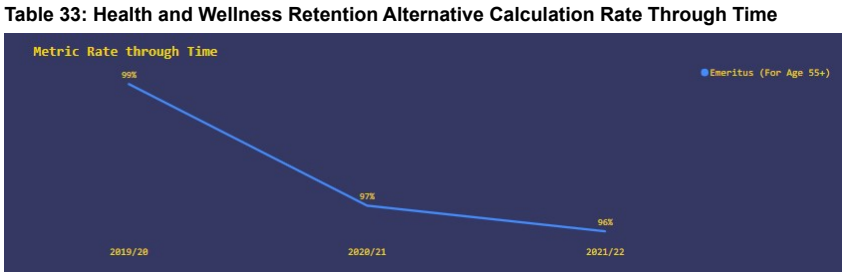
Art: **The Art EP courses showed a more significant decline in Retention Rate (99% in 2019/20, 94% in 2020/21 and 92% in 2021/22 because certain art subjects did not lend themselves easily to an online learning environment. For example, students expected hands-on instruction and learning time in ceramic and arts & crafts courses. When they enrolled in a ceramic course during the Pandemic, they wanted to see their students' works fired in the EP's kilns. With the reopening of SDCCE campuses, the EP expects an increase in retention rates among EP's art courses.**

Table 32: Art Retention Alternative Calculation Rate Through Time



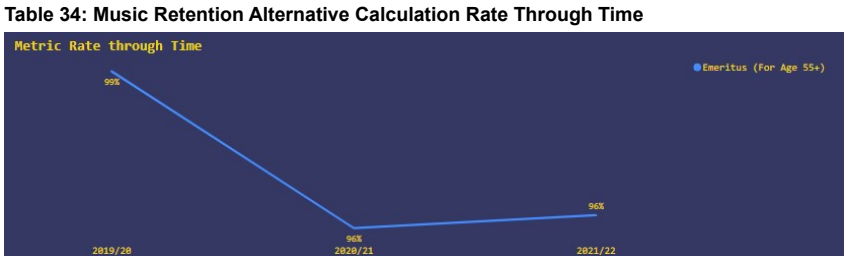
Health and Wellness: **The Health and Wellness courses declined little because the HEAL 525 courses, which are focused on brain fitness topics, were always taught online and were less affected by the outbreak of the Pandemic. The decline in Retention Rates in the 2-year difference changes from 99% to 96%.**

Table 33: Health and Wellness Retention Alternative Calculation Rate Through Time



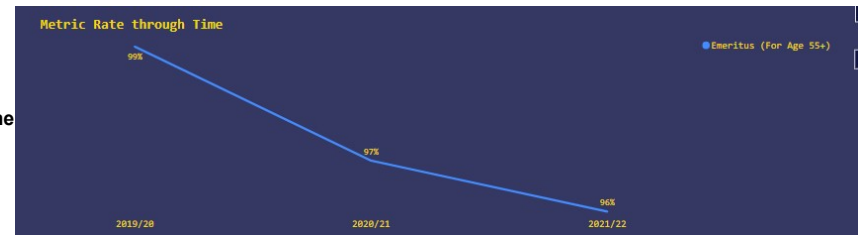
Music: **EP's music courses saw a decline from 99% to 96%. But since this decline in 2020/21, the EP music classes have remained at a 96% retention rate in the 2021/22 academic year.**

Table 34: Music Retention Alternative Calculation Rate Through Time



Social Science **courses saw a slight decline from 99% to 96 % in Retention Rates.**

Table 35: Social Science Retention Alternative Calculation Rate Through Time



g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

The Emeritus Program (EP) did not receive data for the 2022 Program Review that provides information on program completion by program, discipline, and traditionally underrepresented groups (i.e., Black, Hispanic, American Indian, DSPS, etc.). Therefore, the EP leadership team cannot identify any trends and changes in Enrollment Patterns in these four EP subject areas.

2. What are some strategies your department has or will implement to improve student access to your program?:

The success of the Emeritus Program's (EP's) enrollment rates can be traced back to the innovative and proactive approach of the Emeritus leadership team and faculty in developing strategies to assist older adult students to participate successfully in EP courses. Here are some examples of the array of strategies and practices used in the EP**:**

Reopening Courses in fully F2F, Hybrid, and HyFlex modalities: The Emeritus Program is reopening courses on-campus and off-campus at community hosting sites. Faculty underwent many professional developments to adjust teaching methodologies to accommodate the needs of the various student groups. The EP leadership plans additional class offerings to seniors living in Special Settings with diverse demographics regarding ethnicities, ages, disabilities, etc.

Marketing: During past semesters, the listings of EP classes in the new SDCCE course schedule continued to be confusing for EP students. For this reason, the EP Assistant Program Chair for Technology created new EP websites for students and faculty. The EP websites sdceschedule.com and sdcestudent55.com, created for students, include schedules and tutorials on registration, a guide to online learning, Zoom, and more information on classes and instructors. The EP website and online schedule help students to find classes with Alternative Titles, such as Brain Fitness under HEAL 525 or Guitar & Ukulele under MUSI 505, which do not come up under the keyword searches on the SDCCE class schedule website. Due to the website being specifically designed for seniors, EP's students can now find the necessary information on EP classes, Zoom times, instructor emails, registration information, course record numbers (CRNs), etc. These additional marketing efforts have made an enormous difference for EP students to find the desired and necessary information on EP courses.

Cross-Course Marketing: Several EP instructors have large student followings and have encouraged their students to enroll in an additional EP class. For example, music students were introduced to and encouraged to take a Fall Prevention health class or a new Consumer Protection or Digital Photography course. Since senior students often stay in protective quarantines to protect themselves from the Coronavirus, EP students welcomed the additional learning opportunities of other EP classes. These internal marketing efforts within the department have resulted in numerous cross-enrollment within EP and explain the low headcount but high enrollment numbers of the EP students during the past academic year.

Accessibility to Online Learning: The Emeritus faculty continues to offer innovative and proactive strategies to assist older adult students to successfully learn in EP courses. Many faculty members offered virtual office hours and virtual workshops (Zoom with breakout rooms) for students to learn the online pre-registration processes, to introduce new online learning modalities (Hybrid and Hyflex), and how to successfully navigate the online courses via Zoom, Canvas and/or Google Sites. Also, the EP plans to divide some 18-week courses with census-based attendance accounting into two 9-week courses so that there are two entry periods per semester.

Student Services: Several EP faculty members collaborated with campus staff members to offer what was branded as "Virtual Portal Parties." During these registration events, SDCCE student services and classified professionals at SDCCE campuses offered students the necessary support to clear holds on their college records, upload vaccine records, apply for a student number (CSID), create a MySDCCD portal, reset passwords and/or complete registration for any desired courses. Since the re-opening of classes with in-person components (off-campus, Hybrid, and Hyflex), the Acting Outreach Coordinator visited community hosting sites to help seniors register for their off-campus EP course.

In the Brain Fitness program, Dean Dr. Hester implemented an automatic enrollment process that has been successfully piloted for two semesters (Summer 2022 and Fall 2022). The EP leadership is looking to make this a permanent feature. It has made the registration process immensely easier and more accessible for our Emeritus students and helped Brain Fitness instructors control registration issues that arise within a complicated course structure. The process has also greatly reduced requests for help and corrections from campus classified staff.

Updating SDCCE's student registration for "returning students" was effectively simplified. However, registration of new students continues to be challenging and even threatens the efficient and successful registration of new students into the EP courses. Faculty continue to hear of new students who are confused, discouraged, and sometimes lost in the process of getting registered. SDCCD/SDCCE needs to simplify the process for new students to apply, receive a CSID number and become a registered student. Administrative staff and faculty continue to invest much time in the need for clarification, individual support, etc.

Some faculties and faculty have also developed their own specialized info and websites to connect students to specific programs. This allows direct access to the instructors and has significantly helped the enrollment process. Some faculty developed their own step-by-step visual tutorials that complement the thorough guides at our sdcestudent55.com website.

One of the most effective tools became the one-to-one sessions with students and prospective students who were apprehensive about access. It quickly became the most powerful tool for students to defy their "fear of not succeeding" or even unwillingness to explore their ability to access our online courses. Since the prompt "to try" came from a faculty member with whom the students know and have a relationship, the students were more willing to try and prone to succeed.

Student Accessibility to Technology: As the pandemic continues to force many seniors into protective measures, many EP students, who had previously refused to embrace technology and/or online learning, have become more accustomed to technology and EP's online classes. Faculty report that an increasing number of older senior students did return to their classes during the 2020-21 academic year. However, seniors are usually on a small and fixed retirement income. With rising healthcare, gas prices, and living costs, EP students with lower socio-economic backgrounds continue to lack access to technology, which allows them to participate in EP online, Hybrid, and Hyflex classes. SDCCE has received emergency funds (CARES Act) that provide equipment (e.g., OWLs) to simultaneously accommodate students in a classroom and in a Zoom session. More funds are needed to offer equal access to low-income EP students, especially to African American, White, and Latino, male students in the older age groups of the Emeritus Program (85+). Unfortunately, access to HyFlex learning opportunities will depend on SDCCE's investment in new technology that allows EP instructors to simultaneously teach both student groups. EP instructors are requesting the necessary equipment (e.g., room microphone and camera) to effectively implement two-way communications during these live Zoom sessions, which is a requirement of Title 5, section 58003.1(f0(2) and section 55204 (amended March 17, 2019, to include instructor-student contact as well as student-student interactions) for a non-credit online course. Therefore, the future accessibility of many older adults will depend on the allocations of resources provided by SDCCE to EP instructors.

Modifying of Class Schedules: The data shows seniors continue to work past the normal retirement age of 65 years. Therefore, more seniors need classes that align with their work schedules and are offered on Saturdays or early evening hours. In the past, evening classes were not very successful with seniors, who often experience vision impairments and are hesitant to drive at night. As the demands of seniors change during the Pandemic, EP changed and will change class schedules to offer more evening and early morning as well as Saturday classes. Usually, seniors do not want to take an evening class because they are hesitant to drive to an on-campus EP class at night. However, seniors are more inclined to take an evening class in an online learning environment. EP offers additional online classes in the evenings, such as (brain fitness) as well as on Fridays (Law & Retiree, Consumer Protection, etc.) and Saturdays (e.g. art appreciation etc.).

In recent semesters, each EP student statistically took more classes during the recent fully-online semesters (from 2.6 classes per student in 2019/20 to 4.7 in 2020/21). EP students even reported having difficulties coordinating their conflicting class schedules with the increased number of courses they enrolled in or wish to enroll in. The EP Leadership responded to these changing needs and demands by modifying class schedules to accommodate EP's students.

Flexibility for Student Participation: In the past year, the brain fitness team teachers have pivoted away from having students sign up for two class record numbers (CRNs) in order to take Brain Fitness (one was for the online class and brain training exercises; the other was for attendance at a specific Zoom session). Now, students need only to register for Brain Fitness, and they can choose from multiple Zoom sessions that fit their schedule best (this can change from week to week).
Another example is a Music Appreciation course that is offered in two sections per week. The content of both sections is identical (Canvas and Zoom sessions), and students can choose if they attend the Monday or Tuesday Zoom sessions. EP's senior students appreciate these flexible opportunities because they often have an unchangeable doctor appointment but dislike missing their class.

Flexibility in Course Management - The EP is the most flexible program in terms of opening and closing classes to meet students' needs and demands. When the EP leadership team (dean with input from program chair and assistant program chairs) reviews each year's data analysis and frequent fill rates per Course Record Number (CRN), the EP dean closes courses with low enrollments, adds team teachers to courses with very high enrollments and adds class sections in high demand areas (e.g., brain fitness, Rediscover San Diego, piano 1-2, guitar classes, art, law and retiree, consumer protection classes, etc.). The EP dean is often called upon to cut FTE in times of tight budget but can also increase FTE and FTES productivity when necessary. Unfortunately, the EP lost much flexibility due to the lack of faculty members. New adjunct and contract faculty are needed to be able to meet the demands and needs of the institution as well as the students**.**
In summary, most current students have adapted well to the online learning environment and are still hesitant to attend in-person classes during the ongoing pandemic. The results of various student surveys demonstrate that EP students want to continue utilizing online courses and/or courses that employ some online component. In response, the EP will continue to offer the great majority of its courses via fully-online courses.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

The stereotype of the “isolated adult learner,” can be especially true of the older adult learners who are challenged by the isolation related to the COVID pandemic (e.g.; protective sheltering) and the need to remain “active as older adults.” Our students understand the importance of “staying active and interactive” as older adults to counter the impact of isolation and loneliness on older adults due to the effects of the pandemic.

The EP aligns its courses, strategies, and delivery with the recommendations of the Diversity Committee, where members discussed a new proposal of creating mandatory flex training for all faculty members to build more awareness and sensitivity to diversity issues.

Here are the EP’s strategies to reach underrepresented student groups:

Hiring a more diverse Faculty: Research has shown that student diversity, retention, and success depend on a diverse faculty offering courses. A diverse faculty brings diverse experiences and backgrounds to their roles as educators; represents a diversity of races, ethnicities, genders, ages, sexual orientations, and abilities; and includes diverse subject interests, viewpoints, and learning styles. Such diversity can improve student body diversity and success as well as broaden subject knowledge and human understanding.
In 2022, the EP hired an instructor with Taiwanese background to teach an art course focused on Asian Flower Arrangement. This course attracted additional Asian students to register for the Ikebana art form.
The EP also hired an African American Tai Chi instructor who teaches at the new hosting site called Park de la Cruz. We hope that the subject, as well as the instructor's background, will attract a more diverse student group.
SDCCE granted an EP tenure track position to a male instructor with Latino background teaching Writers Workshop, Literature, and Retirement Living courses.
Currently, EP Leadership is exploring opportunities to offer bi-lingual Brain Fitness courses (HEAL 540). One of the Brain Fitness adjunct instructors is bi-lingual and has developed a HEAL 540 course in Spanish. Language from the state’s legal opinion memo reads as follows:
“A community college may offer certain sections of a course in English and other sections of the course in Spanish, or another language other than English, to students with limited proficiency in English if:
(1) students in all sections of the course are required to enroll in a basic skill English corequisite course; or
(2) those taking non-English sections of the course are designated as a cohort of students and are required to concurrently enroll in another course or courses designed to help them achieve proficiency in English.
The EP plans to offer a Spanish BF course in conjunction with an ESL English course. This cross-program collaboration promises to attract more students with Hispanic or Spanish backgrounds.

The EP has robust plans in place around diversity, equity, and inclusion — but realizing these goals for increased student diversity depends on hiring more faculty members with diverse backgrounds.

Modifying Course Topics and Curriculum to align with Students’ Interests: To improve the diversity of EP students and access of underrepresented student groups (e.g., African American, Latino, and male students), EP plans to offer subjects that are more familiar to the cultural, religious and gender background of these student populations. For example, EP offers music classes more focused on Jazz, Rock’n Roll, or World Music to help student learning outcomes. Additionally, the EP plans to offer courses with special focuses such as History of African and/or Latino Culture under PASV 531 - Retirement Living. Also, art appreciation courses could emphasize various cultures (e.g. African, Asian, Latino, etc.) During the past two academic years, fifteen (15) EP Course Outline of Records (COR) were updated to account for current trends and research in each subject area under the lens of Diversity, Equality and Inclusion (DEI). In the 2021/22 academic year, the EP has undertaken a cultural audit of all of its CORs to ensure the inclusiveness of its culture to a diverse student body. As a result, EP anticipates that a more diverse student body will show interest and enroll in EP classes. The most recent developments include a bilingual Brain Fitness course in conjunction with the ESL Program and students’ dual enrollment of HEAL 540 with ESLA 450.
Faculty report student participation of traditionally underrepresented groups in their classes that include low-income, first-generation, disabled, LGBT+, and minority students (such as the “historically underrepresented” African Americans, Hispanics or Chicanos/Latinos, Filipino and Native Americans) and non-dominant religious background. To further represent these underrepresented groups, an Effective Communications instructor offered presentations called “Rediscover San Diego (RSD) Voices” and “The Voices Within Our Stories/Our Lives” in which the students provide presentations about their life experiences and stories.

Community Partnerships and Hosting Sites: The EP has worked hard to develop and nurture strong partnerships with other entities within the community, allowing quicker access to its target population and strong support from community partners. Because of EP’s close relationships with community partners and senior living facilities, EP is able to adjust course offerings to current circumstances (e.g., lockdowns, re-opening of off-campus sites, etc.). For the re-opening of in-person instruction for the 2022 Spring semester, the EP leadership team called upon its community partners to facilitate increased access to seniors who were left behind the digital divide during the pandemic. Unfortunately, it is a cumbersome process to update facility agreements with more than 70 community partners to match SDCCD stringent safety and health requirements (e.g., Merve-13 Air Filtration in each room used as an EP classroom) for in-person instruction. To date, only 10 community sites are allowed to host EP courses. However, the District announced recently that the District would pay for some conversions to the Merv-13 air filtration at hosting sites. The EP anticipates that the approval of more off-campus EP sites will accelerate the improvements of under-represented student groups who were left behind due to the digital divide.

Also, SDCCE can help by overcoming socio-economic barriers by providing marketing materials and other means for partnering with community organizations like Community Centers, clubs, churches, synagogues, libraries, and places/organizations such as Jewish Family Services, Aging and Independence Services (AIS), etc. Within most retirement communities, there are different levels of care for their residents (assisted living, Alzheimer stations, or other specialized care units). For example, a senior facility called The Glen offers Memory Care services. Currently, the Director of the Memory Center has joined EP’s Brain Fitness class, so she can use her student account and knowledge to provide access to brain fitness for her residents, who do not have the skills to attend the BF course.

Professional Development: Many senior students got access to their fully-online EP classes but were not able to succeed in their learning goals in an online environment. To remediate students’ dropping out from EP online classes, EP faculty participated in numerous professional developments and offered additional student services through EP websites, tutorials, video messages, handouts, emails, etc. to improve student's learning experiences. The increased Fill Rates of the 2021/22 fall semester offer hints of much-improved services to EP students and address EP students' learning needs in an online environment.

Outreach Efforts/Events:
The EP regularly offers or participates in multiple outreach events on-campus and at community partners’ campuses to reach underrepresented senior groups in underserved neighborhoods of San Diego. Recently, EP faculty distributed class flyers, schedules, and bookmarks with QR codes at all SDCCE campuses, S.D. County’s Park de La Cruz, Jewish Family Services, and Aging and Independence Services sites to potential new EP students and reaches out to community partners, organizations, retirement communities, and organizations. Additionally, the Brain Fitness (BF) faculty team offers events in parts of town to reach populations with more diverse demographics who may be underserved within our District territory. The BF outreach efforts include online and in-person presentations using multimedia tools; newspaper interviews, which have brought new students that may not yet have received the SDCCE or EP class schedules. One BF instructor recently featured during a lengthy television interview on a Spanish-speaking TV channel, reaching out to Latino populations to encourage them to participate in SDCCE/EP’s classes and programs. The EP is currently exploring the possibilities of partnering with ESL to provide bi-lingual BF courses to offer more access.
EP faculty also encourage students to spread the word to their friends and families to participate in Emeritus classes. We believe if SDCCE requests television and printed or online media interviews, that this can help us reach more underserved populations.

SDCCE can help to overcome the socio-economic barriers of EP students by providing devices, and internet access for classrooms (on-campus and off-campus) to faculty and students.

4. What are some strategies your department has or will implement to improve student retention and completion within students’ program(s) of study?:

Fine-Tuned Lesson Plans and Curriculum: EP faculty present lesson plans and online learning modules according to the latest research in the subject area and address the needs of today’s older adult learners. These lesson plans allow students to acquire vital skills and promote healthier aging during their retirement years. For example, the EP just revised the PASV 510 - Nutrition/Health COR to include Prevention of Diabetes for Older Adults as an Alternative Title as well as a special focus of this course.
However, the needs of each senior as they age chronologically as well as biologically can be very different. Unlike chronological age, the biological age will not necessarily equal the number of years one has been alive. Research evidence indicates that an eighty-year-old senior could have the biological age of a 60-year-old. The Emeritus Program (EP) will continue to consider the unique needs of seniors across various senior age groups and abilities by customizing lesson plans and course outlines according to student needs per senior age group in specific EP courses. For example, the Health/Wellness classes are offered at various levels e.g., Active, Less to Moderately Active, and Multi-level HEAL 525. Piano courses (MUSN 536) are offered in 4 different levels, and Brain Fitness (HEAL 540) courses are offered as beginning, advantaged, and topics courses. As a result of the more “fine-tuned” lesson plans and CORs, retention rates within the EP courses have been high, as seen by the low drop rates in data in section 1f of this 2022 Program Review.

Retention is maintained by the high quality of each of the 18-semester lessons per course/semester. Retention success starts with a diligently prepared syllabus followed by attractive, meaningful, and well-designed course content that is creative and often cross-disciplined. EP’s spectrum of the student population ranges from accomplished academics to students who have not had opportunities to devote time to study the subjects of their interest. All EP’s courses are developed to attract the attention of every student on various skill levels and must pique the interest of a connoisseur as well as a novice.

Frequent Contact: The EP faculty has been sending weekly emails to students during the Pandemic. These emails remind the students of the class and provide updates and further information. They assist those who might have difficulties finding course materials, as they usually review how students can access their lessons. Using this weekly reminder, we are serving less technologically-empowered students.

Student Surveys: EP’s students show impressive retention and completion rates because the EP leadership team and instructors carefully listen to students’ comments, feedback, and requests. Each fall semester, the EP leadership asks each instructor to share a survey with their enrolled students. In these surveys, students indicate the specific classes they are the most interested in and intend to enroll in future semesters. The students’ responses to the survey questions inform the dean and program chair of the courses in the highest demand. As a result, the EP adjusts its scheduling and closes or adds courses as needed or as demanded. Following the demand of seniors in our community ensures the possibility of high retention and completion of EP students.

Course Modalities: During the pandemic, many seniors lost access to EP learning opportunities because they lacked the technology tools and skills needed to access EP's fully online courses. Inconsistent, ineffective, and limited technology and/or equipment prevent students from receiving seamless student-centered instruction. In order to improve student access, retention, and completion in EP courses, the EP has started to offer more learning modalities, which include fully in-person, Hybrid, or HyFlex course offerings. The retention and completion data for spring 2022 shows promising tendencies. Therefore, the EP is working hard to re-open more classes with in-person components to help students succeed. However, the EP lacks the necessary resources that include technology (hardware and software for teachers in on-campus as well as off-campus classrooms) and human resources. To address this lack of resources to improve student enrollment, retention, and completion in EP courses, resources are immediately needed to build a strong F2F and online ecosystem for new and returning students.

Multi-dimensional Learning through Zoom: The virtual Zoom class sessions allow students more options to adapt to their individual needs and abilities. For example:

- *Auditorily,* students can mute/unmute themselves, adjust the volume of the presentation, and buy headsets.
- *Visually,* they each get virtual 'front row seats'...they decide how close or far away they view the screen.
- *Physically*, the start and stop video options address differences with their mobility by giving them the option to sit, stand, as well as move around during the presentations, discussions and virtual tours without interfering or distracting their classmates. This can be especially helpful for older adults dealing with chronic health conditions, pain, arthritis, limited mobility, etc.
- *Mentally,* helping them stay informed and mentally active.
- *Socially,* they determine the level of visibility during Zoom sessions (e.g., start/stop video, speaker view, gallery view, etc.). In addition, there are more options to enhance speech and communication. For example, a student who has a strong accent from her homeland in Ecuador bought a headset with a microphone that allowed her classmates to hear and understand her better.
- *Emotionally,* the above benefits allow students to access and interact with others with more ease, more options, and less stress which can have a positive impact on their emotional & mental health.
- *Environmentally,* they reduce the danger of infectious diseases as well as reduce pollution from their use of cars. They are able to stay physically active and safe, as well as socially connected despite their protective quarantine.
- *Financially,* seniors on small, fixed incomes do not have to pay for gas or parking to participate in EO classes!

Word of Mouth: One of the most effective strategies to improve student retention has remained "word of mouth." As Emeritus programs receive positive learning outcomes from students, they promote EP classes amongst the community (this includes the under-served groups) and encourage others to join. EP delivers quality instructional classes, and it continues to hold high retention and completion rates. Students themselves are the true evidence of EP's success.

Department Growth - In California, the population over age 60 will have an overall increase of 166 percent during the period from 2010 to 2060 (Source: Facts About California's Elderly - Data & Reports | California Department of Aging - State of California). San Diego County will have a 145.45 percent increase in this age group. The influence of the 60 and over age group on California is expected to emerge most strongly between 2010 to 2030. The Emeritus Program is prepared to meet the increased demand with more course offerings, especially in underserved neighborhoods of the service SDCCD territory.

The EP continues to be the most flexible program in terms of opening and closing classes. It is often called upon to cut FTEF in times of tight budget but can also increase FTES when necessary, because of its positive relationships with community partners and senior living facilities. The EP has worked hard to develop and nurture strong partnerships which afford quick access to its target population and strong support from community partners. As SDCCE continues the re-opening of in-person instruction, the EP leadership team will be able to reinstate classes at its off-campus hosting sites. Depending on the available number of faculty members (contract and adjunct) who will be available to teach additional EP courses, there will be significant opportunities to grow the EP, as well as increase productivity and access. With 44 faculty members less on the employee roster, the EP lacks the human resources to meet the increased demands during the re-opening of EP F2F, Hybrid or Hyflex courses.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Data analysis during Program Review guides EP's Strategic Planning and Resource Requests in many ways. It allows an evidence-based response to the gaps and overload across certain EP courses and various service areas of the department. Additionally, the findings of this year's Program Review will identify resource priorities, address unserved student needs, build a rollout plan for the future academic years, and will hold SDCCE and the EP accountable for obtaining its goals.

Program Review data that guides EP's Strategic Planning and Resource Requests/Implementation as follows:

Course Modalities: In past academic years, the enrollment by on-campus and online courses per subject provided information about EP's significant growth in the online courses of Health and Wellness (252% in the 5 Yr.-Difference), Music (181% in the 5-year difference), and Social Sciences (139% in the 5 year-difference) courses. It also demonstrated that EP lacked online opportunities in the subjects of art. Since the pandemic, the EP experienced an accelerated adaptation of fully online learning opportunities. EP instructors have found effective solutions in addressing the teaching logistics of EP's older adult learners in these subjects in an online learning environment. Consequently, EP instructors have successfully implemented document cameras and dual shared screens during Zoom sessions. Many EP online students report that they are able to see instructors' and peer demonstrations better in the Zoom environment than from a far distance in an overcrowded on-campus classroom. The current high enrollment in EP courses is a testament to the fact that the learning needs of EP students are being met in fully online EP courses.

During the pandemic, data on EP headcount and FTES productivity revealed the demand for more online learning opportunities while sheltering as a protective measure against the dangers of Covid-19 for seniors. SDCCE PRIE data shows 2.6 enrollments per student during the 2019/20 academic year. The following year the enrollment per Emeritus student increased to 4.7, which is an 80.76% enrollment increase per EP student. Seniors seem to welcome the convenience and safety of online learning without the difficulties of transportation, dangers of Coronavirus exposure, and other barriers. With this data on hand, the EP leadership continues to offer the majority of its courses as fully online courses.

The Data reveals that some students could not participate in fully online courses offered by the EP during the Pandemic. Many students lacked the devices or the digital literacy to learn in an Online, Hybrid, or Hyflex course. For this reason, the EP leadership team continues its efforts to re-open F2F, Hybrid, and Hyflex courses and to seek District approval of new or returning community hosting sites. These modalities will offer EP's students the flexibility to take advantage of EP's learning opportunities (e.g. retirement homes, community centers, etc.). For example, Emeritus received approval to offer Tai Chi classes taught by a new adjunct faculty member at the S.D. County's Park de La Cruz gymnasium.

For the 2022/23 fall semester, the EP added twenty (20) courses with in-person components to the EP class schedule, which included new Ikebana courses taught by a new Arts & Crafts instructor, a new Qi Gong course taught by a Body Dynamics & Aging Process instructor, and all music performance classes (Orchestra workshop, Choruses, Piano, Guitar & Ukulele, etc.).

Fill Rates vs. Student/Teacher Ratio: The high fill rates of EP classes during the 2021/22 academic year reflect the great demand for specific courses/CORs during the Pandemic. Often the ratio of instructor and number of students is far too high. The EP leadership team identified these high-demand courses and tried to add team teachers to adjust the student/teacher ratio. Even when courses are team-taught, the student-faculty ratio is far too high to maintain regular and effective contact with all enrolled online students. For this reason, the EP conducted multiple interviews and hired additional adjunct instructors in the following subjects to meet the increased demands.

Unfortunately, the demand for many EP courses (e.g., Brain Fitness, Body Dynamics, Communications with Technology, Music, etc.) has still not been met, and additional instructors need to be hired in the near future. In April 2021, the EP hired 8 new adjunct instructors and 1 new contract faculty member. However, the combined FTE assigned to new faculty does not make up the FTE taught by 44 EP instructors who left the EP during the Pandemic. For this reason, the fill rates in certain EP courses are still too high for effective and successful learning.

Learning Needs of various Student Groups: Last year's data on the headcount of Students by Age, Ethnicity, Gender, and Income, shows that EP students are predominantly at the age of 65 to 84, female, and White with a yearly income above $25,000. Since the older adult age groups of 85-94 and 95+ are less represented within the EP program, it is vital for the EP to re-open more classes in Special Settings (e.g., Alzheimer Care facilities, Memory Care, Convalescent Homes, etc.) as well as continue online course offerings. The aging process, as well as the learning needs and styles of different senior age groups, are very different. The EP plans to adjust its instructional designs and CORs according to students' needs across various student demographics and in various EP courses.

This Attrition of Faculty Members represents more than a 40% reduction in the workforce to serve the students in a department with the highest fill rates (enrollments) per course. Additional faculty members have expressed their plans to retire within the next two years. With these significant personnel changes and the higher demands of EP classes, the EP sees a significant shortfall of faculty and staff members needed to meet the learning needs of all existing and potential EP students. Therefore, the EP is planning to request additional adjunct instructors as well as 3 more contract instructors (2 Health and 1 Art). It will be detrimental to the needs of EP students and SDCCE's productivity if EP is not allowed to hire additional faculty members to meet the increased demand for learning opportunities for this special population.

Assessment at Course Level: In Brain Fitness and other Emeritus courses, weekly lessons include a quiz that helps instructors assess students' learning level. In addition, instructors converse with students during Zoom sessions about their understanding of the weekly topic as well as use tools like polls, breakout rooms, and other interactive online tools to help assess students' understanding and learning needs. Often, students communicate with instructors asynchronously via email or text to express their needs, or synchronously via phone calls. Instructors use all of the above information to improve the program/curriculum and to inform EP leadership about the needs of the program. In addition, we administer an annual SLO survey to all students to assess if their experiences are meeting a particular goal at a specific level (institutional, program, or course).

Conclusion: However, inconsistent, ineffective, and limited technology and/or equipment cause a barrier for faculty to provide seamless student-centered instruction, which results in limited student access, diversity, retention, and completion in distance education as well as face-to-face course offerings. To address this gap and increase student enrollment, retention, and completion of programs for online programming, resources are needed immediately to build an online ecosystem for students and employees to make remote teaching, learning, and working more robust, eco-dynamic, and efficient. This year's Strategic Planning and Resource Requests will reflect these needs.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

The EP Leadership Team, consisting of the program dean (PD), program chair (PC), and assistant program chairs (APCs), are in constant communication with all stakeholders, which include but are not limited to Emeritus students, Emeritus faculty, Emeritus community partners (e.g. Aging & Independent Services (AIS), activity directors at hosting sites, etc.), SDCCE administration and classified staff.

Input from Internal Stakeholders: For the 2022 Program Review, the EP PC utilized a 365 Microsoft Team Share document plus Google documents to all EP adjunct and contract faculty for their input to this year's Program Review process. Each contract faculty added their classroom experiences and subject perspectives to the 22 questions of the final Program Review document. The adjunct instructors often teach for more than one District. As a result, the EP Leadership team received their input and feedback mainly during Emeritus Townhalls and/or email communications. However, the EP APCs keep in close contact with their discipline's faculty and report back to the Leadership team. In addition, EP continues to schedule breakout rooms by discipline during EP Townhalls.

The EP PC frequently sent various surveys to all its students and faculty inquiring about their preferences of learning methods, course subject interests, and availability to (substitute) teach or feedback "from the field." Also, during May and June of 2022, the PD and PC scheduled 1on 1 meetings with each EP faculty member to learn about classroom situations, teaching successes/challenges, course designs (e.g., DesignPlus as an add-on to Canvas, etc.), and more. The EP leadership team received valuable information that guides schedules, resource requests, and other planning. It revealed areas where student learning needs are not currently being met. For example, there is a shortfall of certain courses and instructors (e.g., Ikebana Flower Arrangement under Arts and Crafts, Tai Chi under Body Dynamics & the Aging Process, and Brain Fitness). In addition, there is a lack of student service support (e.g., creating student portals, clear holds on student portals, help to register, help in finding appropriate classes, etc.) as well as how to find solutions to improve EP's service to its students (e.g., offering new courses, etc.). The yearly feedback from EP students and faculty guides EP's strategic planning on needed courses, subjects, course outlines, instructional methodology, course modalities, needed resources (human, technology, facility, etc.), support services, and more. Furthermore, EP's three APCs are in regular contact with EP faculty regarding their subject areas (Art, Health & Wellness, Music, Social Sciences, etc.) and report information, observations, and faculty/student suggestions back to the EP leadership team during regular leadership meetings.

During Program Meetings, often called Emeritus Town Halls, the EP leadership team seeks input from all EP faculty to guide program review, strategic planning, and resource requests. In the past, many of these EP Townhalls provided information about gaps in various service areas and consequently prompted the development of websites, handouts, tutorials, YouTube videos, etc., to assist EP students and faculty in the virtual learning environment. Each year, one of the Town Halls and the Emeritus Leadership team meetings is dedicated to a SWOT activity, which guides the strategic planning of the EP. The SWOT activity during these Program Meetings informs the department's strengths, weaknesses, threats, opportunities, and strategic plans. The consistently high attendance of EP faculty in EP meetings demonstrates the high investment, motivation, and dedication of EP faculty to participate in program review and strategic planning of the program. The meetings are also recorded for those who cannot attend because of their teaching schedules and are posted on the EP faculty website. The fact that program meetings moved to a virtual platform has greatly improved the communication, collaboration, and support among all members of the EP program.

In addition, the EP consults, meets, and seeks input from numerous internal partnerships across SDCCE shared governance committees and groups:

Curriculum Committee - Under the guidance of the SDCCE Curriculum Specialist and Co-Chairs of SDCCE's Curriculum committee, the EP identified gaps and shortcomings in its current CORs, especially under the Diversity, Equity and Inclusion (DEI) lens. As a result, EP revised all of its CORs according to current research in each subject field for EP students. The collaboration with curriculum experts identified additional needs for developing new EP course outlines, which are to date but not yet offered in the EP program (e.g., bi-lingual Brain Fitness (HEAL 540) to attract more diverse students). The EP Leadership team plans to offer these CORs in the coming semesters. EP also explores interdisciplinary partnerships through dual enrollments in collaboration with ESL and Culinary Arts programs.

Program Chairs' Committee - EP's PC and APCs serve on SDCCE's Academic Senate Chairs Committee, which acts as a liaison and conduit of information between the Instructional Leaders and the shared governance body. SDCCE's Instructional Faculty Leaders meet once a month or as often as needed to adequately be the information link between the Academic Senate, SDCCE administration, and departments. The following issues were identified and addressed during this year's program review: a) lack of student support services and b) lack of faculty and student technology resources for online learning environments.

Marketing, Access, and Retention Committee - Three EP faculty members represent EP interests and needs on this committee. In collaboration with the SDCCE Communication Office, the EP leadership team created additional marketing materials and opportunities. The team has begun planning for the 3rd Emeritus Benefit concert scheduled for May of 2023 as an effective outreach event.

SDCCE Foundation: The EP has met with the director of the SDCCE Foundation to discuss grant writing opportunities that would benefit the learning of EP's students (55+).

External Stakeholders: EP participates in several advisory committees of EP's community partners. Several EP faculty serve on these community committees and report back to the EP leadership team to inform the strategic planning of EP. The EP holds strong partnerships within the community through collaboration with the Aging and Independent Services (AIS), Jewish Family Services, San Diego County Libraries (e.g., Point Loma Library), and the Long-Term Care Facilities Ombudsman Committee. As a result of these collaborations, new classes have been launched. Here are some examples of EP involvement with external and institutional stakeholders to inform Strategic Planning and Program Review:

AIS Advisory Committee - EP faculty advises AIS leadership of SDCCE' educational opportunities to SD's seniors, and monitors/shares with EP other senior resources available to our students. The EP representative reports AIS activity and plans to EP leadership team members. Soon, EP became a San Diego Live Well partner, which will offer more insights into the needs of seniors in the community.

AIS - CSL (California Senior Legislature) - One EP retired Program Chair continues to pursue pending legislation affecting seniors. She continues writing proposals for future California legislation and seeks support from the State Legislature in Sacramento. Thanks to these efforts, new proposals received support from State lawmakers, and some were successfully passed.

CCCEOA (California Community College Educators of Older Adults) - confers monthly with colleagues across the State and shares the latest aging research, educational needs and opportunities, funding opportunities (when available), curriculum development, program development, and transitions (some colleges allowing CDCP in EPs, workforce courses for OA's, etc.), advocate for EPs at the local and state level, partner with senior service providers and advocates (AARP, Alzheimer's Association, etc.) Share successful programming (Brain Fitness, Senior Health, Retirement Opportunities, etc.)

7. Include your program's mission statement(s)::

The Emeritus Program provides adults 55+ with lifelong learning opportunities specifically designed to promote positive aging. Emeritus courses take a holistic approach to physical and mental well-being and focus on supporting healthy choices, improved brain health, personal growth, critical thinking, self-advocacy, creativity, community engagement, economic self-sufficiency, and independence.

8. Provide a brief summary statement for your program.:

Emeritus classes are designed and developed to meet the needs of adults (55+) and to assist seniors in their quest for healthy aging and independent living. The Emeritus Program provides learning opportunities designed to assist older adults in living long and healthy lives of equity, opportunity, and wellness. The older adult learners enroll in EP classes because they have a need for educational opportunities and high-quality learning options to keep up with current events, ever-changing technology, cognitive stimulation, physical activity, health education, social engagements, and senior resources.

SDCCE established its "Older Adult" Program in 1978, to promote educational opportunities specifically designed to meet the needs of San Diego College of Continuing Education's (SDCCE) students (age 55+). With an emphasis on lifelong learning and healthy aging, SDCCE's Emeritus courses challenge adults to stay intellectually stimulated, socially engaged, creatively inspired and include the many facets involved in maintaining physical and mental health. The Emeritus Program (EP) of the San Diego College of Continuing Education (SDCCE) answers the call for healthy aging in California by offering the following innovative learning opportunities to promote healthy aging: Emeritus classes include topics such as health and wellness (e.g.; nutrition, brain fitness, living with chronic diseases, etc.), body dynamics and healthy aging, art (e.g.; Drawing & Painting, Ikebana Flower Arrangement, Japanese Brush Painting, Digital Photography, etc.), music (e.g.; Joy of Music and Opera, Music of the 20th Century, History of Rock'n Roll), musical instruments (e.g.; guitar, ukulele, piano and mandolin), musical performance groups (e.g., choruses, orchestras, bands, etc.), creative writing, literature survey, retirement living (e.g., Communication with Technology, Rediscover San Diego, Community Resources), law (Law and Retirees and Consumer Protection), effective communication, personal development, practical theater.

California's senior population is projected to grow to 8.6 million by 2030, an increase of four million older Californians. According to the California Department of Aging, the population over age 60 in San Diego County will have an overall increase of 145.45 % during the period from 2010 to 2060. The influence of the 60 and over age group on California is expected to emerge most strongly between 2010 to 2030. Therefore, the Governor of the State of California, Gavin Newsom released an Executive Order N-140-19 on the Master Plan for Aging to address the need for healthy aging among the growing senior population in California. In keeping up with current trends, the EP was the first in the State of California to offer non-credit online classes for older adults in brain fitness, effective communication with technology, music appreciation, creative writing, Rediscover San Diego with weekly field trips to locations and, this past year, Consumer Protection, Rediscover San Diego Art, digital photography and additional Ikebana Flower Arrangements.

The EP partners with over 70 community agencies and service providers to better serve San Diego's older adult population. Collaborations promote advocacy efforts, provide educational venues and resources, and build support systems for the program. Community experts work directly with EP faculty to develop curricula, formulate Student Learning Outcomes (SLOs), devise marketing strategies, and plan professional development activities. In order to cultivate and disseminate best practices, faculty professional development workshops are offered throughout the year. As a result, Emeritus faculty promote evidence-based research and implement innovative teaching methods.

History of Older Adult Program in California Community Colleges (CCC): In 1960 the Master Plan for Higher Education was passed to delineate the functions of Higher Education in response to the coming of age of the baby-boomers who were soon to be starting college. As the children of the first recipients of the 1944 GI Bill, boomers were raised to value and esteem education in ways that no generation before them could afford to. As a result of the Master Plan for Higher Ed, the Donahoe Act was approved "to provide an appropriate place in California public education for *every* student who is willing and able to benefit from attendance" regardless of race, educational

background, economic standing, or age. In delineating the functions of institutions of higher education, the community and junior colleges (along with their other responsibilities) were charged with serving the educational needs of the segment of the population over 55. In response to the needs of the boomer generation, this new Master Plan for Higher Education in California became a model for the rest of the nation, for excellence in education.
There is no greater benefit than “quality of life.” EPs have the resources and expertise to create an educational plan for positive aging, not only for the boomers, but for every generation that precedes and follows them. Boomers are the perfect generation with which to start this new educational revolution. Combining their thirst for education with newly discovered neuro-scientific information, it provides the perfect recipe for a successful model. As the keepers of older adult education, and responders to the latest aging research, the CCCs are poised to once again lead the nation to a new model of education that will benefit everyone – not just those who can afford it.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

Re-opening F2F, Hybrid, and Hyflex Courses: The EP re-opened courses with in-person instruction modalities during the 2022 spring semester. Currently, the EP offers over 60 courses in-person, Hybrid or Hyflex modality during the 2022/23 fall semester. However, as Covid cases continue to decline, seniors slowly return to classrooms. Additionally, the EP is slowly returning to the Special Settings sites to offer EP learning opportunities to the more frail and older seniors.

Enrollment Assistance: The SDCCE online registration process continues to be the greatest barrier for seniors to register for AP courses. Since the fall of 2021, campus staff has offered virtual registration events for EP students during their Zoom classes. During the 2022/23 fall semester, staff members from the SDCCE Outreach department assisted students at off-campus locations to register for their class(es) at the Neighborhood House, Park de la Cruz, Kroc Army Salvation Center, etc. Additionally, EP leadership implemented an automatic enrollment process for returning brain fitness students, which has proven to be very successful in this pilot phase of the 2022 summer and 2022/23 fall semesters. It has significantly improved access for Emeritus students.

Hiring Faculty: The pandemic left a gap in EP’s faculty. There are significantly fewer faculty teaching significantly fewer classes. As a result, there are fewer learning opportunities available for senior students. After the high attrition of forty-four (44) EP instructors during the Pandemic, the EP hired 8 new adjuncts, and SDCCE awarded one contract faculty position to the EP. As a result, the EP was able to add a significant number of class sections to the EP schedule or replace retiring instructors (e.g., Chorus/Mixed Voices, Body Dynamics, Health Education, Ikebana Flower Arrangement, Tai Chi, etc.). However, EP with 56 FTE in 2021/22 is still far from its pre-Pandemic service targets of 83 FTE in 2018/19.

Guides/Tutorials for Successful Online Learning: Many EP students are “digital immigrants” who feel uncomfortable participating in EP online courses. As a result, many students opted out of EP online classes. EP’s Technology Assistant Program Chair developed a special website for EP students to help EP students be more successful in an online learning environment. Also, many EP faculty members provided office hours and other support to their students. Feedback from students has been very positive, and the high retention rates of the EP are testimony to the success of these combined efforts.

Reassess Modalities per COR, Course and/or Student Groups: After piloting the new teaching modality of Hyflex, the EP has seen successes and challenges. While it has worked well for certain disciplines/courses, it has brought challenges to other EP learning environments. These challenges require the EP to re-assess and re-examine the various modalities that best benefit the specific students in each class. The impact of an online modality for many EP classes has brought significantly higher fill rates, especially for the health-compromised EP students. Its impact on the enrollment as well as EP’s reputation in the community, is unmeasurable. It is an intricate balance between selectively assessing each learning environment individually, in comparing pre-pandemic and post-pandemic benefits, retaining those that are successful and modifying those that need improvements.

Changes in Administration: We also had major changes in the administration of the EP (new Dean and Dean’s administrative assistant), who have spent a good part of the year learning the history, strength,s and weaknesses of the department. In many ways, it has been a benefit (approach with “fresh eyes”) and a challenge in learning the complex nature of the large EP.

10. Highlight your department’s most significant accomplishments this past year.:

Reopening Community Hosting Sites: Prior to the Pandemic, the EP partnered with approximately 70 community partners to host EP classes off-campus. During the Pandemic, these sites, especially the so-called Special Settings sites, were closed. The SDCCD COVID health facility requirements hinder EP’s ability to again offer classes at any off-campus site without a Merv-3 air filtration system. But EP was successful in getting the District’s approval to offer EP courses at 10 hosting sites. While the reopening of F2F courses is a cumbersome process, the EP established virtual partnerships to serve seniors at senior facilities and community centers (e.g., The Glen in Scripps Ranch, St. Paul’s in Chula Vista, and Park de la Cruz in City Heights). Recently, the District has received additional funds that will allow SDCCD to assist hosting sites in implementing the required air filtration system. It will accelerate the re-opening of EP courses at off-campus locations. The Health Education and Music Disciplines continue to increase their course offerings by offering more classes to more diverse student groups in Special Settings.

New Website/Guides/Tutorials for Students: The EP student website (sdcestudent55.com) has expanded to include many additional resources for new and returning EP students. For example, EP’s Technology Assistant Program Chair developed a special website for EP students to help EP students be more successful in an online learning environment. As a result, many EP students who are “digital immigrants” and felt uncomfortable participating in EP online courses became familiar with new modalities. Also, many EP faculty members provided their students' with office hours and other support. Feedback from students has been very positive, and the high retention rates of the EP are testimony to the success of these combined efforts.

Increased Flexibility for Students through Team-Taught Courses or Multiple Class Sections per COR: In the past year, EP has offered more flexibility to EP online students. For example, the EP has pivoted away from having students sign up for two brain fitness classes (one CRN for the online section and for the brain training exercises; the other CRN for specific Zoom sessions). Now, students only register for Brain Fitness and have access to all components of BF COR. Students can choose which Zoom session fits their schedule best (due to doctor appointments, or other outside factors, it can change from week to week). This has been well received by students as it greatly simplifies the process and increases student attendance. The same concept is applied in other disciplines. For example, the same instructor teaches two MUSI 505 courses, and while students register only for one CRN, they can choose one of the two Zoom sessions to complete the synchronous part of the course(s).

Health Education/Body Dynamics instructors developed videos for students who are not able to attend the live Zoom sessions or who want to use materials on non-class days. Instructors have also developed various instructional videos to increase students’ knowledge base and understanding of instructional content.

Invited guest speakers and subject specialists are recorded so that those who could not attend or want to again review the presentation will be able to do so by accessing Canvas or the Google site.

The EP has begun this year to offer several classes as Hyflex classes, to accommodate those who wish to meet in person occasionally and to experience personal interactions. Students have enjoyed the occasional meetings but have confirmed they prefer most classes to remain online. A great example is one Brain Fitness instructor who is weekly on-site at one of her off-site classrooms (The Glen) to simultaneously teach students in person via Zoom and help students in a lab setting. Some students who attend the HyFlex class via Zoom have complained about the limitations of interaction with on-campus students. The lack of appropriate technology to facilitate a better Hyflex learning experience for students is rampant.

Expanded EP Faculty Website: The EP maintains a website faculty with special emphasis on online teaching methods during the Pandemic. We have now merged this sdceonline.org website with our original website (sdceemeritus.com). This faculty website includes not only faculty resources but a dynamic section with important institutional emails and information so that faculty can find vital information and guidelines in one convenient place. It has brought many improvements to the operations of the department.

Emeritus Virtual Benefit Concert: In May 2022, under the leadership of the APC of Music, EP coagulated the entire EP music faculty and many of their students in a joint effort for the 2nd Emeritus Virtual Concert. This concert was a culmination of more than 150 faculties and students, with programs including music styles from Jazz to Classical Music; Instrumental groups, including the guitar and mandolin orchestra. Singing groups of the Grandpas, to comical voice duets. Instrumental chamber music of clarinets and piano duets, and quintets are also featured. EP’s technical director of Music, who is also one of the music adjunct instructors, produced a YouTube video of 1.5 hours in length, and the APC of Technology developed a programming website. This outreach event promoted all facets of EP’s music discipline.

This musical outreach has brought many new students into the music courses. EP’s online piano classes now have more than 400 students enrolled. Both the piano and guitar instrumental classes include multi-proficiency levels for students to choose from. It has proven to be one of the most popular EP classes.

New and revised EP Course Outline of Records (CORs): During the past two academic years, the EP revised and created 21 CORs to align all EP courses on the class schedule with current trends and research in the four disciplines (Art, Health, and Wellness, Music and Social Sciences).

Student Successes: The Writer’s Workshops class members published their second anthology, The Stories Start Here: Volume 2. This volume featured the writings of forty Emeritus students, including some writing that students had previously published in other newspapers or literary magazines. The anthology will be inducted to the San Diego Public Library’s Local Author Showcase in February 2023.

Fifteen Emeritus students from the Writer’s Workshops were published in magazines or newspapers, two of which were selected as Honorable Mentions in the San Diego Reader’s 2022 Writing Contests.

Innovative new Approaches new EP Courses:

1. Team Teaching Approach: Many high-in-demand courses are taught by team teachers (Brain Fitness, Health Education, Rediscover San Diego, Chorus/Mixed Voices). It allows students the best possible learning experience and reduces the far too high student-teacher ratio.

1. Design Plus: In order to make the Canvas course shells more user-friendly for EP’s senior students, several instructors received training and have implemented an add-on program called Design Plus to Canvas. It makes asynchronous learning more user-friendly for EP students.

1. Literature and Writers Workshops: With the addition of a new full-time contract faculty, the EP now has several writing workshops, from plays to poetry to literature. This opens new opportunities for seniors wishing to enrich their lives through the written word.

1. The Brain Fitness Courses: These innovative courses offer a unique topic each week related to brain health, a subscription to Brain HQ (a brain training website), and multiple Zoom sessions to choose from. EP's BF courses are structured into a basics class (for new users) and a topics class (for all advanced students). The growth of these BF classes, and the excellent materials created by BF instructors have made this a flagship program of the EP. The BF student base has grown to over 700 students per semester.

   The Brain Fitness program of the EP, due to immense growth, has implemented more Zoom sessions and created a system where students may attend any Zoom session of their choice during the week. This has given students more freedom and choice and accommodates their personal lives much better, leaving them to be more flexible and continue participating when appointments fall on normal class days/times. This has been very popular and successful with EP students.

   The Brain Fitness team teachers have implemented a virtual open lab session per week where students may drop in and receive personal help with their brain exercise program. It is currently hosted by a Brain Fitness instructor.

   The Brain Fitness team is now providing weekly recordings of the Brain Fitness Topics (upper level) class. This is available to any student who is not able to attend the live Zoom sessions, or who simply want to review the lesson a second time. This has been very well received, and we plan to add this feature to the Brain Fitness Basic practice that has improved student learning and outcome.

1. Communicating with Technology: It is well documented that older adults have difficulties keeping up with the constant changes in technology. The EP has offered a communications class since 2008 to help seniors understand and learn new technology. There are very few quality courses in the discipline that are designed according to the learning needs and styles of seniors. This class has grown to include not only topics (learning about the cloud, the internet, email, online safety) but now includes short term classes on the use of devices, such as the iPhone, Android, Mac computers and PC computers. The online modality has allowed this course to grow in student numbers, including older adults from many different areas of San Diego County. In addition, this class provides information about resources such as acquiring Internet, low cost computers, and more. To view the current class, visit: cwtsdce.org.

1. Consumer Protection and Laws & Retiree: Thanks to the hiring of a new adjunct instructor, the EP is proud to now offer two law classes, the new Consumer Protection and a course that offers an overview of laws as it relates to retirees. These important classes help students to effectively advocate for themselves and navigate their daily lives.

1. Nutrition/Health: These courses include the many trends surrounding nutrition for a person during the aging process when the body's processes are changing. The recent revision of the PASV 510 COR will allow the EP to offer a nutrition course focused on Diabetes, which is one of the predominant illnesses among seniors. A new adjunct instructor with a clinical research background is able to bring new perspectives to EP students.

1. Tai Chi under Body Dynamics (PASV 505): Thanks to a new adjunct instructor, the EP is able to offer courses focused on the health benefits of QiGong and TaiChi.

1. Music & Opera Appreciation (MUSI 505): EP's music faculty are heavily involved in many community outreach activities at local libraries, amphitheaters, concert halls, and various associations. Many of these programs lead to an uptick of new students. Additionally, these classes provide information about local performances, which are of interest to EP students. The faculty arranges and recommends to students' free rehearsals of the San Diego opera and symphony, which students can attend outside of class. Emeritus students especially enjoy heavily discounted tickets of their choice to many San Diego cultural venues, all negotiated by EP's faculty developed effective relations with these organizations who are willing to offer discounts for Emeritus students.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

The EP program undergoes a regular review process of the Program and COR SLOs.

1. Course SLOs: Starting in January 2021, EP faculty conducted a program-wide assessment of its course SLOs and created assessment activities and questionnaires for the SLO assessment week in April 2021. During this process, EP faculty worked in groups of subject experts to edit course SLOs, and create assessments and student questionnaires per EP Course Outline of Record (COR). These course-level SLOs also reflected the departmental and institutional SLOs at large. All materials related to the 2021 SLO review process can be found in this Google Drive folder:https://drive.google.com/drive/folders/1WQnDvnM0Okmhwtbu8QNrRuMckKMwrPcX?usp=sharing

1. Program SLOs: Starting in January 2022, EP faculty focused on the Program SLOs. During the Emeritus Program meeting, faculty formed 4 groups to review/revise the 4 Emeritus Program SLOs, and develop assessment questions aligned with SLO assessment activities. Each group reviewed and revised their assigned Emeritus Program SLOs. Emeritus faculty submitted their results in this google doc on Feb. 28, 2022. The results of the 2022 Program SLO Review Process can be found here: https://docs.google.com/document/d/1r_7DAaF_KcEgg_poKJWVNwxkOVDVhu7ytFXMzYy-E8E/edit?usp=sharing

Here are the NEW EMERITUS PROGRAM SLOs (as of March 1, 2022)

New Emeritus Program SLO # 1: Emeritus students cultivate interpersonal skills to function effectively in a multicultural and diverse environment by discussing and sharing ideas in a respectful manner. (Relates to Institutional SLO #1)

New Emeritus Program SLO # 2: Emeritus students communicate collaboratively as they respectfully share facts, ideas, and experiences and practice attentive-listening techniques as they consider differing perspectives.

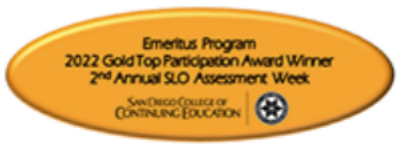
New Emeritus Program SLO # 3: Emeritus students work toward the accomplishment of lifelong learning goals through education designed to engage them in interactive communicative activities that promote critical thinking. (Relates to Institutional SLO #3 above

New Emeritus Program SLO #4: Emeritus students pursue life-long educational goals, engaging in active learning to promote positive and successful aging in the 21st century. (Relates to Institutional SLO #4 above)

There were 1471 respondents from Emeritus students to the SLO assessment questionnaire:

- **98% provided a 4 or 5 in answer to whether our classes encourage active participation**
- **95% provided a 4 or 5 in answer to whether they had adapted positive aging goals as a result of the classes**
- **96.8% answered yes when asked if the classes promote successful aging**

The EP was awarded the 2022 Gold Top Participation Award Winner for its outstanding contribution and work during the 2nd Annual SLO Assessment Week.



12. What is your process for regularly reviewing curriculum?:

The EP continues to revise the EP CORs, which are outdated and inadequate in addressing current student learning needs. Between Sept. 2020 and Nov. 2022, EP reviewed, updated, and submitted eighteen (18) EP CORs, submitted three (3) new CORs, and added DE addendums to every submitted EP COR. All CORs were submitted to and approved by the SDCCE Curriculum committee and/or SDCCD Curriculum committee and the State's Curriculum review body. The list of new or revised EP CORs includes the following:

1. **ARTS 507** - Art Appreciation (10/7/2020) to include an alternative title of "Rediscover San Diego Artists."
2. **ARTX 515** - Drawing and Painting and to update lector hours, goals, objectives, methods of instruction, and texts and supplies.
3. **ARTX 548** Introduction to Ceramics (4/7/2021) to update lecture hours, methods of instructions, etc.
4. **CEMR 505** - Consumer Education (4/7/2021) to include less home economics content and become more reflective of current trends.
5. **CRTW 537**-Writers Workshop (3/7/2018) to include ALternative Title "Writing in the Digital Age - OA", update lecture hours, methods of instructions, etc. This COR was not revised since its creation in 1986.

1. **DRAM 550** - Practical Theater (4/7/2021) to include current trends in scope and content, method of instruction, etc.

1. **ENGL 545** - Literature Survey (6/3/2020) to update lecture hours, methods of instruction, etc.

1. **HEAL 525 -** Health Education (4/6/2022) to include current research in the field of healthy aging.

1. **NEW: HEAL 540 -** Brain Fitness (6/6/2022) - this subject area was part of HEAL 525 and was separated into its own COR.

1. **LAWS 510** Laws and Retiree (4/7/2021) courses to include Consumer Protection as a possible Alternative Title and updated Scope and Content.

1. **MUSI 505 -** Music Appreciation (1/5/2020) to include subjects with more diverse musical backgrounds.

1. **MUSN 536 -** Piano 1-2 to update lecture hours, scope and content, methods of instructions, etc.

1. **MUSV 510** - Chorus/Mixed Voices (6/3/2020), which was not updated since 1982.

1. **PASV 505 -** Body Dynamics (4/6/2022) to update content to current research in the aging process.
2. **PASV 510 -** Nutrition/Health (11/2/2022) to update alternative titles of Diabetic Prevention, Trends in Nutrition, Scope and Content, etc.
3. **NEW: PASV 531** - Retirement Living (6/3/2021) to replace sections of PASV 530
4. **NEW: PASV 532** - Enrichment Living (6/3/2021) to replace sections of PASV 530
5. **PASV 545 -** Arts and Crafts with a new special focus on digital art such as digital photography and Japanese Ikebana Flower Arrangement
6. **PSYC 520 -** Personal Development (12/1/2021) to update the entire COR, which was not revised since 2016.
7. **SOCC 503 -** Social Studies (10/7/2020)
8. **SPEE 520** - Effective Communications and Communicating with Technology (10/7/2020

The Emeritus Program (EP) Process for reviewing EP Curricula: The EP Program Chair regularly reviews course outlines for current and evidence-based trends in aging. During the various program and leadership meetings, EP members discuss the current Course Outline of Records (CORs) and the need for revision. The subject area faculty, who teach the CORs, identify changes in the subject area and give input regarding the current needs of seniors. When necessary, EP CORs are updated and new CORs are submitted to the SDCCE Curriculum Committee for approval.

The research literature speaks of improving student learning outcomes by matching students' cultural, ethnic, socioeconomic, religious backgrounds and/or sexual orientation with course curriculum and content. During the past two academic years, the EP updated seventeen (21) Course Outlines of Records (CORs). The required DE addendums were submitted and approved for all offered Emeritus CORs. Additionally, the new course outlines PASV 532 - Life Enrichment, PASV 530 - Retirement Living and HEAL 540 - Brain Fitness were approved by local curriculum committees (SDCCE and SDCCD) and the California Community College Chancellor's Office (CCCCO). As a result, the EP faculty offers up-to-date CORs reflecting the current research findings of healthy aging.

For the coming SDCCE Curriculum Committee approval process, the EP plans to revise and update the following CORs:
MUSI 513 - Musical Experiences
MUSN 519 - Orchestra Workshop
PASV 525 - Pre-Retirement Planning
PASV 535 - Volunteer Training
DRVE 550 - Mature Driver Improvement
However, the EP will not be able to offer these courses without the necessary human resources (e.g., additional hiring of new adjunct faculty, additional FTE for EP, etc.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

The Emeritus curriculum process ensures that the most meaningful and relevant course content is delivered to EP students. The high fill rates in EP courses are evidence that EP's course offerings are relevant and aligned with current research. Multiple (21!) EP CORs were approved and implemented during the past two academic years. The Emeritus Program (EP) identifies the need for revision of existing Course Outlines of Record (CORs) and development of new CORs according to the following processes with input from various stakeholders and research sources:

1. Current students share their feedback, interest, needs and demands with their instructors during class and via student surveys. The results of the survey triggered a priority list of COR revisions during the last two academic years and resulted in the revision and creation of 19 EP CORs. Throughout the semester, students are encouraged to suggest topics of interest, which the instructor incorporates in future lesson plans.
2. New and incumbent faculty share new developments and research in their subject area (e.g.; aging research, etc.) and give experts input during the revision process of EP CORs.
3. PASV 505 - Body Dynamics/Aging Process was revised with input from the county's Aging & Independence Services (AIS) who are experts in the field of Feeling Fit, Arthritis, Tai Chi programs for seniors. Various community partners provide EP faculty and EP program chair(s) with new information, practices and research during the revision of several CORs (e.g.; San Diego State University and Posit Science for brain fitness under HEAL 525, Aging and Independence Services (AIS) for Health Education, Nutrition and Body Dynamics CORs, American Mandolin Society for MUSN 519 - Orchestra Workshop, etc.).
4. Program Directors at Special Settings sites, who are experts in serving the needs of seniors, contributed suggestions and insights to the revisions of EP CORs. For example, the activity director at the so-called The Glen, a retirement community, gave input to the special needs of the residents in the field of health.
5. Additionally, the EP Leadership team participates in the State-wide network of EPs at other California community colleges, the California Community College Educations of Older Adults (CCCEOA). This group of experts exchanges State-approved CORs, ideas, trends, and experiences that are valuable information regarding the development and implementation for Older Adult CORs.
6. In order to stay compliant, State mandates from California Community College Chancellor's Office (CCCCO). For example, all EP CORs have an approved Distance Education Addendum, which allows adjustment of delivery modalities during the Pandemic and beyond.

COR related Challenges: Currently, there is a higher demand for some EP classes with revised and/or new CORs than available instructors. During the Pandemic, the EP has lost 44 instructors. Since January 2021, the EP has interviewed, hired and onboarded eight (7) new adjunct faculty members, two (2) returning instructors and one (1) new contract faculty member. However, the EP encountered various barriers during the hiring process. Most CORs relate to a specific job application form and each job application is linked to the degree requirements put forward by the CCCCO's MQ Handbook. In some cases, there are no degrees available for some of the unique subject areas taught by the Emeritus Program (formerly called the Older Adult Program). Unfortunately, the EP underwent the lengthy and cumbersome Academic Senate's Evaluation of Equivalency process. Two new adjunct faculty teaching QiGong/Tai Chi and Ikebana Flower Arrangements had to wait 16-18 (!) months to become official SDCCD/SDCCE employees. This process is not timely to serve the needs of seniors in the community. Additionally, community partners, like the San Diego County managing the Park de la Cruz facility had to wait multiple semesters to finally receive the requested senior classes.

The EP should have never had to undergo the AS process because SDCCD's HR should have acknowledged verbiage from the MQ Handbook that relates to noncredit courses for older adults where a course does not have a major related to the subject of the course being taught (see language from Title 5 53412 that states, "Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline…" and use the minimum qualifications from Title 5 53410: "The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

(d) For faculty assigned to teach courses in disciplines where the master's degree is ***not*** generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:

(1)***any*** bachelor's degree or equivalent foreign degree plus two years of professional experience directly related to the faculty member's teaching assignment; or

(2)***any*** associate degree or equivalent foreign degree plus six years of professional experience directly related to the faculty member's teaching assignment.

Affected EP courses with no available degree include:

- **Rediscover San Diego under PASV 531 - Retirement Living**
- **Ikebana Flower Arrangements under PASV 545 - Arts & Crafts**
- **Senior Resources under PASV 532 - Life Enrichment**
- **Brain Fitness under HEAL 540**
- **Consumer Protection under LAWS 510 - Law and Retiree**
- **CEMR 510 - Consumer Education. The MQ Handbook determines that this COR has to align with Home Economics, which does not align with current trends and seniors' needs in the field of an increasingly virtual world of Consumer Education. A very qualified applicant could not meet the MQs of CEMR 510 because of its Home Economics component.**

The EP Leadership team will continue to have an open dialogue with HR's Employment director, HR personnel, Academic Senate President, SDCCD and SDCCE Curriculum experts to explore solutions for these challenges.

Bi-lingual Emeritus CORs: The EP is currently in the planning phase of developing a Brain Fitness (HEAL 540) course for Latino students in the San Diego area. The EP will collaborate with the ESL Program to offer dual enrollment of HEAL 540 as a bilingual BF course in conjunction with an ESL course (ESLA 450). The State Language from the State's legal opinion memo on this matter clarifies the following: A community college may offer certain sections of a course in English and other sections of the course in Spanish, or another language other than English, to students with limited proficiency in English if:

1. **students in all sections of the course are required to enroll in a basic skill English corequisite course; or**
1. **Those taking non-English sections of the course are designated as a cohort of students and are required to concurrently enroll in another course or courses designed to help them achieve proficiency in English.**

Future Workforce Development for EP students: The EP plans to collaborate with other SDCCE programs to offer a designed workforce training that is for the abilities and learning styles of seniors. It will be necessary to develop a new Course Outline of Records and/or update existing CORs to incorporate course content that informs EP students on developing additional income opportunities. For example, students in art courses may learn how to market their art pieces for sales and exhibitions; music students may learn how to offer their performances for hire to local entities and more.
The recent census data revealed that wide economic disparities are evident across different population subgroups. Among adults ages 65 and older, 17 percent of Latinos and 19 percent of African Americans lived in poverty in 2017—more than twice the rate among older non-Hispanic whites (7 percent). Additionally, California is the state with the highest percentage of older adults and people with disabilities of which many are living in poverty (21% according to Elders Diverse Coalition). This percentage does not include those seniors across the state who are just one incident away—a rent increase or an unexpected medical bill—from slipping into poverty. Together with the fact that the average U.S. life expectancy increased from 68 years in 1950 to 78.6 years in 2017 and the reduction in mortality at older ages, seniors often need to launch a second career during their later lives to stay out of poverty living conditions.

Volunteer and Mentoring Opportunities for EP Students: Education levels are increasing. Among people ages 65 and older in 1965, only 5 % had completed a bachelor's degree or more. By 2018, this share had risen to 29 %. Due to the higher education levels among the senior population, many EP students have much to offer and could become mentors to younger students in other SDCCE programs. First, EP students would need to get trained in EP courses on how to effectively support the learning of the younger students. The EP leadership team plans to revise the PASV 535 - Volunteer Training COR and collaborate with other SDCCE programs such as Highschool Diploma/Equivalency, Healthcare, Citizenship, etc. so that EP students can effectively support students in these other courses in reaching their educational goals.

14. How is the program/department engaged in integrating new technology into the instructional program?:

EP has long-standing experience in integrating new technologies and innovative online teaching methods into EP courses. In 2008, the EP demonstrated its ability to convert courses to fully online modality during SDCCE's pilot of the *first* noncredit online courses offered in the State of California. Since the Pandemic, EP faculty have continuously risen to the occasion and have continuously improved online teaching strategies to ensure robust learning of senior students in an online environment. EP continues to employ multiple methods to integrate new technology into the instructional program.

OWLs: One of the most effective new technologies is a so-called OWL, allowing the live streaming of classroom lectures to online students. It is an ideal format and suitable to serve both simultaneously: online and in-person students. A few SDCCE campus classrooms were equipped with this exciting and easy to learn latest technology. EP faculty receives many opportunities to train for the OWL. This new technology became very effective and ideal to accommodate EP students.

Websites/Resources: With the sudden closures of SDCCE campuses and off-campus sites, EP students were not able to inquire about EP classes at campus front offices or in EP classrooms. Without information on EP instructors, courses, email addresses and class Zoom links, new students did not find their way to EP courses. For this reason, one of the existing EP websites was expanded and is now dedicated to student needs. (sdcestudent55.com) This website contains not only the schedule (with course numbers and Zoom day/times), it also includes additional sections such as:

- Class Schedules
- Tutorials on SDCCE's registration process for returning and new students with the older adult in mind.
- Meet the Instructor (to help introduce instructors and their courses to students including instructors' contact information)
- Class flyers
- Student guides (for Zoom, Canvas and Google Sites
- Details on specific classes (to clarify how some classes, such as Brain Fitness are designed)
- Student resources (including job opportunities found by the SDCCE workforce development team)

- **Faculty Resources:** A second website continues to communicate all current correspondence to faculty. This website offers a continually updating record of institutional emails and information on issues such as COVID safety requirements, campus information, department meeting minutes or recordings, attendance accounting and more. (sdceonline.org). New strategies and technologies are communicated to EP instructors through EP faculty websites, video tutorials, PowerPoint presentations during EP Townhalls, and handouts via email. Additionally, EP offers a unique training in using Google Sites to its faculty, which grants 10 hours of Professional Development hours (FLEX hours). All of the implemented technology proved to be effective with the older adult learner.
- **Methods of Contact:** EP instructors continue to be innovative in using technology for instruction. This includes best practices of online teaching such as:
  - Frequent and instructional emails to current students.
  - On their own expense, faculty invested in their home offices to enhance the Zoom meetings, including adding additional monitors, upgrading webcams, improving the lighting and creating better ways to share course content, which includes the sharing of their (dual)screens during Zoom sessions. Often instructors are using their phones or tablets as a second camera (Art, Piano, Brain Fitness, Music Appreciation, Communicating with Technology, etc.).
- **Zoom Features:** EP instructors continue to use various new and old Zoom features in unique ways to improve student learning. This includes but is not limited to:
  - Use of polling to enhance sense of community
  - Encouraging the use of chat feature for comments and questions
  - Breakout rooms for more interactive discussions in smaller groups
  - The pause of recordings for an increased feeling of ease during class discussions
  - breakout rooms for special class projects, etc.
- **Additional Software applications:** Some instructors have added third-party APPs to their Canvas course shells. For example FlipGrid, Canvas Studio, Canvas Pronto, Design Plus, Padlet, and others. These tools have furthered student engagement and interaction in an online course. One piano instructor uses FlipGrid so that students take short videos of their performance with their smartphone/tablet and post it on FlipGrid for peer review. All classmates give productive feedback to each peer. As a result, this particular tool increased student-to-student interaction exponentially.
- Instructors have participated in the Design Plus training program and integrated the Design Plus application into their Canvas courses. The DesignPlus features facilitates more attractive interfaces and easier navigations of an online course shell.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

In the 2021/22 academic year, the EP has begun a cultural audit of all of its CORs to ensure the inclusiveness of differences in cultural, religious, socio-economic, sexual orientations to a diverse student body in EP courses. Recently, the SDCCE Curriculum committee developed, discussed and revised a rubric that guides the process of a cultural audit of any given EP COR. The Program Chair has shared the Cultural Audit rubric and has guided EP's subject experts through the revision process under the lens of inclusiveness.

The most recent revision of PASV 510 - Nutrition/Health COR brought a robust discussion among EP faculty as well as during the most recent SDCCE Curriculum Committee meeting and is an excellent example of EP's efforts to ensure the inclusiveness of students with various demographics and backgrounds. As a result, language that had negative connotations (e.g., eating disorders) was changed to more positive language (e.g., Recognizing Eating Triggers). Additionally, the Content and Scope was edited to include items such as Foods from various cultural and religious Background" and "Adapting Healthy Food Choices with cultural and religious Preferences." While faculty stated they are already including these DEI topics in their lesson plans, the EP Chair is making sure these considerations are formalized in the approved EP CORs.

In EP courses (e.g., the Writer's Workshop and Literature Survey courses), assigned readings and course content are inclusive of diverse perspectives and authors from underrepresented backgrounds. Instructors implement inclusive practices in discussing themes relevant to equity, diversity, and social justice. Instructors also include our institution's Diversity Pledge in the course syllabus, as well as the Hate-Free Zone statement, which is discussed during our first-class orientation.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

Innovative EP Teaching Methods: Since the 2022 Spring semester, EP faculty is using technology for blended instruction and continues to stay on top of information and research concerning multiple methods of instruction (fully online, Hybrid, and Hyflex).

Since senior learners are predominantly "digital immigrants," and therefore require more contact in real-time with their instructors and peers, all Emeritus online courses offer multiple opportunities for interaction through synchronous online teaching methods that include but are not limited to Zoom sessions, open-labs, field trips (RSD), Zoom breakout rooms, virtual or in-person guest speakers, etc. Across the educational literature, many researchers emphasize the special learning needs of digital immigrants in an online course. According to Zur, O., & Zur, A. (2011), the term "digital immigrant" refers to those born before about 1964 and who grew up in a pre-computer world. The terms "digital immigrants" and "digital natives" were popularized and elaborated upon by Dr. Mark Prensky (2001) and critiqued for their validity and usefulness by Harding (2010) among others. In the most general terms, digital natives speak and breathe the language of computers and the culture of the web into which they were born, while digital immigrants will never deal with technology as naturally as those who grew up with it.

Hybrid: Since the reopening of SDCCE campuses, the EP offers innovative Hybrid courses to allow EP students the opportunities for interactions in real-time and in-person. During the 2022 fall semester, EP's Hybrid classes include the following:

- 6 Rediscover San Diego courses (PASV 531), which include frequent field trips to locations across town.
- 2 Brain Fitness courses (HEAL 525)
- 2 Music Appreciation courses (MUSI 505)
- 1 Ceramics courses (ARTX 548)
- 1 Health Education course (HEAL 525)
- 1 Effective Communications course (SPEE 520)
- 1 Drawing and Painting Course (ART 515)
- 1 Piano course (MUSIN 536)

HyFlex: The EP students in EP's Hyflex courses highly appreciate the flexibility to attend classes virtually or in-person. Since seniors are in the high-risk population, their sense of comfort of attending in-person class sessions changes week-by-week and as Covid or flu cases rise or fall in San Diego County. During the 2022/23 fall semester, EP successfully offers several hyflex courses, which includes

- 1 The Poet's Corner (ENGL 545)
- 4 Chorus/Mixed Voices (MUSV 510)
- 2 Ikebana Flower Arrangements (PASV 545)

- **1 Mandolin Orchestra (MUSN 519)**
- **1 Consumer Protection (LAWS 510)**

Currently, the value and quality of Hyflex is still being researched by the community of online educators and scholars. Hyflex requires high equipment cost, faculty teaches simultaneously two student groups with different learning needs: in-person students vs. online students. It increases faculty workload and calls for additional instructor training. Also, the Hyflex modality requires additional funding for equipment, support and training.

While many students, who previously were hesitant or struggling with the navigation of an online class, have adjusted to the new virtual learning environments, many students faced insurmountable barriers due to their limited digital literacy. The loss in EP headcount, FTES and diversity of its student population reflects these barriers for certain student groups. It is important to re-open more classes with in-person instruction

Asynchronous Online Learning: Course content, which is delivered via online learning modules (e.g., Canvas, Google sites, etc.) and/or recorded videoconferencing (e.g., Zoom sessions, etc.) allow students to review course topics multiple times. EP students report that choosing their own pace and repetitions improves and surpasses their learning retention of course content compared to on-campus classes. Due to these course delivery models, EP has also been able to reach new students who previously were unable to attend face-to-face classes on a weekly basis, on-campus and/or off-campus. The following ideas are a few examples of the innovative technology used in EP classes:

- **The EP online brain fitness classes incorporate a computer program called Brain HQ, which was developed by Posit Science and SDCCE purchased additional licenses for students to participate in this brain fitness program. It increased immensely the learning opportunities and access to EP's BF online classes.**
- **The EP online art instructors use smartphones or tablets as document cameras so that they can demonstrate drawing or painting techniques for their students during a live Zoom session. Also, EP art instructors have become more comfortable with the Zoom application and use special features of the updated versions of Zoom. For example, the focus mode allows students to concentrate on the instructor and the instructors' demonstrations. Also, the dual screens of Zoom enhance the pedagogical teaching methodologies.**
- **Piano and Guitar instructors use two devices (Computer plus an iPad or a smartphone) to stream two screens simultaneously to their students during live Zoom sessions. One device camera is showing the instructor's hands playing the instrument, the other device is sharing other course content such as musical scores, PowerPoint slides, etc. This dual-screen feature of Zoom allows the student to better grasp the content, scope and applications of the lesson. Many EP piano students have declared they do prefer online piano classes and they do not want to return to piano courses taught on-campus.**
- **Many instructors have used the polling feature within Zoom. It allows students to better participate and engage in the lesson during the Zoom session. Many instructors prepare the polls and questions before the live streaming of the class, which is also an effective tool for assessing the students' learning progress. Polling also facilitates more communications in an online learning environment for larger groups. Since not all students get to speak during the limited class time in a large course with 50-80 students, polls are a solution to allow everyone to participate equally. It also encourages students who often are too shy to speak up during class discussions.**
- **EP faculty continues to look for new opportunities to offer DE courses to new communities (assisted living facilities such as The Glen) via Hyflex or Hybrid technology.**

In summary, EP was surprised at how well EP students adapted to the online learning environments. However, the success of these new DE courses depends greatly on the available technology, support and approval of these satellite sites by SDCCE administration. EP students and instructors have started to prefer the modalities that include online components because it allows students to attend multiple classes in one day without the necessity of driving from campus to campus while gas prices are on a historical high and have become unaffordable for seniors with fixed and limited incomes. Students in a Zoom session (fully online, fully synchronous or Hyflex course) enjoy the "front seat view" of instructors, demonstrations and course content.

17. What methods of teacher-student contact (interaction) are utilized? :

The EP faculty found synchronous instructional models most effective with senior students who are "digital immigrants." The EP classes with real-time interaction (virtual or in-person) offer reinforcement materials learned in class. Additionally, real-time instruction offers multiple formats for a variety of learning styles (written, video, graphics/illustrations, face-to-face or Zoom sessions, hands-on activities and projects, student-instructor as well as student-student interactions). EP course offerings were adjusted to offer the best possible range of instructional hours to address the learning needs of various age groups among seniors. For example, the hours of instruction in some online courses, which are offered to "younger seniors," were increased so that an effective course design includes asynchronous (e.g., Canvas or GoogleSites) and synchronous (e.g., Zoom) learning opportunities (e.g., brain fitness, piano, art appreciation, etc.). Other courses are offered with lower instructional hours per week because many seniors older than 75 years old are only able to access an online course via Zoom, email, and phone calls.

EP online courses are designed to not only initiate the instructor-student but also to promote student-to-student interactions. These contact opportunities align closely with Title V, Section 5 5204 on regular and meaningful contact in an online course. In EP's DE courses, faculty offer a large array of opportunities for instructors and students to interact on a regular basis. Many EP faculty use Canvas features (e.g., discussion boards, assignments, assignments, LMS messaging, etc.) plus third-party applications (e.g., FlipGrid, Pronto, etc.) and ask students to comment on their peers' work, projects, comments, submissions or performances.

Other examples of regular and meaningful contact in an EP online course may include but are not limited to course announcements; personalized feedback to students projects via video messaging, podcasts, chat, texting, etc.; collaborative feedback (e.g.; blogs, groups discussions, wikis, etc.); instructor-created Modules (e.g.: Screencasts, YouTube videos w/subtitles, etc.); virtual office hours (e.g.: Zoom, Skype, etc.); virtual orientations and review sessions; supplemental seminar, study sessions and/or library workshops; video conferencing for class discussion, test prep/review sessions (Skype, Zoom); virtual field trips; supplemental seminar or study sessions on-campus; social media (e.g.: Twitter, Facebook, Pronto, etc.); guest speakers and others. Also, EP instructors are using these Canvas features to regularly send out weekly newsletters, class/program updates, lessons, course content, Zoom invitations, class logistics, and more, to increase student engagement, involvement, communication and retention.

EP instructors also post assessments in their online course shells (e.g., Rediscover San Diego, Piano, Music Appreciation, Brain Fitness, Health/Wellness, Communicating with Technology and others) to demonstrate to students how far they have come in their class(es), encouraging them to continue with their program(s). In some cases, instructors assign competing groups of students to research a given class subject or assign weekly oral quizzes to go over the material from the previous week or perform for each other while peers critique.

EP instructors apply project-based teaching methods. For example, instructors assign presentations on subjects with a diverse variety of themes to students so that they can choose subjects of their interests. Such teaching methods and student involvement have been shown to be very successful with the active senior population because many seniors have just recently retired, frequently travel, are often "hobby" experts and usually enjoy sharing their knowledge and skills.

EP instructors use Google forms to send out surveys and questionnaires to students. Additionally, any instructors have used the polling feature within Zoom. It allows students to easily participate and engage with the instructor and peers during the Zoom session. Polling especially facilitates more communications in online learning environments of larger groups because polls allow everyone to participate equally. It also encourages students who often are too shy to speak up during class discussions. Many instructors prepare the polls and questions before the live streaming of the class, which is also an effective tool for assessing the students' learning progress.

Some instructors have added third party APPs to their Canvas course shells. For example, FlipGrid, Canvas Studio, Canvas Pronto and Padlet have been useful tools in furthering student engagement and interaction in an online course. One piano instructor uses FlipGrid so that students can take short videos of their performance with their smartphone or tablet and post it on FlipGrid. All classmates are encouraged to give productive feedback to each student. As a result, this particular tool increased student-with-student interaction exponentially.

Some EP instructors are assigning students to breakout rooms for discussions, projects, etc. These smaller student groups help to facilitate more effective communication among the EP students with hearing impairments because it limits the sound sources.

Here is an overview of all instructor-mediated interactions:

- **Zoom platform**
- **Weekly emails to all students (including reminders)**
- **Individual emails answered within 24 hours**
- **Weekly quizzes with feedback to students**
- Discussion boards on Canvas or Google Classroom Board/ Google **Classroom**
- **Videos for students requesting additional information (using Zoom, using email)**
- **Teacher's Blogs**
- **Other activities encouraging student participation (Padlet, Google docs, etc.)**
- **Masterclasses and monthly recitals that encourage participation.**
- **Breakout rooms weekly to share weekly progress.**
- **Weekly review, applications, & assessments with feedback and discussions with students**
- **Oral presentations, recordings and photos related to weekly tours, topics, presentations, and lessons**
- **Office hours**

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

During the past two Academic years, the EP hired eight (8) additional adjunct faculty (2 health ed instructors, 1 art instructors, 1 arts and crafts instructor, 1 law & retiree instructor, 1 body dynamic instructor, 2 chorus instructors and saw 2 instructors returning to the EP. These new faculty members are contributing to the stable productivity of the EP and to students' access to innovative teaching opportunities. The department recognizes the urgent need for more various types of resources (e.g., human, technology, facility, etc.).

1. **Need for additional Adjunct and Contract Faculty:** Due to the high attrition of EP faculty (42 adjunct and 2 contract faculty members retired or left during the Pandemic), the EP is not able to meet the demands and needs of the community. Additionally, more EP faculty expressed their wish to retire within the next two years. Currently and even more in the future, the EP is lacking available human resources in the following disciplines and for the following specific CORs: Brain Fitness (HEAL 540); Health Education (HEAL 525), Body Dynamics (PASV 505); Nutrition/Health (PASV 510) for a cooking class at CE Mesa; music instructors for Piano (MUSN 536), Music Appreciation (MUSI 505), Orchestra Workshop (MUSV 519), Musical Experiences (MUSI 513); Personal Development for Older Adults (PSYC 520); Volunteer Training (PASV 535); Mature Driving (DRVE 550); Consumer Education (CEMR 505), Effective Communication with Technology (SPEE 520) and more. Several of the above mentioned classes are not offered during the recent semesters because there are no faculty members available to teach them (all CORs in red). The BF courses have grown to such popularity that, without additional instructors, the EP cannot accept new students to the BF program.

1. **Need for additional In-person Off-campus Sites:** More off-campus hosting sites need approval and additional instructors need to be hired for the EP to be able to meet the demands of seniors in the community.

1. **Need for additional Release Time for Chair and Assistant Chairs:** SDCCE classrooms and instruction become more reliant on state-of-the-art technology, all EP faculty and students need additional technical support for classes that are designed to the learning needs of older adults. Unfortunately, the funding for the release time for Assistant Program Chairs (APCs) to support online instruction and faculty was cut from 60% to 30% in 2021. It is vital to restore the release time for APCs to help more EP faculty to implement new teaching models.

1. **Need staffed Computer Resource Lab:** The EP and other SDCCE Programs urgently need additional appropriate and adequate technical support for faculty and students at one or all of the SDCCE campuses. Similar to THE LOFT at Mesa College, students and faculty need onsite and in-person staff that can help in real-time with devices, course content/assignments, course design/development, navigation of online courses.

1. **Need for additional Administrative Assistance:** EP's administrative assistants have been extraordinary, but several individuals have left after only a few semesters. It may be that we are asking them to do more than is required in other departments. The Administrative Assistant supports the Dean to manage two programs (the very large Emeritus and complex Child Development) and two campuses (Miramar and CE Mesa). It would benefit EP's effectiveness to have additional staff available to assist the dean in running two departments and two campuses.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

The Emeritus Program (EP) faculty have multiple opportunities to pursue professional development at the Program, SDCCE and District level. EP schedules Emeritus Town Hall meetings with all EP faculty during FLEX days and throughout the semesters. Some of these workshops are designed to assist faculty on subject areas and specific Course Outline of Records (CORs) to improve teaching strategies.

One EP meeting (Jan. 2022) was focused on comparing teaching modalities such as Hybrid vs. HyFlex vs. fully online vs fully in-person courses for the 2022 spring semester. The professional development workshop clarified the differences between these modalities and the technology involved to teach a HyFlex course. Other program training sessions were dedicated to SLO assessments, SWOT activities and strategic planning, departmental matters, mental health of EP students, available resources (e.g. EP websites for faculty and for students), and more.

When all SDCCE and EP classes had to be converted to a fully online delivery mode, approximately 90% of EP instructors had never taught an online class before the pandemic. EP faculty rushed to the task of learning the best online teaching methods in record time by utilizing the following professional development opportunities:

- SDCCD Online Pathways offers an excellent and comprehensive Online Certification course (20 Flex Hours) that informs about State mandates, best online pedagogy, and hands-on best practices. However, this 10 learning module-long training was designed for-credit courses at SDCCE's credit sister colleges. To date, all current EP faculty have successfully completed this training and are certified online instructors. This certification is recognized throughout the region (SDICCCA colleges) and State (CCCs).
- SDCCD Online Pathways offers weekly 4 to 10 flex workshops via video conferences (Zoom) to focus on different features and strategies using Zoom, Canvas and more. EP faculty reported that the SDCCD Online Pathway Zoom workshops were extremely helpful and that they had participated repeatedly in many of them. These workshops are recorded, and recordings are posted on an online faculty resource page.
- SDCCE's Online Mentor Coordinator and her team of mentors offer additional workshops and 1:1 mentor sessions to address the best practices in a specific noncredit course. Again, EP faculty reported many Flex hours participating in these training sessions.
- The EP APC for Technology was tasked to focus on supporting EP faculty with technology as it relates to EP students. As a result, four websites were created, which includes the following:
    - sdceemeritus.com (the original one, Faculty resources, SLOs and more)
    - sdceonline.org (this new one created for faculty)
    - sdceschedule.com and/or sdcestudent55.com (created for students, includes schedule and tutorials on registration, guide to online instruction, guide to Zoom, and more on the classes and instructors)
    - sdceonline.com (created to assist with Google sites training, also includes information from District Online training)
- One EP Assistant Program Chair (APC) developed a special online training course designed for EP online instructors on how to use GoogleSites as an effective tool to teach EP online courses. Many EP faculty took this training (10 Flex-hours) to improve accessibility for their students. This training course prepares EP online instructors for the special learning needs of EP's "digital immigrant" learners. EP Leadership offers frequent Emeritus Town Halls to assist faculty in their online course design of EP courses. During these virtual program meetings, EP faculty share best practices, software, positive and negative experiences and solutions. It helps instructors to cope with the immense stress and workload of delivering all instructions in fully online formats. Separate breakout sessions addressing the four EP Subject Areas were included in the Department Zoom meetings to brainstorm best classroom practices and issues related to their specific subject area.
- Additionally, one of EP's Assistant Program Chairs offered additional professional development training through 22 video tutorials on YouTube and specially designed web pages to assist EP instructors in their ability to respond to their students' in an online learning environment.
- EP offers many professional development opportunities to update lesson plans and teaching methodologies that encourage interactions of senior students with their peers as well as their instructor.
    - The EP APCs and PC offer subject related workshops to address specific challenges and solutions unique to their subject areas. For example, copyright issues in an online course were predominantly important to health and music instructors. Safety and liability mattered most to health instructors. Time delays in Zoom sessions and the associated software were a huge challenge for the music performances instructors (e.g., choruses, orchestra workshops, etc.). These breakout sessions during Town Hall meetings allowed EP faculty to address the unique needs of students in a specific subject area.
- Outside of the District, many of EP's instructors participate in additional training, including webinars, certifications, and courses specific to their discipline and students.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

SDCCE has provided significant additional release time for the SDCCE Online Mentor and her team. Now, SDCCE faculty has access to 1:1 instructional design support that allows for tailored course design for specific subjects, courses and student groups. As a result, course design was improved and consequently, student learning outcomes were significantly improved as well. The high student retention of the EP gives testimony of the positive impact these recently added resources made for EP students. However, the resources are still not sufficient and seniors with digital literacy challenges are still left behind various barriers. Therefore, the EP request additional resources as follows:

1. **Need Release Time for Chair and Assistant Chairs:** The EP serves a special population with unique learning styles and needs. As SDCCE classrooms and instruction have become more reliant on state-of-the-art technology, all EP faculty and students need additional technical support for classes that are designed according to the learning needs of older adults. Unfortunately, the funding for the release time for Assistant Program Chairs (APCs), the experts in the field of healthy aging and learning, to support online instruction and faculty was cut from 60% to 30% in 2021. It is vital to restore the release time for APCs to help more EP faculty to implement new teaching models.

1. **Need equipped Computer Resource Lab:** The EP and all SDCCE Programs urgently need additional appropriate and adequate access to technology for faculty and students. Similar to THE LOFT at Mesa College, SDCCE students and faculty need on-campus access to technology resources that are providing help in real-time with their devices, software, course content/assignments, course design/development, navigation of EP online courses and computer lab for their use. Often enough, faculty are not able to assist students with their tablets, smart phones or laptops during classes due to the lack of technology resources.

1. **Need Computer Software and Hardware:** EP faculty lacks the technology resources (computers, OWLs, external microphones for HyFlex, etc.) and software (e.g., Camtasia, Acrobat Pro, etc.) to improve the design circumstances and teaching methods for EP's online, Hybrid and Hyflex courses. The lack of these resources hinders faculty to design and facilitate state-of-the-art courses that are helping students' learning processes and are aligning with accessibility requirements (e.g., creating formats that are accessible on all students' devices).

1. **Need Gas and Electric Kiln:** The Ceramic classes (ARTX 548) taught at the Educational and Cultural Center (ECC) are often not able to fire students' class work because kilns are broken and are not functioning. The installation and purchase of two new kilns (gas and electric) are far above the yearly allocated EP budget. If the ceramic department does not receive funds to replace the 30-year-old kilns, these classes will need to be taken off the EP class schedule or if classes are kept open, students will not enroll in them.

Even though considerable CARES Act monies have been used to buy more technology hardware for some SDCCE faculty, most EP faculty are still missing equipment to teach effectively online courses. Since EP launched the first HyFlex courses during the 2022 spring semester, instructor still need more resources such as:

    - Newer laptops that have faster Wi-Fi capabilities and webcams to facilitate simultaneous dual delivery to students online and in the classroom.
- Hot Spot to have stable online connection for Hyflex courses at off-campus locations.

- External microphones for dual delivery during HyFlex class sessions.
- Increased Internet speeds at campus locations or mobile hotspots to use at off-campus hosting sites.
- Document cameras for art instructors

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:

SDCCD provided 3 OWLs for EP classrooms at the West City and CE Mesa campuses, which allowed EP instructors to design courses in the Hyflex mode. During the ongoing dangers of Covid and Flu viruses for seniors who face high risk factors, EP students appreciated the flexibility of choosing to attend in-person or virtually per week. The high fill rates in these weekly Hyflex EP classes are testimony of students' embrace of this new technology. However, the EP lacks additional OWLs or other more transportable technology (eternal microphones, web cameras, etc.) to allow opening of additional Hyflex courses for the re-opened of off-campus locations.

Most SDCCE programs have dedicated classrooms at each of the SDCCE campuses. Unfortunately, EP lacks such classroom dedications. As a result, the music performance courses (choruses, voice class, jazz bands, mandolin orchestra and symphony orchestra), art courses (drawing and painting, Ikebana flower arrangement, Japanese brush painting, etc.), nutrition courses (e.g., Healthy Cooking for Seniors), and other subject areas of EP lack the space of housing the musical scores, instruments, art supplies, etc. for their students' instructions. EP will need one designated classroom and storage at each SDCCE campus where EP classes are taught.

Some classrooms (e.g., ECC Classroom 48D) are still lacking elementary technology such as White Board, retractable screens, and projectors.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

The EP program has traditionally worked with limited resources. Many teaching tools like projectors, screens, amplification, etc. were provided by the many off-campus sites that hosted EP courses. Since the conversion to fully online courses and more complex classroom set-ups, EP faculty have lost access to many of these resources, which were previously provided by community partners. The purchasing of additional technology equipment and software would allow the EP to offer more EP classes in underserved parts of town (e.g., territory of ECC, etc.)

In spite of the recent attrition of Emeritus contract (2) and adjunct (42) Faculty, the EP has demonstrated a steady and positive productivity during the past five years. In Sept. 2022, the EP welcomed a new contract faculty member with a diverse background who is attracting a more diverse student population to register for his innovative classes (e.g., Screenplay vs. Silver Screen; Poetry Workshop to write poems in conjunction with the course entitled The Poet's Corner to offer performance training to read poetry in public. These classes are offered in underserved communities of San Diego. In the current academic year, EP hopes to be able to replace more contract positions with much-needed instructors in disciplines of health education, social sciences, and art subjects.

Many EP students have various degrees of hearing impairments related to aging. Often the hearing or vision loss is not severe enough to receive DSPS services. However, seniors' retention and success in their learning experiences depend on clear hearing and vision during EP's Zoom classes. Several EP instructors received headsets with mics, which enhanced the audio perception of their EP students and students reported that they were able to more easily follow the class discussions during Zoom classes.

Recently, SDCCE purchased the license for the Design Plus App to enhance and improve the CANVAS online site. The app increases the ease of website navigation, the interface and user-friendly appearance.

All ceramic courses have suffered a loss of enrollment due to the Pandemic. Students in ARTX 548 - Introduction to Ceramics courses are comfortable working at home under the guidance of online instruction. However, they are extremely eager to "fire" their artwork at the kilns at ECC and CE Mesa campuses. When EP received permission that ceramic students can return to campus to see their clay objects "fired" at SDCCE campus kilns, the enrollment numbers increased significantly during the 2022 semesters. Unfortunately, kilns at the ECC campus are frequently malfunctioning or out-of-service and funds for a new kiln have not been approved to continue positive enrollment trends in these ceramic courses during future semesters.

SDCCE purchased additional licenses of a computer program called BrainHQ (developed and managed by Posit Science), which is necessary to teach the very popular Brain Fitness (BF) courses. The additional resources offered to brain fitness students doubled the access of students to these high-in-demand courses. Even though the number of licenses was doubled, there are still not enough licenses to meet the increased demands for these HEAL 540 BF courses. Currently, the BF program of the EP serves more than 700 students. But the BF FTE is still below the BF FTE of the 2021 spring semester. For the above-mentioned reasons, the brain fitness instructors reported that they had to turn away more than 150 students because the capacity of enrollments per course and BrainHQ licenses was reached before the semester began. Since the demand for these BF classes has grown exponentially, the EP will need additional funding for more group licenses of BrainHQ as well as additional FTE/instructors for future semesters.

The outcomes and impacts of all past purchases (ChromeBooks) were tremendous: as students' learning environments were improved, the students' needs were better met and student satisfaction, participation, and educational growth had improved significantly. As more instructors incorporate more technology in their virtual classrooms, the amount of equipment currently available is inadequate for the department's needs. The department needs additional laptops for faculty to facilitate modern teaching methodology in EP classes.

EP always has taken pride in bringing learning opportunities to seniors at approximately 70 off-campus locations throughout the community. As a result, EP classes were never further away from EP students than 2-3 miles. Unfortunately, due to the fact that EP classes are only offered virtually/online during the current Pandemic of Covid-19, seniors, especially the underserved in Special Settings and other Retirement Facilities, experience increased digital access barriers to the exclusively online classes of the past semesters. Without the required Hyflex technology to access online EP classes, it seems that learning opportunities have decreased significantly for some EP students, especially seniors living in special settings as well as male, Latino, African American, White students with low Socioeconomics. However, these opportunities depend on access to the necessary resources and technology needed for this teaching modality.

Program Chair: Enter date completed and email Dean for notification: 10/28/2022

English as a Second Language/Citizenship

ENGLISH AS A SECOND LANGUAGE/CITIZENSHIP Instructional Review and Improvement

Program / Unit: English as a Second Language/Citizenship
Dean: Jan Jarrell
Lead Writer: Carolyn McGavock

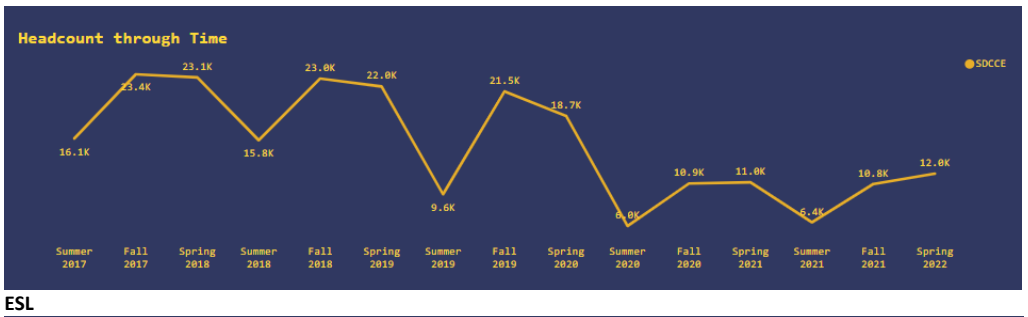
a. Enrollment by Discipline:

The ESL program grew from 3,100 students in Spring 2021 to 4,600 in Spring 2022. The majority of that increase, 1,000 students, occurred from Fall 2021 to Spring 2022. This recent rise in ESL headcount outpaced growth for SDCCE as a whole. Last year's increased headcount can be attributed to a number of factors:

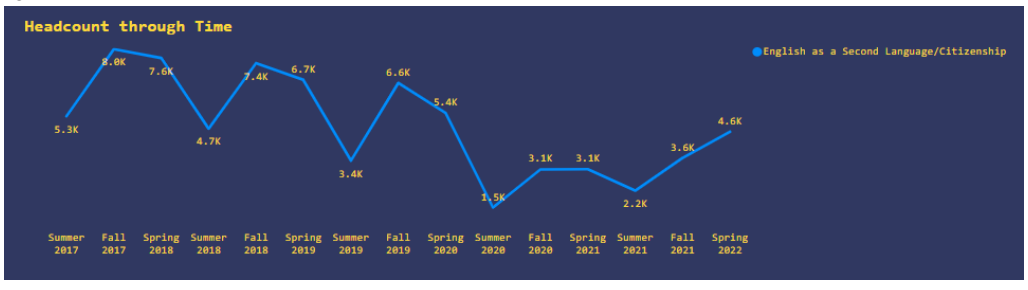
- We experienced a large influx of newcomers seeking beginning level ESL classes.
- We opened the doors for in-person enrollment and instruction.
- Many faculty joined the HyFlex pilot so that online students had the option to receive in-person instruction.
- The Dean created a flexible, comprehensive course schedule. By Spring 2022, students could choose from in-person options at five different sites along with online programming at all levels in the morning, afternoon, and evening.

We will continue to offer a full array of courses via a variety of instructional modalities, and continue onsite and online enrollment services to open up as many learning opportunities as we can. Although headcount is on a positive trend, it's still 2,000 students below the pre-pandemic Fall 2019 level.

SDCCE



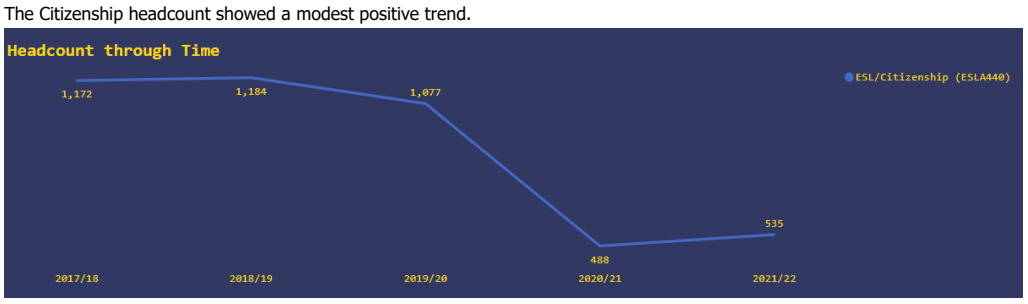
ESL



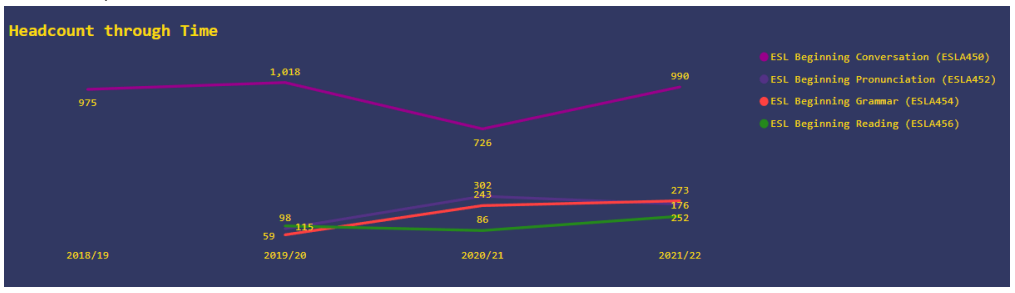
It's important to note that the growth was concentrated at beginning levels in core classes (multi-skill courses at levels 1 through 7).

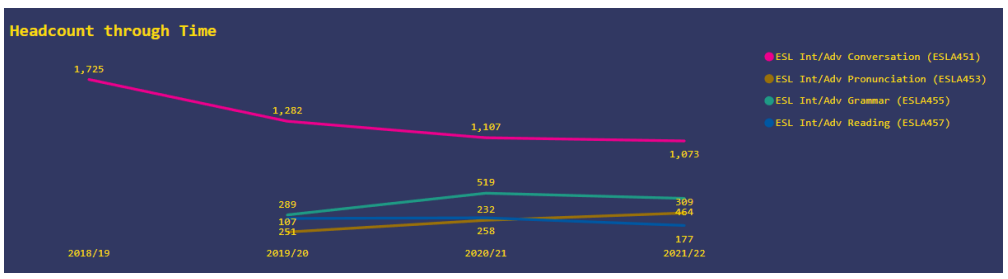


The Citizenship headcount showed a modest positive trend.



Special topics courses at the Beginning level had a small positive trend with the exception of stronger growth in Beginning Conversation. Whereas Intermediate/Advanced special topics courses show small declines since 2020/2021 except for Intermediate/Advanced Pronunciation.





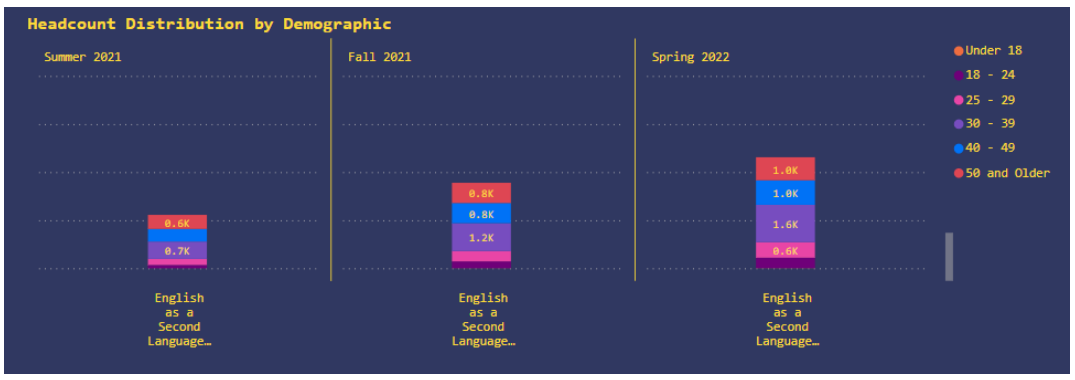
This concentration of growth at the beginning levels impacts the program several ways:

- Additional project assistants are needed in placement offices and online registration sessions because students with very limited English language skills need more assistance. Many of these students have limited access to technology and/or have digital literacy needs.
- Additional project assistants are needed for instructional support in beginning level classes.
- Faculty accustomed to teaching intermediate and advanced levels may need training to adapt to teaching a lower level class.

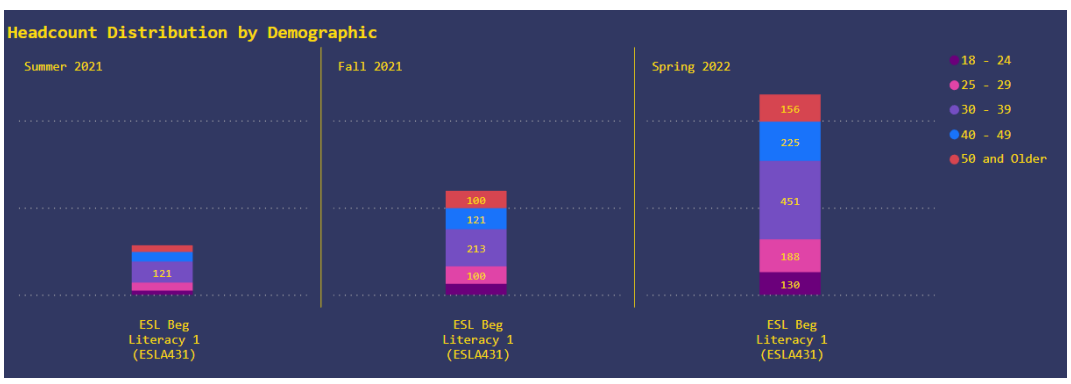
Collaboration with CalWORKS, Outreach, and Student Services colleagues has been invaluable, and we look forward to continued teamwork.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

Age: The age groups grew at about the same rate, and 30 – 39 is the largest group. The youngest group increased by 3%. We are happy to see this modest growth and hope to see additional increases as we strengthen outreach within our CAEP consortium.

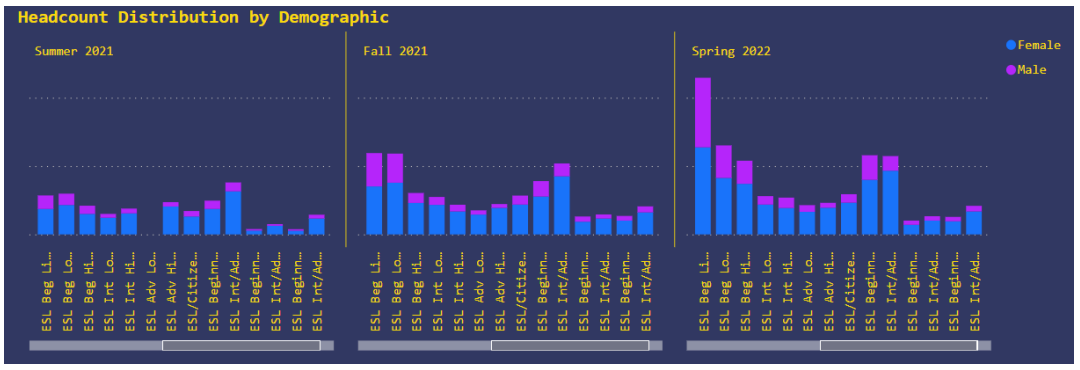


A closer look at the largest level, level one, shows a similar age distribution as with the whole program.



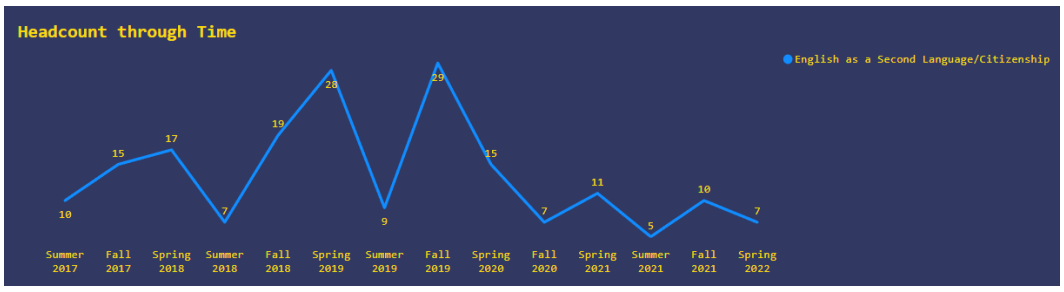
Gender: Overall, male students are a smaller percentage of the overall ESL student population, but there is a higher proportion of male students in beginning level classes than at other levels. Observation of onsite classes leads us to believe that there are more younger students and more male students attending evening classes than morning classes. It would be useful to have age and gender headcount by enrollment time.

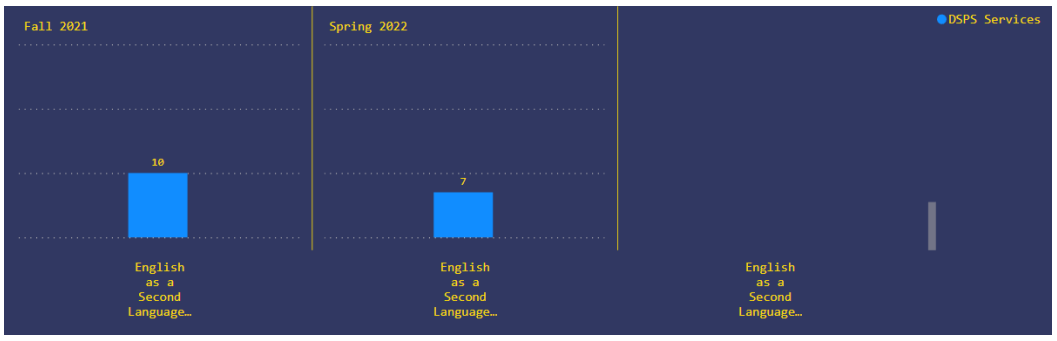
Implication: We ought to review the textbooks, materials and instructional approaches we use to ensure the interests and needs of male students are met.



DSPS: Historically, a very small number of ESL students receive DSPS services. That number has been even smaller without onsite services since remote instruction began in Spring 2020. Nevertheless, informal observation shows that students with vision and hearing impairments would benefit from DSPS services.

Implication: We would like to note the need for multilingual support for DSPS services. The Digital Leadership Academy (DLAC) team created digital literacy modules that are accessible to DSPS and ESL students, but more individual support is needed.





Ethnicity:

In academic year 2021/22:

The Latino student population represented a steady majority as 45% (1,592) of the ESL headcount in Fall '21 and 44% (2,028) of the ESL headcount in Spring '22. Whereas students in the 'Unreported' category increased as a percentage of the program from 13% (476) to 24% (1092).

The Haitian population in the ESL program grew significantly in 2021/22. Since Black students from the Caribbean region and African countries are not recognized in the ethnicity descriptors that students can choose from, it's likely that our Haitian students are included this 'unreported' category.

Students identifying as Asian/Pacific Islander maintained a steady headcount but dropped from 21% of the program to 15%. Similarly, students identifying as white or African American each represented 10% of the program in Fall '21 and were 7 or 8% of the program in Spring '22.

Implications:

Continue to prioritize the hiring of Spanish-speaking project assistants. Study the needs and interests of Asian/Pacific Islander and White students to find out how how we might alter course programming and services to meet their needs and interests. Further disaggregation of ethnicity data would be helpful since the categories do not always align with the ESL student population.



Students' national origin is also important to consider.
In the last year, more students from Haiti, Afghanistan, and Ukraine enrolled in ESL classes than in previous years.

Many Haitian students experienced years of migration before entering our classes resulting in gaps in prior education and lack of resources such as housing, child care and employment. Coming from an impoverished, politically unstable home nation impacted by natural disasters, these students demonstrate resilience and self-reliance by their mere presence in our program. At the same time, Haitian students are more likely to face obstacles to class participation such as lack of transportation and child care to support in-person attendance and lack of technology and digital literacy skills to benefit fully from online courses.

Students from Afghanistan have a unique immigration path due to the historical ties with the United States and recent U.S. military withdrawal. This population tends to have more diverse levels of prior education and professional backgrounds, so class enrollments are not as concentrated at beginning levels. Sometimes, gender-specific cultural values impact students' choice of modality. Access to class is also impacted by lack of transportation, child care, unstable housing, and lack of technology for online learning.

The trauma of war and sudden displacement impacts our students from Afghanistan and Ukraine. In May 2022, the chairs of the Learner Persistence and Social Justice committees led a workshop titled, "Teaching Sensitive Topics in the ESL Classroom" to address teacher's questions about how to make safe spaces for students to express themselves. Specifically, being sensitive to students from both Russia and Ukraine.

Services from our CalWORKS colleagues, Dean of Student Equity, and Counselors have been critically instrumental for these students to access and thrive in ESL classes.

Implications for professional development:
Increase faculty and staff cultural competence specific to these at-risk populations
Increase faculty awareness of how to make referrals to the support services available to students
Implications for staffing:
Continue to seek out eligible candidates who speak Haitian Creole, Spanish, Pashto, and Ukrainian to work as ESL Project Assistants to facilitate access to CE and ESL programs. Continue to focus on diversifying the ESL faculty.
Implications for data collection:
We need to streamline the way we collect information about new students. In 2021/22, assistants used a paper profile form in onsite placement offices and an online profile form during online registration sessions. These two sources are not merged, so we don't have a reliable or comprehensive picture of the students who entered last year.

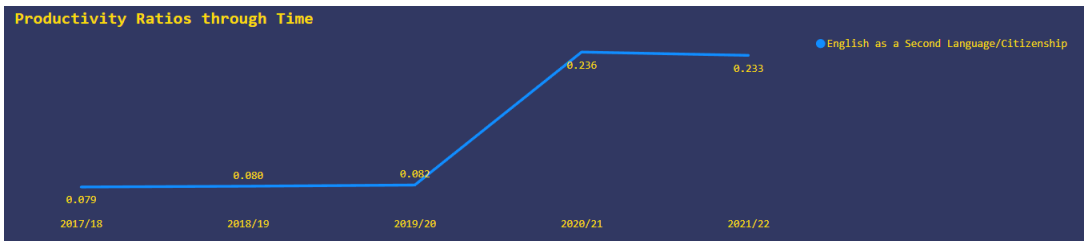
c. Certificates Awarded by Discipline :

ESL certificates are awarded when instructors choose "Satisfied" in the completion column on course final rosters. This is best described in question 'f.' about data showing the success rate by alternative calculation.

d. FTES by Discipline and class mode (online/on-campus):

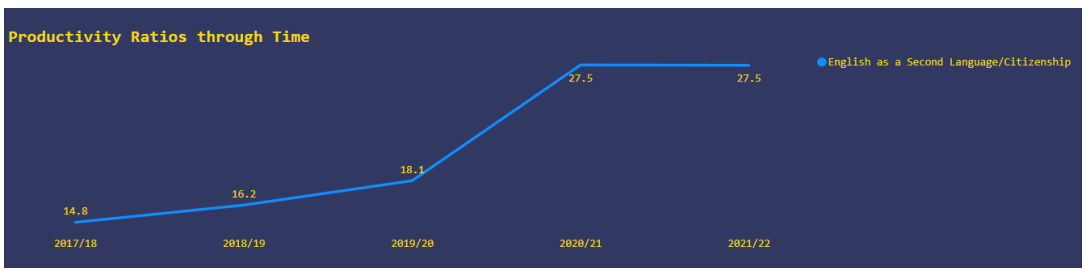
FTES/enrollments for the overall ESL program are equal to the prior highest level last year.

FTES/Enrollments:

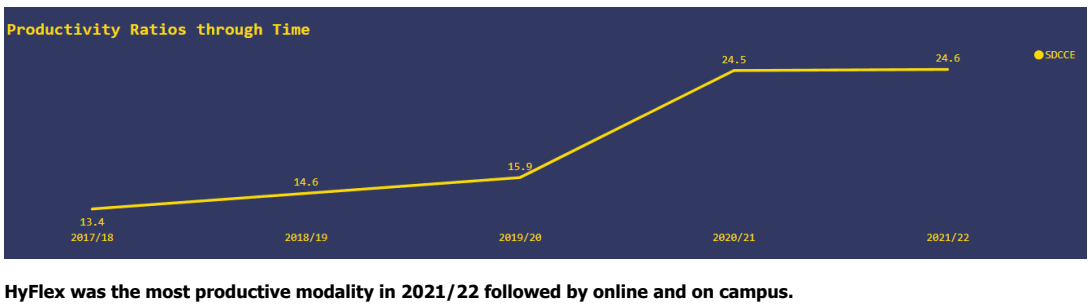


Over the past five years, FTES/FTEF for ESL show very similar rates of change as SDCCE, but at a higher level.

FTES/FTEF: ESL

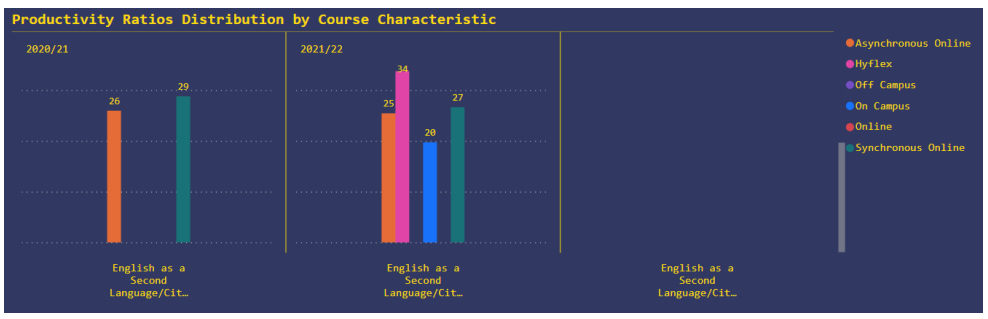


FTES/FTEF: SDCCE



HyFlex was the most productive modality in 2021/22 followed by online and on campus.

FTES/FTEF By Modality:



e. Cost by Discipline:

The ESL program cost per FTES was consistent with the previous two years though trending slightly lower at $2,317. Cost per FTES is at its lowest point since 2017-18 and total FTES are at the highest point since 2017-18.

PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ESL (44500)						
Total FTES		3,305	2,787	3,470	3,270	3,703
HEALTH EDUCATION	083700	-	124	-	-	-
ESL General	493084	8,902,291	7,869,882	7,617,424	7,164,078	8,149,954
ESL CITIZENSHIP	493090	145,022	111,426	161,625	81,508	23,140
INTERDISCIPLINARY STUDIES	499900	1,356,417	1,064,529	232,348	135,422	8,461
OTHER INST ADMN	609000	225,438	265,231	258,091	155,179	248,403
ACADEMIC ADMN	601000	-	23,430	61,376	123,920	148,319
Total Program Expenditures		10,629,168	9,334,621	8,330,865	7,660,108	8,578,277
Cost Per FTES		3,216	3,349	2,401	2,343	2,317

Within the program, the ESL General category increased in 2021-22 by 13.76% from the previous year reversing a downward trend since 2018-19. Costs for academic administration have been on an upward trend since 2018-19. Expenditures in the category of interdisciplinary studies dropped considerably in the past three years, and ESL Citizenship has been on a downward trend.

*In 2021-22, the total cost per FTES for CE overall is $3292, whereas the cost for ESL is lower at $2,317. Considering ESL produced 3,703 FTES or about 46% of CE's total 8,017 FTES, we continue to be a cost-effective program.

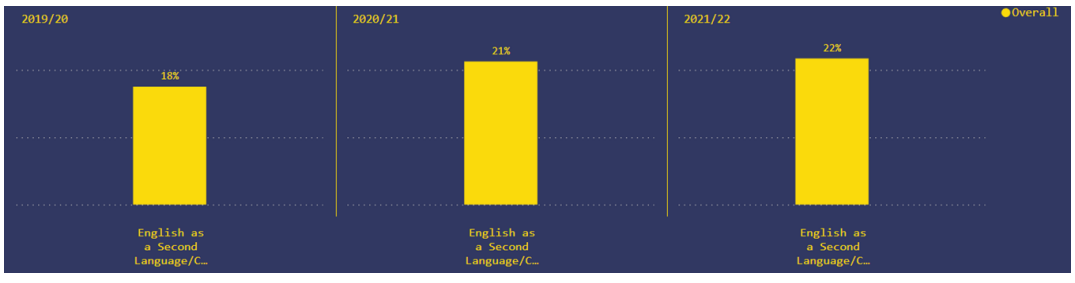
Total Programs FTES	6,656	6,157	6,679	7,569	8,017
Total Programs Expenditures	28,994,631	28,662,473	27,243,387	24,267,785	26,400,903
Total Cost Per FTES	55,608	56,835	62,176	43,836	48,344

f. Course Completion by Discipline (Retention and Success) :

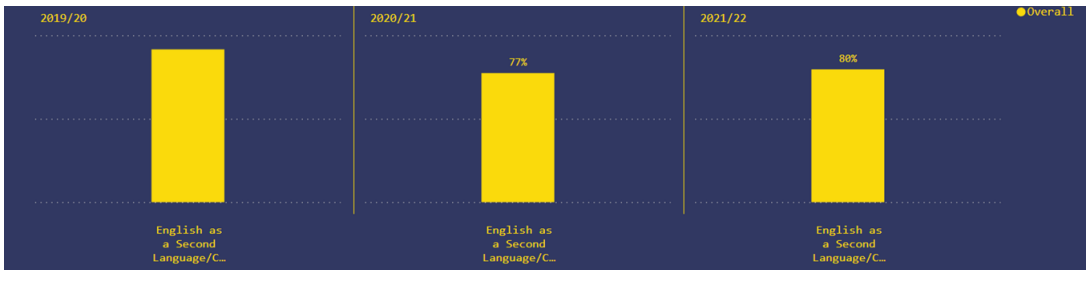
Overall View:

There is a consistent and significant difference in retention and success rates through time. Most students are participating until the end of the course, but **a minority of students are meeting course completion criteria**. **Compared to SDCCE overall, ESL retention rates are slightly lower,** but with a recent positive trend. **ESL success rates are quite a bit lower than SDCCE as whole**, though the recent trend for ESL is steady rather than declining. (See following graphs.)

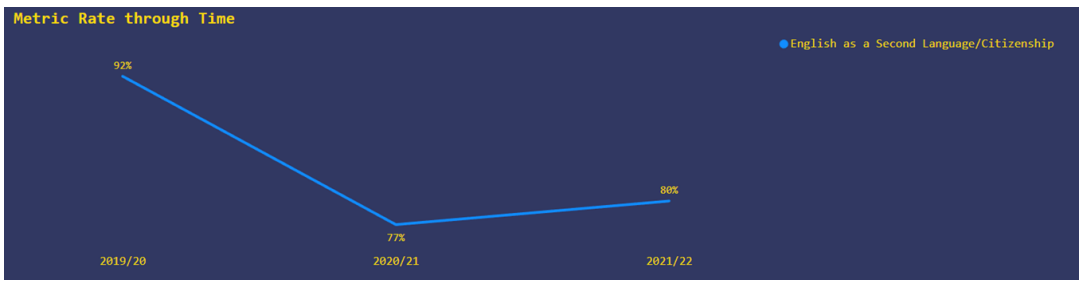
ESL Success Alt CR – Faculty determined that students met course completion competencies. (marked “Satisfied”)

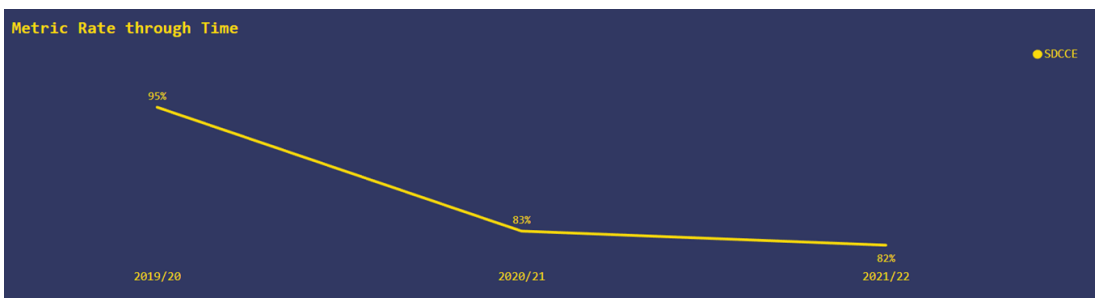


ESL Retention Alt CR – Students remained active until the end of the course.

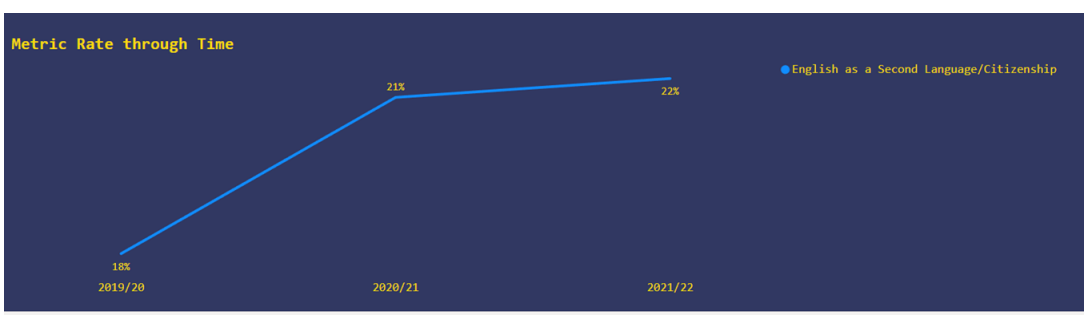


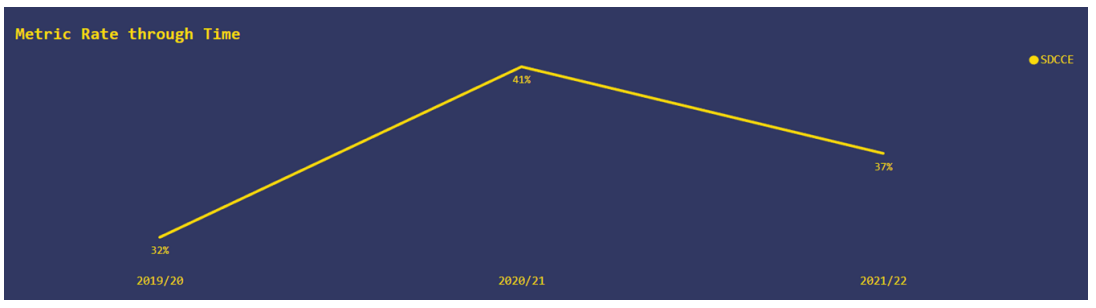
Retention ESL & CE Overall





Success (Alt CR) ESL & CE Overall



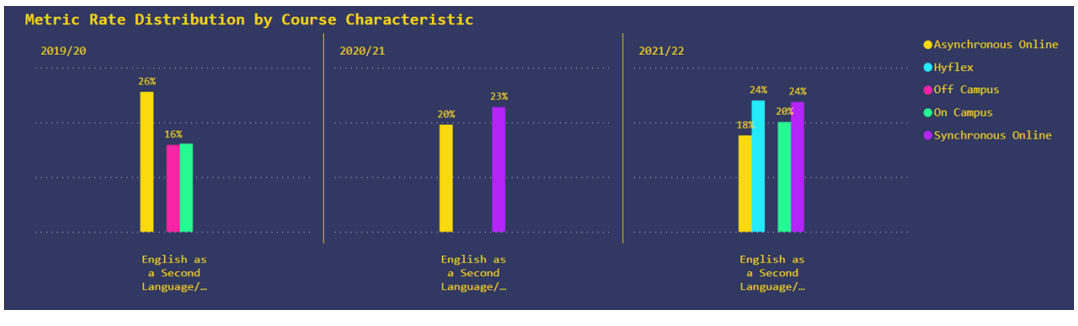


ESL Success and Retention by modality:

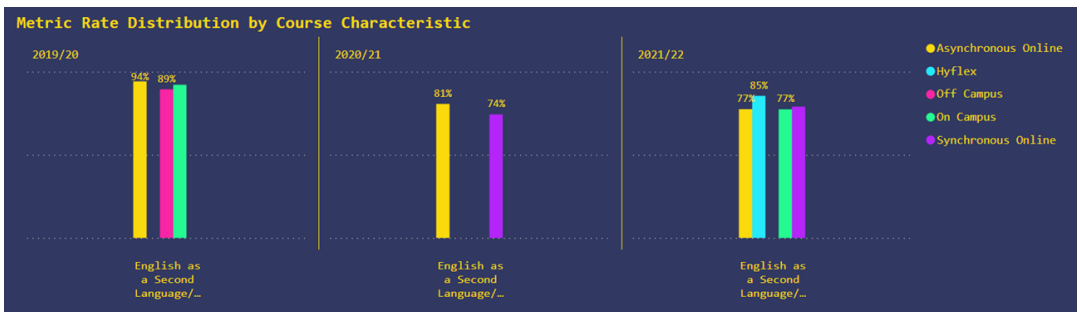
Success and retention rates in Hyflex classes are the highest of the three modalities. All online ESL classes are a combination of synchronous and asynchronous instruction, so more information is needed to understand those categories in the following graphs. To compare between the three modalities offered in Spring 2022, the average of asynchronous and synchronous courses is considered. That average appears to be on par with on-campus instruction for success and retention rates.

In-person instruction is described in the data as Off Campus or On Campus. It appears that courses with **in-person instruction achieved a higher success rate in 2021/22 than in 2019/2020**. Whereas in-person courses have lower retention rates in 2021/22 than in 2019/20. The impacts of converting 100% remote in 2019/20 may make that data unreliable. The number of "in-person" students fell dramatically from 2019-2020.

Success by Modality



Retention by Modality



ESL Success and Retention by course length:

We see that **the average success rate of the 9-wk VESL courses is higher than the other courses in the program, and the retention rate is the same.**

SUCCESS ALT CR		RETENTION ALT CR	
9-wk course avg 39%	(VESL courses)	9-wk course avg 79%	(VESL courses)
18-wk course avg 27%	core courses incl Cit)	18-wk course avg 79%	(core courses incl Cit)
varied length avg 17%	(special topics)	varied length avg 80%	(special topics)

In Spring 2022 we piloted a full array of online Vocational ESL courses at five levels. These 9-week courses are shorter than our traditional 18-week core and special topics courses. In this year's data review, we wanted to see if the shorter course length had an impact on success and retention. The overall number of students in Spring 2022 VESL courses (1,013) is smaller than the number of students in core courses (3,641), but still significant enough to consider the success and retention rates.

This is promising information. One might anticipate a higher retention rate in shorter courses, but it is significant that we see a higher success rate. It is also encouraging because fall 2020 was the first semester of full implementation of the new VESL curriculum.

Future considerations:

Considering the low success rates in our program, we could consider revising existing course outlines to a shorter length. Also, VESL courses are distinct in a few ways such as having very specific learning goals . (Career exploration, Job search, Workplace communication -vs- Intermediate English *for example*). Students are more likely to enroll in those courses if their personal goals align with the course goals possibly resulting in higher motivation to complete the requirements. VESL courses are also distinct because the modules were developed through ICOM and may represent a higher level of rigor, organization, and consistency across sections than other courses. Higher success rates may be achieved with more specific learning goals and better course design, in addition to course length.

Why else might there be such low success rates?

The large majority of ESL students studying in the period from Fall 2020 through Spring 2022 were in online classes. We spent a period of time in emergency mode when 'success' meant *accessing* instruction. Now we need to go beyond access and participation to measurable progress.

The difference between retention and success rates may be due to two key factors for course completion: a writing assessment and the CASAS reading assessment. These have been more difficult to implement online. Many students access classes with a phone which is an obstacle to completing writing assignments and taking the online CASAS test. Also, online CASAS testing is labor intensive, so we didn't have the resources to provide all students the opportunity to demonstrate their reading skills in the way we traditionally have done. Alternative assessment methods, such as having students submit photographs of written work on paper and use of alternative methods for assessing reading comprehension are encouraged, but we need to work more on professional development and communication about alternative assessment methods as they relate to course completion so that students have an equitable opportunity to demonstrate their competence in reading and writing.

Anecdotally, many faculty report that students are more active in synchronous classes than in asynchronous activities. They report that students perceive the Zoom sessions as equivalent to time spent in the traditional classroom and are less motivated to complete assignments independently. Some students enroll in multiple classes, but only participate in the synchronous portion of each course. We can improve by better informing students about what to expect from an online course and how to achieve course completion. At the same time, we need to do professional development about how to diversify assessment options to increase accessibility and inclusion with the same rigor across learning modalities.

Also, faculty report that technology and digital literacy is a barrier to completing assignments, so we will continue our efforts to support the building of digital literacy skills. At the same, the in-person courses in Spring 2022 didn't achieve higher success rates, so we need more time to see how modality impacts success and retention.

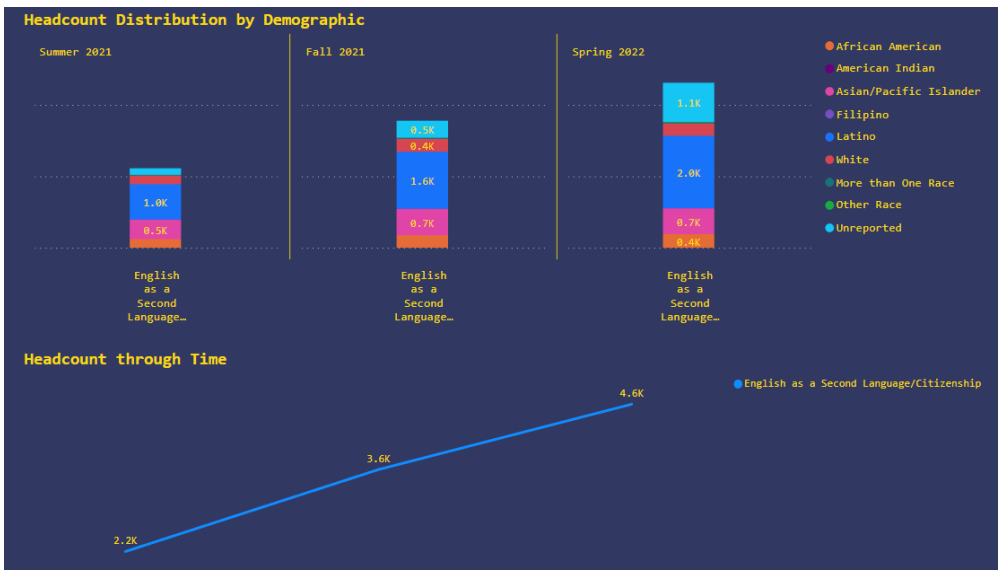
Additionally, we need to re-evaluate whether the criteria we use for course completion are relevant to students' learning goals. If they persist in participation, but not in meeting completion standards, could it be that they're getting what they want from the course outside of the goal posts we set?

It's time to re-evaluate our course completion criteria. How do we define and measure participation across different learning modalities? What are the most equitable methods of assessment? Does our completion criteria align with the skills that students value the most? A focus group began this discussion in a Fall 2022 flex workshop, and this will be a focus area for some time.

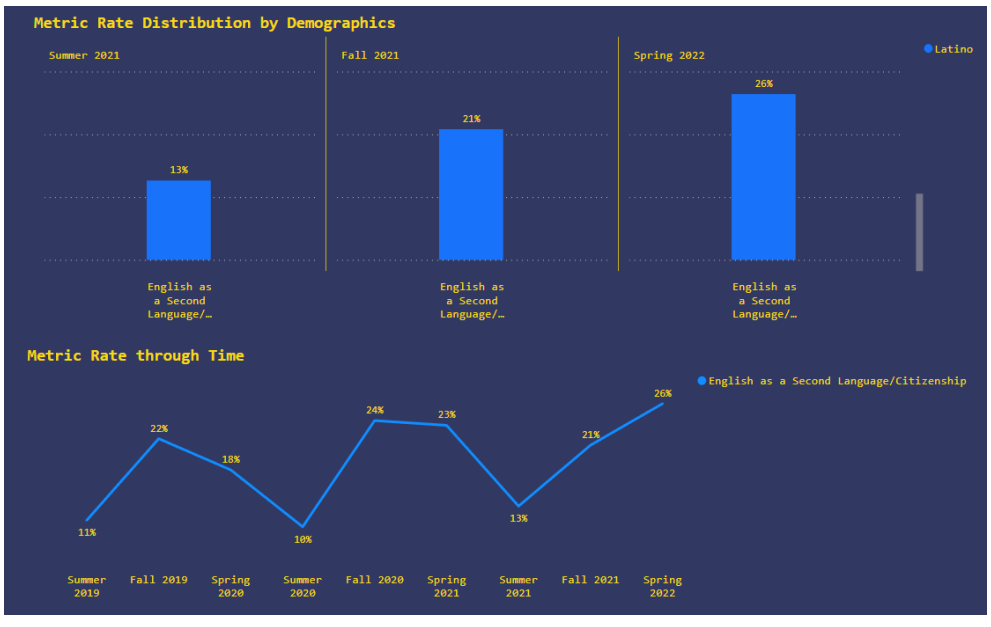
g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

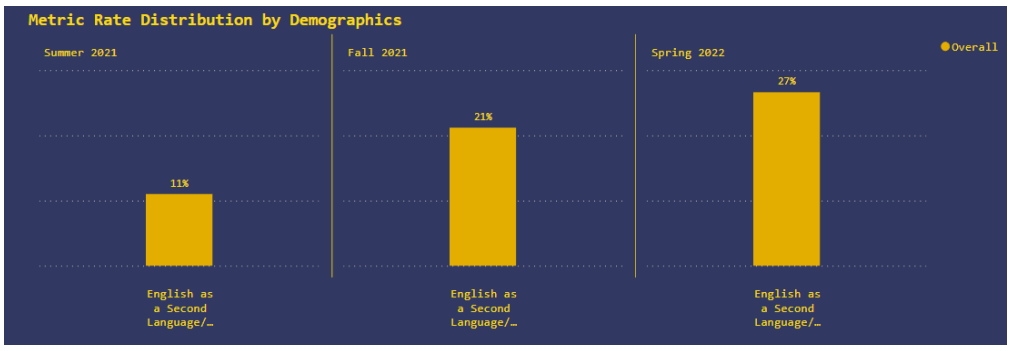
Program completion rates in ESL are not accurately captured in Campus Solutions, but **course** completion rates for traditionally underrepresented students are available for some groups.

The Latino student population represented 44% of the ESL program in 2021/22 and the success rate was nearly equal to the overall success rate though slightly lower in Spring '22.

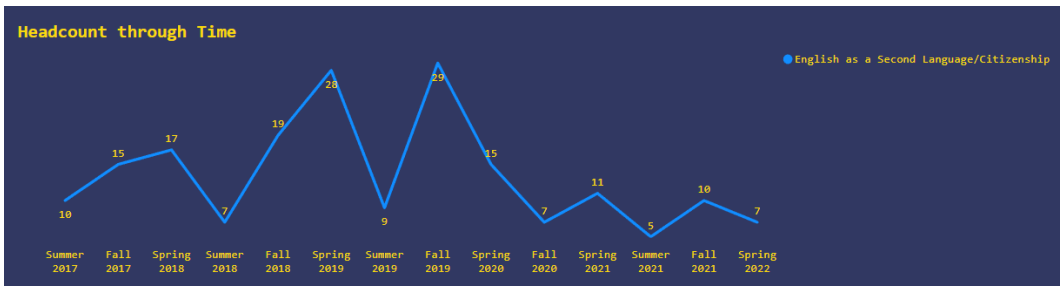


Success Alternative Calculation Rate for Latino population compared to overall program success rate.

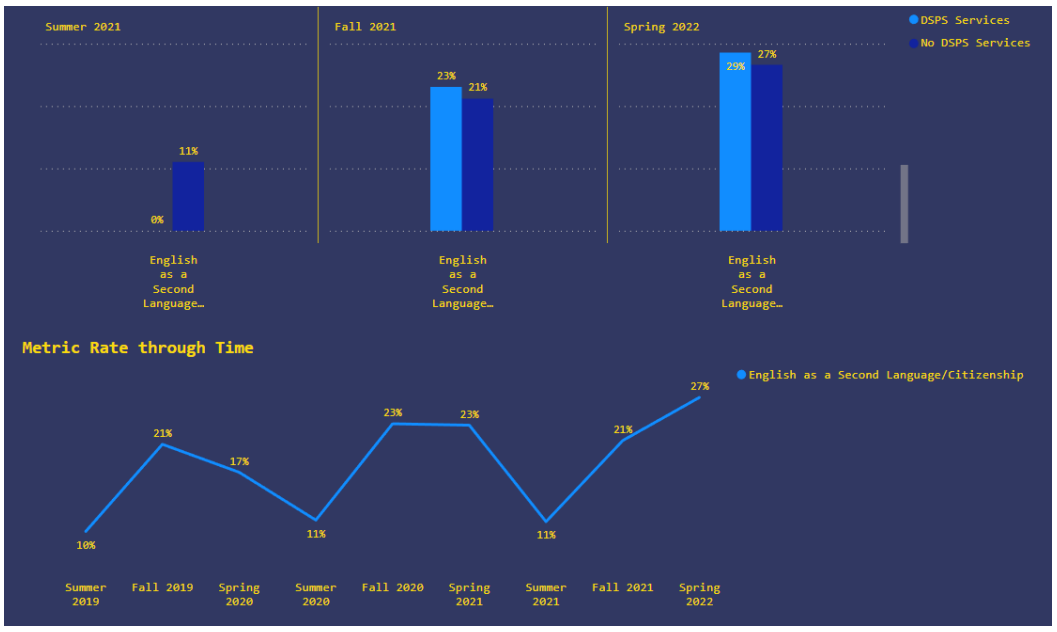




The success rate among students receiving DSPS services shows that there is not a disproportionate impact, though the sample size is too small to be reliable.



Success Alternative Calculation Rate



At this time, we do not have reliable disaggregated data to evaluate our effectiveness in serving some traditionally underrepresented groups. For example, Black students from African countries and the Caribbean region are not recognized in the descriptors that students are given to choose from. In 2021/22, 2,390 enrollments are categorized as 'unreported' in the ethnicity data. Also,1,325 enrollments were identified as African American., but we can guess that those students may be African rather than African American because we don't enroll native English speakers.

Understanding Program completion in ESL:

- Completion of Beginning High 3 course = Beginning Program completion
- Completion of Intermediate High 5 course = Intermediate Program Completion
- Completion of Advanced High 7 course = Advanced Program completion.

Students' language skills are assessed prior to enrollment and course placement reflects the skill level a student already achieved prior to enrollment. Therefore, participation in every course of a program may not be appropriate. For example, the Beginning Program includes 3 courses: levels 1, 2, and 3. If a student is assessed to have achieved level two competence, the student will be enrolled in level 3. It's not appropriate to enroll the student in levels 1 & 2, nor is it appropriate to deny program completion if they don't attend courses level one and level two. Achievement of level 3 course completion criteria equals achievement of Beg High program completion criteria no matter how much time a student has been in the program.

2. What are some strategies your department has or will implement to improve student access to your program?:

Throughout 2021/2022, one of our major goals was to return in-person access to education for English language learners who had been shut out of school while the program was exclusively online.

Access to Enrollment: Many refugees and immigrants lack the language skills, technology, internet access and digital literacy skills to navigate the district's online application and student portal interfaces. Therefore, we developed protocols and procedures for safe in-person student services for COVID-vaccinated students.

The ESL Program Dean, Mid-City Office Manager, CalWORKS Director, faculty leadership, student services personnel, and lead instructional assistants met in July 2021 to plan a soft opening of the Mid-City campus in August 2021. Support was also provided by the VP of Student Services. We piloted in-person services for CE registration, ESL assessment, placement, enrollment, and basic digital literacy support from August through November, and again in Spring '22.

The program chair, WIOA grant coordinator, and four assistant WIOA coordinators devoted a significant amount of their assigned time through 2021-22 to planning, scheduling, supervising, and revising the implementation of these in-person services by a large number of instructional assistants while simultaneously running and revising online services. Because we have to rely on NANCE employees to provide the majority of student services, we continued the use of an independent digital registration system which instructional assistants could access outside of Campus Solutions. This permitted assistants to use their specialized training and diverse native language skills to provide student-friendly online registration, assessment and enrollment services to students as well as being able to organize and track in-person services with COVID-safe protocols.

Students could access enrollment services through four public access points: in-person support at the Mid-City campus, online appointments for individual service on Zoom, a dedicated ESL email address, and the SDCCE ESL web page. The ESL department email address, SDCEesl@sdccd.edu, was monitored by classified professionals and specially trained project assistants. Monthly, hundreds of students were provided with valuable program information and directed to relevant resources to ensure access to needed instruction. The ESL webpage was redesigned to outline the enrollment process with student-friendly video and graphic supplements to visually guide students through the enrollment process and connect them to our in-house student log where the Instructional Assistant teams could use the supplied contact information to reach students and complete enrollment in the appropriate online course. In Spring of 2022, we transitioned away from the student log to centralize instructional assistant support via regular Zoom registration sessions. An appointments page was linked to the ESL webpage so that students could sign up for ongoing online registration sessions facilitated in Zoom meetings by the program chair, assistant WIOA coordinators, faculty leaders, and a team of instructional assistants twice a week. These three access points are designed for the needs of English language learners.

**Access to the ESL program relies heavily on WIOA assistant coordinators and a large group of instructional assistants funded principally by the WIOA II grant. In 2021/22, 4 of the 5 WIOA Assistant Coordinators were new, so the Program Chair allocated a large portion of her assigned time to leading and training the coordinators in CE registration, ESL assessment, placement, and enrollment while these processes evolved from COVID-emergency protocols to emerging post-COVID protocols.

In Fall 2021, the VP of Student Services analyzed the work of ESL Instructional assistants and determined that they qualified to be hired as Project Assistants. This validation and promotion was a major highlight of the year. Though it increased costs drawn from the WIOA grant, we are grateful for the recognition of the outstanding services performed by the ESL project assistant team.

Although student demand for services exceeded our capacity to serve, HEERF funding was critical for expanding the number of project assistants available to support an increased number of HyFlex and beginning level classes as well as online and in-person assessment/enrollment services.

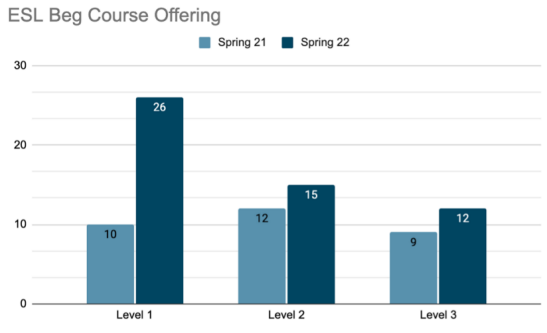
More district-funded student services would help the program meet student demand and allow instructional leaders to allocate more time to issues of instructional quality.

Access to Instruction:

Modality - Many students lack the tools and adequate remote learning space to fully benefit from online instruction. To address this, CE distance education leaders, the ESL Technology Coordinator, the new Digital Literacy coordinator and faculty invested many hours into Hyflex research and training in the summer and fall of 2021. In September 2021, the ESL program launched 39 Hyflex pilot classes. 1500 students enrolled in Hyflex classes in Fall 21. 1560 students enrolled in Spring 22. The Hyflex modality allowed the ESL program to reach the underrepresented students who did not adapt to distance education. It was also a successful transition from online to face-to-face instruction.

The first fully in-person ESL class opened in October 2021, and fifteen fully in-person ESL classes were offered in Spring '22.

Due to offering three different modalities of instruction, the number of beginning level ESL students increased by 470 from fall 2020 to fall 2021. In spring 22, the growth continued. We doubled the level 1 course offerings from 10 to 26 sections; the level 2 sections increased from 12 to 15; level 3 increased from 9 to 12 sections.



Materials - Beginning language learners are often most vulnerable to losing access to instruction during distance education. We found that taking extra measures to establish and maintain communication with online students was a key to maintaining access to online instruction. ESL instructors used a variety of communication methods including text messages, messaging apps, email, and Canvas communication tools. In addition, ESL faculty leaders regularly provide information and training about online accessibility tools and requirements.

The program continued to prioritize access to hard copy textbooks for beginning level online students with the distribution of loaner textbooks through collaboration with district instructional services and the district bookstores. Providing hard copy materials to students gave continuity with a style of learning that students are accustomed to as well as directly connecting digital images on Zoom to a hands-on experience with text.

Information - During the 2021/22 school year, we reached out to the community through marketing strategies that include flyers, eBlasts, Facebook and Twitter posts, and the ESL web page.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

To address certain factors impacting outcomes, e.g. completion and success rates for traditionally underrepresented groups, the ESL program seeks to hire faculty and staff from a wide array of backgrounds, cultures, and language skills, who are trained at the university and post- graduate level in the most recent techniques for fostering an environment of inclusion and student persistence. In addition, ESL students are provided with the following strategies and supports: orientation, instructional assistant support, and access to specialty classes that meet the needs of students with limited literacy from their native countries.

To address the needs of students not yet at the English level needed to succeed in a regular citizenship class, a new Pre-Citizenship course outline was developed and approved in Spring '22. This course specially addresses needs of under-represented students. For example, students receiving SSI, a government assistance program for the elderly and those with a disability, must obtain citizenship within 7 years or risk losing SSI benefits, and our curriculum was created with these students in mind. These students may have life challenges that keep them from attending school regularly and so do not progress as fast in language acquisition as others do; therefore, this citizenship course focuses instruction on basic skills needed to succeed in a regular citizenship course. Curriculum development was designed with larger fonts and more visuals. This new course, implemented in Fall 2022 in the Hyflex format, gives additional accessibility to those students needing in-person help and to those students needing remote instruction due to age-related or disability-related mobility limitations. Furthermore, a strong cadre of volunteers from the Midway museum who work one-on-one with students in ESL Citizenship classes preparing students for the interview to become an American citizen. During the Pandemic, Citizenship volunteers were trained on how to use Zoom to continue tutoring online. In 2021/22, volunteers continued to support online Citizenship students as well as in person. Our Citizenship and volunteer coordinator has successfully maintained this important collaboration with the community. See volunteer spotlight article.

We also aim to improve outcomes of traditionally underrepresented groups who come to the U.S. with little formal education. Many of these students have higher aural/oral language skills, but lack reading and writing skills, inhibiting their ability to complete requirements of course/program completion, transition to a job or better job or pursue higher education. By offering classes that promote and focus on the development of literacy and basic skills, we are trying to help our students meet the requirements of course/program completion and ultimately reach their educational and vocational goals.

100% online programming in 2020/21 presented some barriers for underrepresented groups to enroll in and be successful in ESL courses. In 2021/22 we offered in-person assessment & enrollment services as well as Hyflex classes to eliminate technological barriers. Several fully in-person classes were available to students in Spring 2022.

Beginning level online learners benefit greatly from having a hard copy textbook at home to following online lessons, and facilitate participation in Zoom breakout rooms. Hard copy books also promote independent reading and writing practice between Zoom sessions. Therefore, the ESL Dean and textbook committee co-chair collaborated with Alexander Berry, Libbier Bakit, and the bookstores to create a Textbook Loaner Program for level 1 and 2 students. This exciting program allows students to receive textbooks in the mail at their homes for free. The ESL Technology Coordinator created a video to train teachers, students, and IAs how to borrow loaner books. Approximately 35 IAs and PAs were trained to assist students to borrow books.

The robust online ESL course schedule creates access for students who may not have been able to attend face-to-face classes in prior years including people with disabilities, older adults, and parents with young children.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Strategies to improve student retention and completion are continually being created and refined by a variety of faculty-led committees, work groups, and the ESL Leadership team.

Orientation:
The ESL Learner Persistence Committee developed and updates orientation tools such as the ESL Student Guide that provides information about our ESL Program, pathways to other course and program offerings in San Diego College of Continuing Education, community resource information to help students with barriers to coming to school and reaching their goals, and information important to newcomers such as cultural information and useful expressions in English. Online students could access this information digitally while in-person students received a hard copy the ESL student guide during the first week of the semester for reference throughout the semester.

Many faculty built introductory/orientation modules into their Canvas courses to provide instructional videos about learning with Zoom and Canvas. Faculty also participated in numerous professional development activities aimed at making our courses more accessible, welcoming, and interactive.

Textbooks:
Another strategy for retention and completion in 2021/22 was to provide loaner textbooks at no cost to online beginning level learners. We also know from past experience that students tend to persist longer when they have a textbook. The ESL emergency book fund supplies textbooks to in-person students who can't afford to purchase a textbook. This is a longstanding program which continued in 2021/22 and will continue into the foreseeable future. This program relies on private donations. The ESL Textbook Committee organizes fundraising events each year.

Focus on Students' Goals - Needs and Interests Assessment:
Retention and completion depends, in large part, on whether instruction is relevant to students' learning goals. Therefore, we ask new students about their interests as part of the enrollment process so that we can ascertain whether a students' learning goal is related to VESL, Citizenship, Transition to College or a special topics course such as Conversation. Also, the ESL student guide contains goal setting lessons adapted for beginning, intermediate and advanced levels. Faculty are encouraged to use the goal setting lessons in the first weeks of class. Research shows that goal setting is important of student learning. Also, students are more likely to persist if they see that their instructor acknowledges their goals and is working with them to achieve their goals.

In terms of relevant course content, the Textbook Committee, Transition to College Committee, VESL committee, Teachers' Using Technology Committee, and the ESL Social Justice Work group all work towards ensuring that courses are relevant and up to date.

Expectations for Completion: Along with goal setting, it's important to articulate an expectation for completion and clear steps to achieve it. Each course has specific completion criteria that faculty share with students at the beginning of a course. Student learning outcomes are part of each course syllabus as well. Faculty encourage students to monitor their progress toward completion by identifying important course completion assignments.

*CASAS standardized reading assessments have traditionally been part of course completion. In 2021/22, the WIOA grant coordinator and her team made significant advances in providing remote CASAS reading assessments, but they weren't available to many online students. Completion requirements were revised to include alternative reading assessment methods. Likewise, oral assessments in EL Civics units are often applied to measure speaking and writing outcomes. The EL Civics coordinator and assistant coordinator expanded access to online EL Civics materials to ensure that students receive instruction about essential communication skills as well as meeting completion criteria. Also, course completion criteria allow for alternative forms of oral assessments to ensure that students have equitable opportunities to satisfy requirements.

Prior to the pandemic, the ESL department went to great lengths to have paper certificates of completion available in the classroom on the last day of the semester. They were awarded to students in person as part of an end of the semester celebration. These were very motivating events. In 2021/22, depending on the course modality, faculty recognized achievement online, paper certificates were mailed to students who expressed urgency in receiving one, and paper certificates were printed for in-person students.

Communication: Frequent contact with the instructor is another strategy to support retention and completion. ESL faculty use a variety of tools to keep in contact with students to help encourage participation, retention and completion such as Google Voice, Remind, Whatsapp, Pronto and the Canvas Inbox. Training in using these tools occurred via level meet ups, the Teachers Using Technology Committee, and resources developed and posted in the ESL Teacher Tech Corner by the ESL Technology Coordinator.

Supports:
Retention is also improved if the student is sufficiently supported while learning. Since many students were new to online learning in 2021/22, we offered students the chance to co-enroll in Online learning classes so that they would have support with using technology to learn English. Also, the program allocates a significant amount of WIOA grant money to employing instructional assistants who work in lower level classrooms under the direction of the instructor to support struggling students.
Support is also offered through specially designed courses to meet students' particular learning needs. For example, we offer ESL Literacy courses to serve students with five or fewer years of education in their native country. In addition, we have a Citizenship class that incorporates Spanish language instruction for English language learners who qualify to take the Citizenship exam in Spanish.

Prior to the pandemic, we offered ESL classes that served students in the community such as the Horton House where primarily elderly Chinese students reside and at the Mid-City Extension that served ESL students in that neighborhood. We hope to go out into the community again in the future.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

The results of program review data analysis are shared with the ESL Leadership team comprised of the Dean, Program Chair, five Assistant Program Chairs, ESL Resource office administrative support staff, and seven coordinators who support specific aspects of our program: VESL, WIOA grant, Technology, Digital Literacy, Citizenship, EL Civics and Family Literacy. Several ESL leadership meetings are dedicated to program review and strategic planning each year to ensure a connection from program review findings to strategic goals and objectives. The diversity of voices on the team ensures that data analysis and goals take into account the entire student experience from accessing our program, going through assessment, completing enrollment, engaging in courses, and achieving their learning goals. Moreover, the Dean and faculty on the leadership team are subject matter experts who stay informed of current trends and issues that affect our students' lives. Their research complements program review data to inform strategic planning so that students' educational needs drive our program's planning and decision-making.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

Our Program Review was conducted with input from the ESL Leadership team (17 members): Program Chair, Dean, Assistant Program Chairs, Resource Coordinators, ESL Resource Office Classified Staff and Dean's Senior Secretary. In June 2022, the team worked in groups to reflect on accomplishments and challenges at our annual retreat. In the fall, two ESL Leadership meetings were devoted to Program Review. This work informs the program review. Also, in June 2022, the team produced a newsletter summarizing aspects of the program during the 2021-22 academic year. These articles are a way to keep all faculty in tune with trends and the program as a whole. In addition, the Program Chair, APC's and Coordinators regularly receive input from faculty in a variety of situations such as committee meetings, fall and

spring flex activities and other professional development opportunities. We also seek input from our ESL students in a variety of ways. For example, new students complete a questionnaire to identify their learning goals, and we find out more about their goals during the oral interview with each student. This information in noted on student profile forms. We also administer a variety of surveys to faculty and students such as the Technology and Distant Education Plan (part of our WIOA II Grant's Technology Plan).

Community agencies/organizations, such as resettlement agencies, communicate with the Dean and Program Chair about their clients' needs.

7. Include your program's mission statement(s)::

English as a Second Language offers up-to-date English language instruction to learners seeking to communicate in English, acquire basic literacy, and gain digital literacy skills. Through our ESL, Pre-vocational ESL, and ESL/Citizenship programs, students develop language skills as well as increasing cross-cultural competence and diversity awareness to fulfill their goals as family and community members, workers, students and lifelong learners.

8. Provide a brief summary statement for your program.:

To fulfill our Mission Statement, we offer ESL, VESL and Citizenship programs through six main campuses (Chavez, ECC, Mid-City, West City -online only, CE at Mesa and CE at Miramar). To maximize access, instructional modalities include fully online, Hyflex, and fully onsite courses at a variety of times and locations.

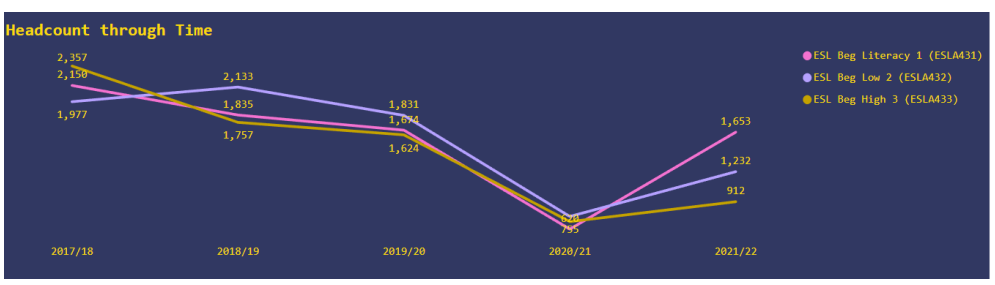
Core classes support the development of reading, writing, listening and speaking skills at all levels of proficiency from Beginning Literacy to Advanced High. They are primarily offered at morning and evening hours, Monday to Friday. Special Topics classes focus on specific aspects of language (e.g. conversation, pronunciation, reading and grammar) with a variety of schedules that include afternoon, Friday evening and Saturday morning. To help prepare students to enter and succeed in the workforce, we offer Prevocational ESL Course offerings (English + Job Search and English + Workplace Communication) from Beginning Low through Advanced levels. These short-term courses are designed for students to access relevant content in a timely way when their English goals overlap with employment goals. Students identify career goals, conduct research about jobs, learn how to write a resume, complete a job application and prepare for the job interview and develop oral and written communication skills for the workplace environment. Students in all ESL classes, not just VESL, acquire workforce readiness skills via EL Civics modules: Job Search (EL Civics #32) and applying and interviewing for a job (EL Civics #33) that are taught in all core classes. ESL/Citizenship courses support students throughout the application and interview preparation process to succeed in becoming naturalized U.S. citizens. To support learning English online, we offer Online learning courses designed for students with beginning level or intermediate/advanced English skills to develop digital literacy skills while acquiring English skills.
To ensure rigor, clear expectations, and instructive feedback, the requirements of course and program completion are communicated and evaluated through a variety of summative assessments including a standardized CASAS reading test (or equivalent), unit tests, EL Civics assessments and a Student Learning Outcome writing assessment.

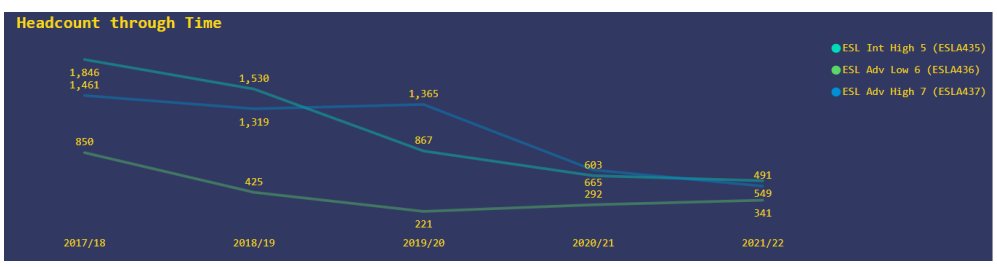
Our program is diverse with students representing over 20 different countries. We greatly value cultural diversity and have developed instructional materials to facilitate student-centered sharing and appreciation of cross-cultural diversity. One example is an EL Civics module (#11) called "Exploring Cultural Differences." We also provide information about immigrant rights in the ESL Student Guides. The Social Justice workgroup identifies materials and professional development to facilitate the integration of topics that are relevant in our students' lives such as racism, workplace rights, and civil rights.

Course materials and curriculum are regularly reviewed to stay relevant and meet the needs of students in ever-changing social contexts. Active ESL committees, with participation of adjunct and contract faculty, provide a structure for faculty and leadership to examine issues and research, collaborate on problem-solving, professional development, and creation or purchase of new materials in an ongoing cycle. ESL Committees include ESL/Citizenship, Learner Persistence, Textbook, Teachers Using Technology, Transition to College, VESL, and ESL Social Justice. We also have a strong ESL Leadership Committee composed of the Dean, Program Chair, Assistant Program Chairs, Technology, Citizenship, WIOA Family Literacy, Digital Literacy, and EL Civics Coordinators, and our Resource Office classified professionals and the ESL Dean's Senior Secretary. Our WIOA Coordinator chairs the WIOA II Grant Committee with representation by the ESL Dean, ESL Program Chair and two of our ESL Resource Office Classified Professionals as well as instructors in the High School Program.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :
Significant Changes:

Experienced a sharp increase in student demand for classes at the beginning levels (+1000! at level one).





Impacts: Busy ESL placement offices; need to add classes throughout the semester; hired 22 adjunct instructors: 15 began teaching in fall/spring, 7 started teaching in summer '22. It is an ongoing challenge to keep up with hiring and training enough project assistants and teachers.

Two new coordinator positions:

Digital Literacy Coordinator: Jia Sun trained and supported HyFlex faculty and online faculty teaching beginning level English learners throughout 2021/22.

Impact: increased access and improved quality of instruction for beginning level learners

Family Literacy Coordinator:, Laurel Slater is a liaison between our program and school representatives within San Diego Unified. Laurel's success at networking with informed partners resulted in leading a small team to develop relevant and current materials for two new variations of ESLA 433 and ESLA 435: English for Parents (Beginning level 2-3) and English for Parents (Intermediate level 4-5).

Impact: increased diversity in our course offerings; students who are parents have a course option that addresses a high interest/need area of their lives.

New Program Chair and 4 out of 5 Assistant Program Chairs were also new

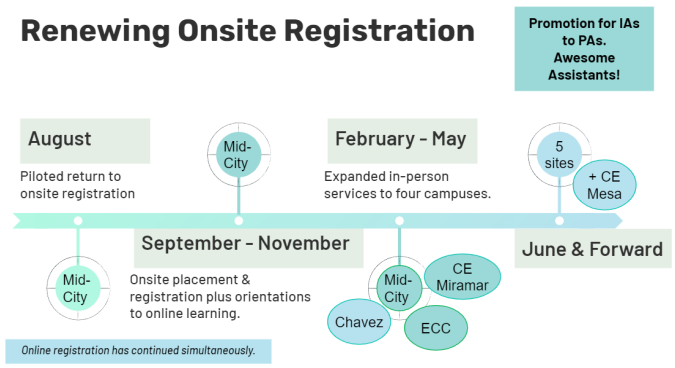
Impacts: Opportunity for fresh perspectives; Significant time commitment invested in frequent meetings with the Dean, Office Manager, APCs, Coordinators, and ESL Resource personnel as we learned our roles and developed as a team; Faculty adapted to new leadership and new working styles.

*Teaching in three instructional modalities and offering in-person services at five sites were also significant changes, but more so considered accomplishments, so they're described in question #10.

10. Highlight your department's most significant accomplishments this past year.:
These are our most significant accomplishments this year:

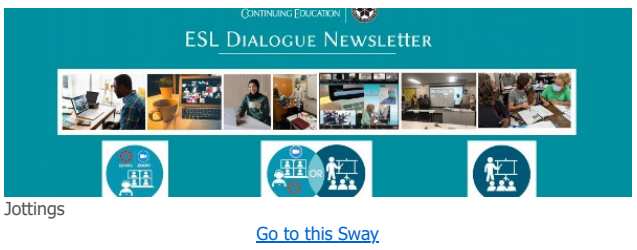
- Reopened in-person registration/assessment/placement services
- Delivered instruction into three modalities and increased number of faculty to meet high student demand
- Improved communication methods for faculty and within the ESL Leadership Team

From August 2021 through June 2022, we gradually opened in-person ESL placement operations from Mid-City to CE Mesa. This required a tremendous effort as we reorganized the project assistant team schedules from fully remote work to hybrid remote/in-person work. We relied heavily on the goodwill and flexibility of the Instructional Assistants/Project Assistants. Initially Assistants worked hybrid remote/ Mid-City campus. To accomplish this, many traveled farther than and worked at times that they had not anticipated when hired during the pandemic. Then we gradually deployed smaller Assistant teams to five different sites. New Assistant Program Chairs learned to organize in-person ESL placement services for the first-time while also developing COVID-safe protocols specific to each location. The Assistant Program Chair for the ECC team spent months engaged in moving the ECC placement office to a new location. Outstanding support came from the Business Services office to accomplish this transition at ECC. Throughout the year, the Dean, Mid-City College Operations Supervisor, WIOA grant coordinator, and Program Chair dedicated a lot of time for planning and guidance. We also worked together with SDCCE webmaster, Rich McGirr, to improve the ESL web page so that students could easily access support services according to their needs.



- In Fall 2021, we piloted HyFlex classes at Cesar Chavez, ECC, and Mid-City. We offered one in-person class at Mid-City in October 2021. In Spring 2022, we offered 14 in-person classes. From Spring 2022 through the present, we have offered classes in three different modalities across five sites.
- We hired 22 adjunct faculty from Fall '21 through Spring/Summer '22 to meet the increased student demand. A large portion of the program chair's release time was dedicated to screening applications, orienting applicants, scheduling and evaluating demonstration lessons, and finally onboarding new hires. The Dean, College Operations Supervisors, and Assistant Program Chairs were also impacted by the workload incurred from this unusual increase in hiring. Thus it was a great accomplishment for the year 2021/11. Answers to questions 14, 16, 19 & 20 describe specific accomplishments aimed at ensuring quality of instruction as we expanded the quantity of courses.
- Improved communication tools! During the pandemic, faculty access to pubic folders became difficult and less functional. At the same time, email communications grew to an overwhelming flow as we worked remotely. To remedy these two problems, the Program Chair worked with the Technology Coordinator to adapt a Canvas shell into a repository of resources where faculty could find essential information and resources. This Canvas course had originally been created by the Technology Coordinator as a hub for training while we learned to teach remotely. By 2021/22 faculty were accustomed to going to this Canvas course for resources, so it was a useful tool to expand. Buttons on the home page link to essential documents and resources for teaching, a sign-up option for mentoring, the latest "hot topic", etc. The program chair also added an ESL Events calendar so that faculty wouldn't need to search email for committee and meet up schedules or Program Chair/Dean open office hours. The ESL leadership team also needed a better way to share information and collaborate online. In the first year of remote work, we relied on Google Drives, but we wanted to transition into a district supported platform. We took advantage of the opportunity to get training about MS Teams and developed an ESL Leadership Team. This is an improved system for communication which ties together administrative, classified, and instructional members of the team. It also facilitates sharing and collaboration within CE. For example, the program chair has shared information with Outreach much more easily than in the past.

This June 2022 publication developed for faculty also describes 2021/22 highlights.



Jottings

Go to this Sway

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

Analysis of student learning data plays an integral role in improving instruction as it becomes clear in which areas students need additional or modified instruction. The SLO Committee established SLOs for writing for seven levels of instruction since inadequate writing skills prevent students from transitioning to higher education/career training. Instructors administer a writing assessment at the end of the semester scored with a level-specific rubric. Instructors must identify writing objectives related to SLOs in their course syllabi to inform students of the writing goals and criteria for course completion. At the end of each semester, faculty send a tally of the number of students who passed the assessment with a higher than average score, number with an average passing score, number who failed and total number assessed along with three samples of writing (high pass, average pass and no pass) to the Assistant Program Chair who then sends results to the Program Chair. In Spring '22, we adapted our practices to align with the SLO Coordinator's data collection process. Faculty provided SLO results to the CE coordinator who in turn supplies the data back to the PC in a spreadsheet for analysis.

Based, in part, on SLO assessment results, instructors provide students with recommendations for the next semester's enrollment. Students who are unable to pass the SLO writing assessment are typically recommended to continue studying in the same skill level course an additional semester or are transferred to a class with more of an emphasis on reading and writing. Students generally accept the instructor's recommendations.

In 2021/22, online writing assessment was discussed in same-level meetups where instructors could share their strategies for teaching and assessing writing. In addition to training students how to submit writing in Canvas assignments and discussion posts, instructors used Google docs and Padlet for students to publish their work and receive feedback. Assessing writing online was especially challenging at lower levels because many students didn't have computers or keyboarding skills. Therefore, instructors provided multiple means for students to demonstrate writing skills. For example, at the literacy level, students demonstrated spelling skills by holding up their paper in front of the camera during Zoom sessions. Students could use apps such as Remind or What'sApp to send pictures of writing done with pencil and paper at home. Instructors used the same apps to send back annotated photos or screencasts of the feedback necessary for learning. Online writing assessment continues to be a challenge, particularly at the lower levels. Faculty engage in peer mentoring through the Beginning level meet up, Hyflex meetup, and Teachers Using Technology committee as the seek to improve online writing instruction and assessment.

Also, in 2021/22, reading courses were offered at the Beginning and Intermediate/Advanced levels. There is a correlation between reading and writing development, so faculty could recommend these courses to supplement core course instruction for students whose reading/writing skills were significantly lower than their speaking/listening skills.

There are a number of strategies to provide additional individual instructional support for students who may be struggling such as assigning instructional assistants to beginning level online and in-person classrooms to work one-on-one with students. Many instructors provide online office hours via Zoom Meetings to assist students who are having difficulty and need additional instructional support.

12. What is your process for regularly reviewing curriculum?:

A significant way that the program reviews curriculum is through the **ESL committee structure** which includes monthly VESL, Teachers Using Technology, Textbook, Learner Persistence, Transition to College, and ESL Social Justice committee meetings. In 2021/22, a Beginning Level and HyFlex meetup group also met monthly. Together, these committees and workgroups provide important platforms for subject matter experts to contribute to the fabric of our program and for instructors to advocate for curriculum changes and materials that students need.

Faculty leaders bring curriculum recommendations to the leadership team based on findings reported in ESL committees as well as from participation in Academic Senate and District committees such as the Distance Education Committee, Curriculum committee, and Student Services Committee. As a result, strategic goals and resource requests that relate to course revisions and additions are well-grounded and student centered. When course design and materials are adjusted, replaced or added, they take into account student demographics, changing social environments, alignment with other educational opportunities within CE, and industry and community workforce needs. Moreover, the WIOA grant coordinator informs the ESL leadership team about requirements to meet the curriculum expectations of the Workforce Investment Opportunity Act.

Enrollment data and trends also inform curriculum development. When new students enroll online or in person, we use a profile form to gather relevant information for course placement and course development. Here are some sample responses from the new student online profile form. Also, the Dean, Assistant Program Chairs, the WIOA grant coordinator and Instructional Assistants monitor enrollment continually to track student demand. These data sources, among others, contribute to decisions about curriculum development.

Also, our large EL Civics program is continually revising the EL Civics curriculum at seven levels of instruction based on annual faculty and student survey data that informs content. Data collected through student surveys reflect the changing needs of our student population. EL Civics revisions and curriculum creation are guided by these surveys. The ESL Program collects data on the changing needs in the student population, and the EL Civics Department responds. For example they digitizing curriculum, and creating new content for developing courses that are designed to assist student transition to higher education and the workforce. All of the EL Civics assessments are real-world, task-based assessments helping students master skills such as communicating at work, completing job applications, participating in job interviews, communicating with healthcare professionals, reading drug labels, writing personal statement essays for college admissions, among others.

The Citizenship Coordinator stays current with US immigration policies, USCIS naturalization test content and testing procedures. In addition to doing independent research and attending USCIS presentations, the coordinator networks with internal immigrant advocates such as the Immigrant based Student Support group. The coordinator networks externally with community immigration legal providers and private immigration attorneys. The coordinator hosts faculty workshops, directs curriculum revisions and reports to the ESL Leadership team so that resources are adequately provided for students to receive up-to-date instruction.

As part of our ten-year strategic plan, we will be reviewing all our existing core and special topics course outlines.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

The collaborative process detailed in the previous question ensures that curriculum content is accurate and relevant because it facilitates a regular flow of communication between students, instructors and leadership so that course content can be adjusted in a timely way to meet the needs of current student demographics, industry and community workforce needs.

In 2021/22, these curriculum projects, among many, demonstrate that ESL curriculum is accurate and relevant:

Digital Literacy Lessons:
The program Dean continued to schedule Online Learning Courses at beginning, intermediate, and advanced levels in Fall 2021/Spring 2022. Students could co-enroll in this course and an online ESL course to promote success in using digital tools for language acquisition.

Video lessons designed for non-native English speakers about accessing Zoom and Canvas are incorporated into students' welcome letters, orientation modules, and appear on the Calworks webpage. Additional video lessons about participating in online courses via Zoom and Canvas are incorporated into Online Learning Courses and general ESL course introductory modules. Videos can be accessed at SDCE VESL on YouTube. They are also organized into a "Getting Ready for Online Learning" site:

Textbook Committee Research and Recommendations:
Demand for special topics courses increased, so the textbook committee hosted presentations by faculty subject matter experts on the topics of OERS and teaching grammar, conversation, pronunciation and reading to ensure appropriate and affordable materials were made available. The committee also hosted a presentation by a Cambridge representative to update faculty about their new faculty resource site, CambridgeOne to access new materials for online, in-person, and HyFlex modalities.

Reinforcing Pathways to Transition:

With approval by the state, a long successful project came to fruition in spring 2021 with new VESL course outlines written by Corinne Layton and Monica Cueva. In Fall 2021, under the leadership of the VESL Coordinator, we continued to offer the new VESL courses and expanded the VESL course offering with a pilot of Beginning Low and Intermediate Low VESL courses. We now have ten courses with updated outlines and ICOM modules that are designed to meet students immediate and short-term needs for Job Search or Workplace Communication. The 9-week format supports targeted instruction and achievable outcomes in a shorter period of study.

The more specialized Career Pathways and Healthcare courses align with Career Technical Education (CTE) classes to establish pathways for student transition and to support concurrent enrollment with CTE as part of our Integrated Educational Plan. These courses include OER curriculum modules which provide zero-cost context specific language skill development necessary for success in areas such as Healthcare Careers, Business Information Worker, Small Business/Entrepreneurship, Project Management, and Child Development.

The transition to college committee continued use of Transition to College Resource Packets for City and Miramar College bound students. The committee focused on laying groundwork for new course outlines by working closely with colleagues from the credit side and counseling to ensure that new courses prepare Advanced ESL students for a smooth transition into credit programs.

Citizenship:

Two new Citizenship course outlines were approved in Spring '22.

- Pre-Citizenship for beginning level ESL learners
- Citizenship for beginning high to advanced level ESL learners

The Citizenship coordinator also expanded access points for faculty to obtain current citizenship materials via in public folders, ESL Teacher Tech Corner (Canvas faculty course shell) and also Canvas Commons. New materials included peer to peer sharing (PowerPoints and learning with games) as well as PowerPoint presentations from immigration legal providers.

EL Civics:
In addition, to responding to faculty and student surveys and developing strategies to meet instructor and student needs in the online environment, EL Civics responded to the changing needs of the ESL program in several ways. For example, in 2021-2022, EL Civics curriculum has been developed to accommodate the newly revised VESL course outlines and the developing ICOM courses. The number of online EL Civics modules available in Canvas Commons increased in 2021/22 so that more teachers could incorporate these important task-based lessons.

Teacher Guides with video instructions on how to create sign-up sheets for assessment and prepare for testing in the remote environment were also created. To further assist with remote assessment, the EL Civics Coordinator and Assistant Coordinator provided training and resources to assist instructors with the integration of these materials into online instruction as well as administering student assessments online. They also trained a project assistant to assist in online assessment.

Connect ESL lessons to students' life experiences.
The ESL Social Justice work group decided to meet monthly as an ongoing committee to identify sources of appropriate content to connect ESL lessons to students' life experiences. Some interesting topics included: teaching the Thanksgiving story vs. history, supporting our LGBTQ+ students, whether and how to address world events in our classrooms, and how to integrate social justice topics in beginning ESL levels. Resources on various social justice themes on our committee page in the Teacher Tech Corner for faculty to access. In Spring '22, the program ordered a set of the book, *Social Justice in English Language Teaching*, edited by Christopher Hastings and Laura Jacob for study and discussion through the semester.

The Learner Persistence Committee:

A regular task of the Committee is sharing Learner Persistence Tips with CE faculty. Tips included Providing Effective Orientation, Promoting Participation and Attendance During the Holiday Season and Beyond, and Overcoming Obstacles (to Reaching Goals) with the Help of Community Partners' Services and Resources. The committee chair provided a Spring Flex workshop on Promoting Learner Persistence in an Online Environment. She shared tips on the following topics: welcoming students to class, creating community, assessing students' needs, communicating with your students, keeping students on track to reaching their goals, and helping our students deal with anxiety.

An annual event organized and hosted by our committee is our Community Partners event. The purpose of this event is to help students overcome obstacles that may be preventing them from reaching their educational and career goals. With this goal in mind, agencies in the community make presentations about the resources and services they provide. For the second time, our Community Partners event was held on Zoom, allowing faculty, classified professionals, and students to attend.

The following community partners participated this year:

- Catholic Charities,
- Immigration Center for Women and Children,
- Neighborhood House,
- SDCCE's BeWell Program, and
- San Diego's Workforce Partnership.

In addition to the Community Partners event, the committee update a list of Community Resources by campus that is part of our ESL Student Guide – a resource that is used as an orientation tool for students. Every year the committee updates the Community Resources to make sure we have the most accurate information for our students. A goal was to create a Canvas Course for both Beginning and Intermediate/Advanced Levels with information from the ESL Student Guide. (completed in summer 2022, implemented in Fall 2023)

For several years, this committee worked on a Student Writing Journal, called On Our Way, which showcases students' writing at all levels of ESL and from all campuses. Faculty had the option to access the journal in hard copy or as a PDF to choose the stories that were at the appropriate level for their class. The writing journal and corresponding supplemental activities were highlighted in faculty meetings at the start of the semester as engaging materials to use a the start of the semester and throughout.

Planned Curriculum revisions:

In recent years, much research has been published about culturally responsive curriculum, universal design for learning (UDL), and how this research can guide curriculum development that embraces diversity, equity, inclusion, accessibility and anti-racism. In 2021/22, the program chair participated in the CE Curriculum committee where a rubric for evaluating Course Outlines of Record (COR) with a DEI lens was developed. In Fall '22, the ESL Social Justice Committee is developing a repository of resources, professional development plan, and work plan to begin the work of revising outdated course outlines with this rubric and with respect to inputs from the process and sources described in #12.

14. How is the program/department engaged in integrating new technology into the instructional program?:
The ESL department continues to integrate new technology into the program in a variety of ways.
New Instructional Modality:

2021-2022 was a groundbreaking year for HyFlex. In September 2021, ESL program launched 39 Hyflex pilot classes. 1500 students enrolled in HyFlex classes in Fall 21. 1560 students enrolled in Spring 22. The HyFlex modality allowed the ESL program to reach the underrepresented students who did not adapt to distance education in 2020 due to access and skills. It was also a successful transition from online to face-to-face instruction. The number of beginning level ESL students has increased 470 from fall 2020 to fall 2021. In spring 22, the growth kept going. We doubled the level 1 course offerings from 10 to 26 sections; the level 2 sections increased from 12 to 15; level 3 increased from 9 to 12. The HyFlex student retention rate was 95% at the first census and 93% at the second census in Fall 2021 semester. In Spring 22, the retention rate was 98% at the first census and 96% at the second census.

The ESL program received the first two OWL devices in May 2021. On June 3rd, Monica Cueva piloted the HyFlex model using the OWL device. In July, our technology vendor, the GST company, did a demonstration of the new Hyflex Technology. Meanwhile, Brian Palmiter and Ingrid Greenberg field tested using laptops and tablets for various Hyflex class settings. On August 19th, Jessica Varnado-Swall demonstrated a Hyflex lesson with her ESL level 2 students using the OWL device. In late August, ESL Technology Coordinator, Monica Cueva and ESL Digital Literacy Coordinator, Jia Sun created the Online/Hyflex Learning Orientation and did training for the Project Assistants to implement the orientation. They offered three hands-on OWL training sessions for the Hyflex instructors and two training sessions for the Instructional Assistants who would assist the Hyflex synchronous instruction. In September, campus Assistant Programs Chairs (APCs), Ingrid Greenberg, Monica Cueva, and Jia Sun provided on-site support and troubleshooting for Hyflex instructors. In January 2022, several professional development workshops were offered. In the spring 22 semester, the new HyFlex technology was installed in 37 SDCCE classrooms. The GST company provided three group training sessions. Monica Cueva and Jia Sun also provided several hands-on training sessions throughout the semester.

To support the on-going need for Hyflex professional development, Monica Cueva and Jia Sun co-chaired the new HyFlex meet-up group. Campus APCs and office managers joined the first meet-up in September to address back-to-campus issues. SDCCE Instructional Design Coordinator David Giberson, SDCCE Online Faculty Mentor Ingrid Greenberg, and Online Faculty Mentor Jessica Varnado-Swall attended the HyFlex meetup constantly to support our Hyflex instructors. Additional accomplishments:

- Rawya El Malt, Elissa Claar, Johanna Gleason, and Ingrid Greenberg shared Hyflex Strong Practices on engaging two audiences, working with instructional assistants, and building class community
- Anagit Traganza, Dreah Stratton, and Ingrid Greenberg gave a tour of their Canvas courses
- The HyFlex team created a Padlet board to share everyone's favorite Hyflex activity
- Ingrid Greenberg and Rawya El Malt presented the Hyflex Faculty Showcase
- ESL Faculty Eric Miller, Elissa Claar, Michelle Perrott, and Johanna Gleason, and ESL Students Pauline Khai and Amina Hassan presented at a Hyflex Teacher and Student Panel in Fall 2021.

2021-2022 was a year filled with accomplishments, yet it came with challenges. The new HyFlex technology provides better instruction quality, but it also requires teachers and instructional assistants to have ongoing training and higher troubleshooting skills. The HyFlex model offers students flexible participation options, however, it brings challenges to instructors to engage two audiences, zoomers and roomers, simultaneously. Thank you to all HyFlex pioneers who devoted their time and energies to embrace these new challenges. Our program could not have made the growth without their dedication to inclusion, student success, and instructional innovation.

Access to Instructional Tools: The ESL department supports access to digital tools for instruction via training and subscriptions. Many faculty use apps such as Learning A-Z, Quizlet Live, Pear Deck, Quizizz, and NearPod that students can access via their smartphones to get real-time feedback on engaging lessons. Faculty also use ESL paid subscriptions for digital content such as Padlet, Learning A-Z, ESL Library Digital, Burlington English, News for You Online, Listenwise, and the Change Agent. These subscriptions help supplement online curriculum to keep textbook costs down and improve the quality of

learning for our students. A specialized Adv VESL course incorporated digital OER VESL Pathway Modules into the curriculum. The program continues to invest in a few subscriptions to H5P for selected subject matter experts to use for creating interactive materials into new ICOM courses such as Beginning and Intermediate/Advanced Reading courses.

Professional Development Workshops & Tips: The ESL Technology Coordinator scheduled several FLEX workshops throughout the year, to assist faculty in integrating the new technology and digital materials (Pearson MyEnglishLab, ESL Library Digital, Canvas, Canvas Commons, Canvas Studio, Vocabulary A-Z, Interactive Google Slides, Nearpod) The technology coordinator maintains a Canvas course for ESL faculty, the ESL Teacher Tech Corner, where recordings of workshops are posted.Additionally, regular technology tips were distributed to CE faculty via theCup of T(ech) videos which cover timely topics and tools in a convenient and accessible format.

Individualized/Independent Training: Additionally, ESL mentors and CE DE mentors worked one on one with ESL faculty to provide training and support with integrating new technology according to the individual instructor's question. Instructors could also learn about new tools and resources according to their own needs from resources posted in the shared ESL Canvas shell - ESL Teacher Tech Corner and from the SDCCE VESL and ESL YouTube Channel.

Committees: These committees facilitate professional development in using technology to teach ESL: Teachers Using Technology, VESL, Hyflex Meetup, Beginning level Meetup, and Textbook.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

The program curriculum is designed to meet diverse learning goals and be inclusive of different learning styles in the course activities, assessments, and modes of delivery. In addition, online materials respect ADA accessibility standards and include imagery reflecting the demographics of our student population. Following are examples of specific curriculum designed or implemented in 2021/22 to give students equitable access to the course content most relevant to their needs.

Citizenship: To address the needs of students not yet at the English level needed to succeed in a regular citizenship class, a new curriculum course outline was developed. For example, students receiving SSI, a government assistance program for the elderly and those with a disability, must obtain citizenship within 7 years or risk losing SSI benefits, and our curriculum was created with these students in mind. These students may have life challenges that keep them from attending school regularly and so do not progress as fast in language acquisition as others do; therefore, this citizenship course focuses instruction on basic skills needed to succeed in a regular citizenship course. Curriculum development was designed with larger fonts and more visuals. This new course in the Hyflex format gives additional accessibility to those students needing in-person help and to those students needing remote instruction due to age-related or disability-related mobility limitations.

VESL: Our VESL Course Outlines and newly developed ICOM courses address issues of diversity, equity and inclusion. We have granted greater access to our courses and broadened our student base by providing online courses at all levels of instruction (Beginning Low-Advanced). Students who might not be able to attend on-campus courses for a variety of reasons (childcare, employment, transportation) are able to participate in online courses that fit in with students' varying needs. Our online courses tend to attract even a wider representation of diversity (since they are not campus-based) and, therefore, promote more opportunities for cross-cultural communication. In addition, our 9-week VESL curriculum and intense ICOM courses give students an opportunity to complete requirements of course and program completion and reach their goals more quickly. The curriculum addresses topics of diversity, equity and inclusion throughout the course. For example, we have lessons on workers' rights, providing accommodations to employees with disabilities, and hiring practices that prevent discrimination (for example based on gender, age, national origin).

English for Parents: Meetings with San Diego Unified School District staff and community partners who provide assistance to refugees reinforced the need for classes to meet the specific needs of parents who want to improve their English skills in order to help their children prepare to start school, and to communicate well with their children's schools and be engaged participants in their children's education. Many parents lack access to childcare and are unable to attend face-to-face classes because they have young children who are not yet in school. In order to provide equitable access to our program, our new English for Parents classes are fully online, with synchronous instruction via Zoom three to five mornings a week.
The first 9-week course, which was piloted in the Spring 2022 semester, was for Beginning level 2-3 students. It quickly became clear that students wanted and needed a second 9-week course, so that was developed and the class continued for the full semester. Session 1 of Beginning English for Parents was offered in the Summer 2022 session, and both Session 1 and 2 are being currently offered in the Fall 2022 semester. We have developed materials for an Intermediate 4-5 level class, which is being offered in the current semester.

The parents who are registered in English for Parents are diverse in their native languages and cultures and share common goals in wanting to better help their children and be more actively involved at their children's schools. The materials developed focus on diversity, equity, and inclusion by emphasizing first language literacy skills and reading in the home language in addition to reading children's books in English which reflect the diverse voices in our community and in our local schools. Online resources are chosen which show children and adults of all ethnicities, varying levels of English proficiency and include children with disabilities. The particular needs and gifts of bilingual children are addressed.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

Throughout the 2021/2022 academic year, we engaged in faculty training, accessing digital curriculum, and creating opportunities for students to gain digital literacy skills.

ESL faculty are required to complete the Online Certification Program offered through SDCCD Online Learning Pathways. Faculty remain current in distance education by seeking professional development opportunities and attending conferences such as the California Teachers of English to Speakers of Other Languages Annual Conference (CATESOL) as well as participating in the Outreach Technical and Assistance Network (OTAN). The Teachers Using Technology (TUT) committee and ESL level meetups also provide an opportunity for faculty to develop and adopt methods and strategies for integrating distance education into our program.

The ESL Technology Coordinator has continued to play a major role in guiding faculty as they advance in their online teaching skills. A shared Canvas shell (ESL Teacher Tech Corner) has expanded to provide information and resources to assist our ESL faculty with the transition to distance education at all levels of instruction.

New Instructional Modality: In 2021/2022, the **HyFlex** teaching modality prompted a significant advance in integration of new technology in the instructional program. In May 2021, the ESL Technology Coordinator and an instructor tested OWL cameras at Mid-City campus; students attended via Zoom and Dean Jan Jarrell and Karen King attended in person. CE Distance Education Faculty Mentors observed an Intermediate High VESL class using the OWL camera. In August 2021, a beginning level instructor, presented a Hyflex demonstration lesson for ESL faculty to observe from the classroom or from the Zoom session. This was a key trial run of the OWL camera, lavalier microphone, and OWL app for an instructional assistant to guide the camera. These trials laid the groundwork for future courses.

For all faculty to implement Distance Education and Instruction, we focused on Training and Digital Instructional Materials

- The tech coordinator further developed a shared Canvas shell, the ESL Teacher Tech Corner, to provide information and resources to assist our ESL faculty with accessing professional development about distance education as well as accessing digital teaching resources. To illustrate the significant impact of this information hub, there are 117 faculty enrolled and there have been 8.5K page views as of October 2021.
- Weekly mentoring opportunities were offered so that faculty could sign up for one-on-one support with experienced peers.
- In-house ESL faculty trainings were offered that covered Pearson MyEnglishLab, ESL Library Digital, Canvas, Canvas Commons, Canvas Studio, Vocabulary A-Z, Interactive Google Slides, and Nearpod. Recordings are available in the ESL Teacher Tech Corner.
- Video Tutorials: Regular technology tips were distributed to CE faculty via the Cup of T(ech) videos which covered various topics such as TeacherMade, Canvas Dashboard organization, Canvas Modules and Quizzes, the Immersive Reader, and YouTube embed codes.
- Department Subscriptions continued for Vocabulary A-Z, Padlet, News for You Online, Burlington English, Understanding and Using English Grammar, Listenwise, ESL Library Digital, and Learning Upgrade. Funds were granted for a new subscription to Nearpod, NoRedInk, H5P, and Pearson student loaner access codes for Future and Project Success eTexts and MyEnglishLab. Interested faculty were trained on using department subscriptions.
- The Teachers Using Technology Committee continued monthly meetings. Participants learned about and practiced using various technology resources and beneficial websites: Voice recording with Padlet and Canvas, Canvas Studio, Zoom Annotation, fillable PDFs, Google Slides for collaborative group work, Google Jamboard, Nearpod, and online games. In addition, an abridged version of the new SDCCD Camera Recommendations was created and shared with the committee as well as Student Netiquette Guidelines.
- Our EL Civics Coordinators shared EL Civics modules via Canvas Commons that provide real-life scenario assessments such as job interview simulations, resume writing, and communicating at work simulations for students in the online environment.
- Several ESL faculty also shared content in Canvas Commons using various tags, including: eslsdce.

For students to access and benefit from Distance Education and Instruction, we again focused on Training and Digital Instructional Materials

- The department allocated WIOA funds so the the Digital Literacy Coordinator and Technology coordinator could design a basic online learning orientation for students who are new to online learning.
- Also, ESL Student Resource Websites were transferred to new Google Sites and updated to include ESL Student Guides and Site Pages, Digital Literacy resources, Language development resources, and Community resources.
    - Beginner website: https://sites.google.com/view/esl1-3/home
    - Int/Adv website: https://sites.google.com/view/esl4-7/home

New Online learning courses were offered at beginning, intermediate and advanced levels.

Our EL Civics Coordinators also shared digitized interactive **EL Civics modules via Canvas Common**s that provide real-life scenario assessments such as job interview simulations, resume writing, and communicating at work simulations for students in the online environment.

ICOM courses were developed for each of our VESL courses from Beginning High to Advanced. The highest level ICOM courses, Advanced and Intermediate High, were offered in the beginning of the fall semester; we gradually added Intermediate Low and Beginning High ICOM courses in the fall and spring '22. (The first Beginning Low ICOM course pilot is in Fall '22). In Fall 2021, the ESL program was invited to expand participation in CE's ICOM curriculum development program to design online modules for Beg and Int/Adv Reading courses. Educational technology tools such as Quizlet, Nearpod, and H5P are integrated into these courses. The ICOM courses are based on the learning objectives and content from the course outlines and developed as Open Educational Resources (OERs).

Marketing our VESL Courses

Getting the word out about our course offerings is always a challenge, and we have taken initiative in terms of marketing. Corinne Layton provided two trainings in the fall and one in the spring for our instructional assistants/program assistants to inform them about our latest programs and course offerings and train them on how to best inform our ESL students about these options. In addition, we have developed specific flyers for the various course offerings and sent these flyers out

on multiple eblasts to individuals and the community. We have also met with community partners to share information on our courses and how to enroll their students in our program. Finally, Steve Gwynne and Corinne Layton gave a presentation at the Counselor Conference on December 1, 2021 on "San Diego College of Continuing Education's Prevocational ESL Programs and Pathways to Career and Technical Education."

17. What methods of teacher-student contact (interaction) are utilized? :

Online and Hyflex instructors host weekly Zoom meetings with students as a whole class to build community, answer questions, present material, and provide feedback. Instructors utilize Breakout Rooms in Zoom to encourage student-student interaction, teacher-student interaction, and to make informal observations/feedback. Zoom is also used to meet with individual students for office hours, progress reports, and oral assessment. Instructors schedule individual assessment and feedback with students using the Canvas Calendar, Survey Monkey, or a Canvas Assignment sign-up sheet. Canvas Learning Management System tools such as the inbox and audio/video recording tools are used daily to maintain contact with students. The Canvas Announcements tool is used for reminders, fun facts, current events, important dates, and student achievements. Instructors provide timely individualized feedback on assignments to students through audio recordings, written responses, and video screencasts using Canvas Studio, Screencastify, and Zoom. Finally, in addition to email, many instructors also use other tools such as Remind, WhatsApp, Pronto, or Google Voice to reach students via text because many students are more familiar with text messaging than email. On-campus and Hyflex instructors interact with students throughout a class period in whole group, small group, pair, and one-on-one interactions.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The institution supports staffing the ESL program, but it is in sufficient.

In Spring 2022, we hired two contract faculty - one new and one replacement to begin in Fall 2022. However, we lost five contracts during the pandemic, so we continue to have a deficit from 2019 even though our program has exhibited the most significant growth in within SDCCE since fall 2021.

ESL prioritized safely returning to campus for instruction and services, while maintaining a full schedule of online classes and support services in fall 2021. In terms of staff, this goal was achieved primarily through hiring Project Assistants through the WIOA II and HEERF grants (not via institutional funding). Non-native speakers of English rely on assistance to complete the CE application, create a student portal, and enroll. While some students are supported with the application and student portal by Outreach, Student services, and Counselor colleagues, the majority of students receive that service from teams of ESL project assistants who are trained, scheduled and supervised by WIOA Assistant Coordinators and the WIOA grant coordinator to provide online and in-person student services. The Program Chair also devoted a considerable amount of time coordinating services and communicating about the student services we provide. These tasks take away from supporting faculty and focusing on instructional needs. The Mid-City campus staff was disproportionately affected. The COS and MCC Student Services team staffed Online ESL Registration Sessions for the whole year. They also provided support for CalWORKs students and were the primary phone contact.

Summary of points:

- Hybrid nature of program: instruction + student services → all done/covered by primarily by the program
- ESL staff/NANCE met demands for online + Hyflex + in person program + huge influx of ESL students, especially at the beginning levels.
- Labor and training-intensive: online assessment, enrollment, master sheets, Hyflex classroom support, online class support
- NANCE employees / Contract IAs / WIOA Coordinators are paid out of grant funds
- Supplemental funding from the CARES Act / HEERF supported at a critical time
- WIOA pays for contract IAs & WIOA Assistant Coordinator reassigned time (not institution).
- ESL Assistant WIOA Coordinators, IAs, & PAs serve a Student Services role in assessing, placing, and enrolling students.
- ESL staff are best equipped to serve students due to language barriers and training.

Additional staffing needs

- More staff resources are needed so that there is time for a more robust placement process (focus tends to be on application)
- The need for Project Assistants will continue to grow
- Institutional support for Hyflex classes, low literacy classes, CASAS testing, etc. - beyond what is covered by WIOA
- Student Services assistant needed at CE Miramar.
- Need staff available to provide access to textbook sales and loans on campuses. Mid-City is the only campus poised to provide textbook sales onsite.
- Need improved/expanded access to Campus Solutions for WIOA Assistant Coordinators and IAs/PAs. They constantly have to go back and forth with Student Services.
- Need institutional support for staffing (vs relying on WIOA and HEERF). Currently focused on basic operations and unable to grow in new areas, such as expanding IET to bridge with CTE

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

The SDCE ESL program provides opportunities for professional development for faculty and staff to a great extent. Each semester begins with a FLEX Program Meeting prepared by the ESL leadership team, which includes a presentation and breakout sessions with activities focused on the most pertinent professional development issues of the semester.

Mentoring and support for all faculty are available throughout the year from ESL leadership, resource coordinators and committees.

ESL Leadership Team:

The ESL Program Chair, provided individual orientation for 4 new instructors in Fall 2021, 11 in Spring 2022, and 7 in Summer 2022. At the orientation, instructors are given an overview of the team structure within our large program. They also get access to a Canvas module of course resources such as course outline, syllabus template, course completion criteria, and textbooks/resources/materials related to the assigned course. The Program Chair provided one-on-one training and advisement as needed on a variety of topics throughout the academic year.

The Program Chair offered monthly Open Zoom Room hours for all faculty to drop in and ask questions or bring issues forward to the program to address. In addition, she regularly adds resources for all faculty to the ESL Teacher Tech Corner. In 2021/22, the Program Chair created an ESL events calendar so that information and Zoom links are readily available for all committee meetings, level meet ups, and other ESL events such as workshops.

The ESL program chair also led a team of 5 Assistant Program Chairs , 4 of whom were new in September 2021. In bi-monthly meetings, guidance was provided on the topics of training and scheduling assistants, organizing and implementing pre-registration and mid-cycle registration operations, how to recruit, interview and refer new assistants for hire, and policies and procedures for syllabi and SLO assessments.

Monthly ESL Leadership Team meetings include classified staff supporting the ESL program, ESL Coordinators, and Assistant Program Chairs. In Spring 2022 we received training to implement MS Teams to improve communication and resource sharing between the Dean, classified professionals, and faculty leaders.

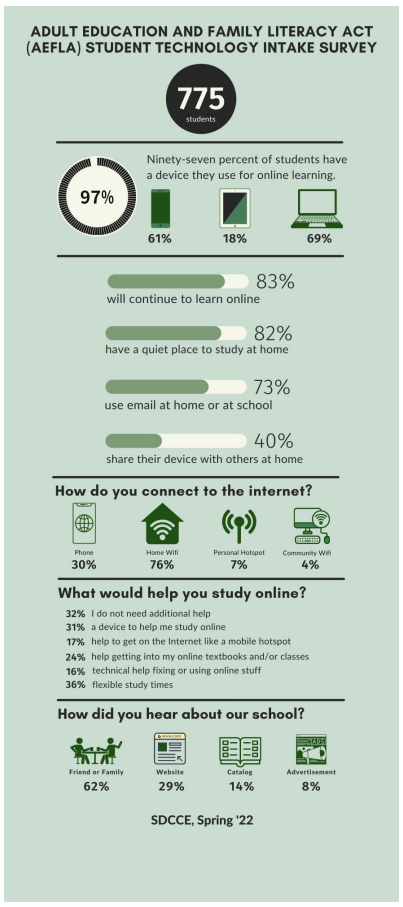
Coordinators receive release time to provide group and individualized support and professional development to ESL faculty and staff.

- **Citizenship Coordinator**: The Citizenship Coordinator, Mechelle Perrott, serves as a liaison between the USCIS, legal organizations, and faculty to ensure students receive accurate information and appropriate referrals as needed.
- **EL Civics Coordinator and Assistant Coordinator**: Stephanie Thomas and Bryan Hicks provide guidance about EL Civics curriculum instruction and assessment.
    - One-to-one training sessions for new instructors. The sessions focused on topics such as the differences between the role of a teacher and the role of an examiner, scoring rubrics, and strategies to facilitate the various assessment tasks.
    - Teacher Guides are revised and disseminated for every EL Civics objective, which include Teacher Guide Part 1 with assessment materials and scoring rubrics, and Teacher Guide Part 2 with answer keys, background information, and supplemental materials.
    - Email updates on a variety EL Civics tasks and responsibilities with links to training videos.
    - EL Civics Resources section in the ESL Teacher Tech Corner as well as Google sitehttps://sites.google.com/view/elcivicssd/home, which provides video demonstrations of all EL Civics oral assessment tasks at every level for every objective to guide instruction and assessment of EL Civics objectives. The site also has many supplemental activities for our 14 EL Civics objectives.
- **Technology Coordinator**: Monica Cueva provides mentoring and workshops in these areas:
    - Canvas features and tools for online OR on campus classes
    - Canvas Studio
    - Zoom features and settings
    - ESL Textbook online materials (e.g., Cambridge One, Pearson Portal, etc.)
    - ESL EdTech tools (e.g., Ellii, Nearpod, Padlet, Canva, etc.)
    - General technology questions (e.g. creating a screencast, using Google Tools, etc.)
    - Produces short videos featuring colleagues and their tips. In 2021/22:
        - Some of our ESL faculty have shared their amazing tech tips in our Cup of T(ech) videos. Some featured videos this spring include:

          OER Canvas Shell, Diana Vera-Alba (5:42)

          Quizlet in Canvas, Jessica Varnado-Swall (7:10)

          Collaborative Google Docs, Karen Hamilton (7:52)
    - Summarizes and reports the results of an annual student technology survey for faculty to learn from. Here are the results for spring 2022:



- **VESL Coordinator**: The VESL Coordinator, Corinne Layton, oversees the implementation of VESL courses, supports VESL instructors, and co-chairs the VESL committee. Much of the professional development for faculty takes place through VESL committee meetings and one-on-one mentoring with the coordinator. In 2021/22, after a major effort to restructure our VESL Program with the creation and state approval of five VESL Programs and ten VESL Course Outlines, we piloted our new VESL course outlines under her direction.
- **WIOA Title II/CASAS Coordinator**: Magdalena Kwiatkowski oversees CASAS test administration and score reporting.
  - CASAS eTests Online Proctor Certification Training for new instructors and instructional assistants.
  - CASAS eTests administration training, to new and continuing CASAS proctors at least once a semester, and one-on-one as needed. The training focuses on how to start and manage an online testing session, how to create and use test results reports, and testing etiquette.
  - CASAS updates during the FLEX ESL Program Meetings.
- **Digital Literacy Coordinator:** Jia Sun provides mentoring and professional development opportunities in these areas:
  - HyFlex technology set-up (OWL and the permanent Hyflex Smart Classroom)
  - HyFlex pedagogy strategies
  - Beginning-level online teaching strategies
  - Strategies to develop digital literacy for ESL learners
  - Ventures Loaner Book Program
  - Ventures materials (Cambridge One, Presentation Software, Ventures Canvas Modules, etc.)

Committees provide a variety of opportunities for professional development.

ESL Learner Persistence Committee meets monthly to provide a forum for instructors to discuss effective instructional strategies promoting learner persistence. A regular task of the Committee is sharing Learner Persistence Tips with CE faculty. Tips included Providing Effective Orientation, Promoting Participation and Attendance During the Holiday Season and Beyond, and Overcoming Obstacles (to Reaching Goals) with the Help of Community Partners' Services and Resources. Corinne provided a Spring Flex workshop on Promoting Learner Persistence in an Online Environment. She shared tips on the following topics: welcoming students to class, creating community, assessing students' needs, communicating with your students, keeping students on track to reaching their goals, and helping our students deal with anxiety.

An annual event organized and hosted by our committee is our Community Partners event. The purpose of this event is to familiarize faculty, staff and students with agencies who can help students overcome obstacles that may be preventing them from reaching their educational and career goals. With this goal in mind, agencies in the community make presentations about the resources and services they provide. For the second time, our Community Partners event was held on Zoom, allowing faculty, classified professionals, and students to attend.

The following community partners participated this year:

- Catholic Charities,
- Immigration Center for Women and Children,
- Neighborhood House,
- SDCCE's BeWell Program, and
- San Diego's Workforce Partnership.

In addition to our Community Partners event, this committee has created a list of Community Resources by campus that is part of our ESL Student Guide – a resource that is used as an orientation tool for students. Every year the committee updates the Community Resources to make sure we have the most accurate information for our students. One of our goals is to create a Canvas Course for both Beginning and Intermediate/Advanced Levels with information from the ESL Student Guide. (implemented in Fall 2023).

For several years, our committee worked on a Student Writing Journal, appropriately called On Our Way, which showcases students' writing at all levels of ESL and from all campuses. The journals were printed in summer 2021 and each student contributor and ESL instructor was given a copy. In Fall 2021, faculty could access the journal as a PDF and choose the stories that were the appropriate level for instruction in their class. Furthermore, committee members Janet Foster, Anagit Traganza, Corinne Layton, and Jeff Strack developed Beginning and Intermediate/Advanced level instructional activities to use with the journal entries. The Student Writing Journal project has been very well-received, and Janet and Jeff made a short presentation about On Our Way at the last SDCCD Board meeting. In the future, we hope to create a second edition of the Journal and encourage even greater student participation.

Teachers Using Technology Committee meets every other month offering hands-on training to integrate technology into instruction. Also, they maintain a few sites such as Google sites, Drive, and Canvas that house meeting recordings and resources to model and encourage teachers to use Canvas and technology tools in their web-enhanced and online classes. In 2021/22, members were exposed to and practiced using various technology resources and beneficial websites: Voice recording with Padlet and Canvas, Canvas Studio, Zoom Annotation, fillable PDFs, Google Slides for collaborative group work, Google Jamboard, Nearpod, and online games. Committee chairs also shared the new SDCCD Camera Recommendations (abridged version was created and shared with the committee) and Student Netiquette Guidelines.

The Teachers Using Technology Committee also focused on accessibility in Canvas and other tools, such as Word and Google Slides, specifically with Headings, Color, Links, and Alternative Text (Alt Text) in images. You can find examples of accessible content as well as additional resources to learn more about accessibility in the ESL Teacher Tech Corner.

ESL Textbook Committee meets monthly. The committee develops and updates its approved Core Textbook list and a list of supplemental reading/writing textbooks. Committee members recommend and give presentations on different OERs and websites that can be used to supplement curriculum. The committee also invites representatives from various publishers to make presentations about their new books and supplemental teacher presentation software.

Fall 2021-OER Coordinator, Diana Vera-Alba, kicked off the semester by sharing a wealth of OER resources. With most classes online or HyFlex, OERs have been critical to our success in teaching online. We also held our annual Bachman Jennings Emergency Book Fund fundraiser online. When the Future textbook series created Canvas modules, Technology Coordinator, Monica Cueva,

demonstrated how to access the modules, and Lydia Hammett showed us how to caption the Future videos in Canvas Studio. Additionally, with the multitude of newly-opened online special topics classes, there was an urgent need to share online resources. In January, the Textbook Committee hosted a special topics meeting, in which Jim Brice, Holly Bell, and Cristina Abell shared several online resources that were extremely helpful to the many instructors new to special topics.
Spring 2022-The Textbook Committee invited Cambridge University Representative Helen Chade- Mahshi to present on the new Ventures Cambridge One platform that consolidates all Ventures resources in one online location. Additionally, an in-person, outdoor Bachman Jennings fundraiser was held in May.

Vocational ESL Committee meets monthly to discuss topics and issues related to prevocational ESL courses. A major focus of this committee is professional development.

VESL Committee meetings provide a venue for peer mentoring and collaboration. Faculty share their Canvas Shells, teaching strategies, and resources as well as discuss the challenges and successes we have experienced during this year of change. One of the biggest challenges in 2021/22 was teaching a fast-paced and rigorous 9-week ICOM (online) course. In contrast to a face-to-face course, the expectation is for students to spend 10-12 hours per week working independently on Canvas. Three of our committee members – Corinne Layton, Monica Cueva, and Eric Miller, provided a workshop at the end of the fall semester on Tips for Teaching a VESL ICOM Course.

Another function of our VESL Committee has been to expand collaboration with colleagues who share our mission of serving students with career goals. To this end, we have invited guest speakers to make presentations at our VESL Committee meetings.

- Karl Cameron, SDCCE's only career counselor, provides a wide range of workshops on career assessment and planning and has developed a new workshop on Career Assessment for ESL students at levels 5 and above. Karl also recently shared a new career assessment tool, Choices 360, that can be taken in over one hundred languages.
- Zuri Williams, SDCCE's job developer, assesses students' interests, skills, and experience, and directs students to prospective employers. Currently, hospitality and health care at the entry level are the most in-demand jobs.
- Veleka Iwauba, the High School Diploma/Equivalency/Basic Skills Program Chair, made a presentation about The Career and College Readiness course (CCR). According to the course description, "This course is designed to prepare students for academic and professional success developing behaviors that support this outcome. Students will develop self-discipline and empathy, in addition to communication, financial literacy, and study skills…" Similar to our VESL for Career Pathways and VESL for Healthcare Careers Courses, the CCR course provides a bridge to CTE courses such as Hospitality, Child Development, and Healthcare.
- VESL for Career Pathways instructor, Steve Gwynne, provided an update on his Career Pathways Course. Since this course provides pathways to CTE, one of our WIOA Grant Continuous Improvement Plan goals has been to increase co-enrollment by 10% in the Accounting and Project Management Courses by the end of the 2021-22 academic year. In addition, Steve pointed out that according to a Research Study about the transition from the VESL Careers Pathway course to CTE, students are enrolling in this course to "gain confidence in English, develop professional writing skills, and learn contextualized vocabulary".

Transition to College Committee meets two to three times per semester; the committee discusses effective strategies to provide pathways for our CE students to college credit classes. This committee reaches out to counselors and instructional faculty from the credit side to promote those pathways effectively. Two other topics of the committee are informing students about the admission process and financial assistance. In 2021/22, the committee advanced the development of course outlines to distinguish ESL Transition to College from ESL Level 7. The committee also maintained the Transition to College Padlet to share resources with faculty.

Citizenship Committee meets once every semester for a 3-4 hour workshop. The committee usually invites a USCIS guest speaker and Citizenship volunteers for the first part of the meeting; during the second part of the meeting citizenship teachers discuss changes in Citizenship application requirements, new curriculum, EL Civics testing, completion certificates, and bookstore issues. Occasionally, USCIS sponsors a teacher workshop. Additionally, Citizenship teachers and volunteers have been invited to participate in workshops sponsored by organizations that provide legal services related to immigration. The Citizenship coordinator stays current with changes at USCIS and provides updates to instructors as needed. In 2020/21, the Citizenship Coordinator provided citizenship staff development with six U S Citizenship and Immigration Services (USCIS) webinars, two publishers' presentations and two teacher meetings.

- USCIS webinars in Sept, Oct, Dec, Jan, March and April
- Presentation by Pearson publisher on *Voices of Freedom* flipbook in Dec
- Webinar by New Readers Press author Lynne Weintraub on low beginning citizenship students in May
- Citizenship teacher meetings in Dec and Jan

Kept teachers, students and volunteers informed and updated about changes to US immigration policies and to USCIS naturalization test and testing procedures

- Public Charge changes delayed by court take effect in October
- Fee increase and policy changes to start in October are postponed by court
- New test and procedures announcement in November
- Problems noted with new test and new testing procedures
- Networking with citizenship educators nationwide to voice concerns
- Phase out of new test started in February
- Full return to prior test and procedures by April 19

The Social Justice Committee meets monthly. Some interesting topics in Fall 2021/Spring 2022 were teaching the Thanksgiving story vs. history, supporting our LGBTQ+ students, whether and how to address world events in our classrooms, and how to integrate social justice topics in beginning ESL levels. We shared resources on various social justice themes on our committee page in the Teacher Tech Corner. At the end of spring, the program purchased a small set of *Social Justice in English Language Teaching (Christopher Hastings, Editor, & Laura Jacob, Editor)* for future learning and discussion.

Professional development for support staff: New project assistants are trained by the WIOA Title II Coordinator, the WIOA Assistant Coordinator/APC of their campus team and the contract IA on their team. There were 10 contract ESL instructional assistants and 38 ESL project assistants at the end of Spring '22.

Annual whole group placement training sessions (one for the morning staff and one for the evening staff) along with one-on-one training as needed is provided so that students receive accurate speaking and writing level placement results. In 2020/21, the WIOA Coordinator created the ESL IA Resource Room Canvas shell accessible to all involved. This was updated in Summer '22. It includes registration/placement/enrollment training materials.



The Data Manager attends the CASAS Technical Network meetings. Other ESL classified staff are encouraged to participate in professional development events offered by SDCCE and as needed. Staff members attend the workshops with supervisor approval and, if the topics are relevant to the office staff, they are encouraged to attend. Their ability to attend is often limited by office coverage.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

The institution supports instructional programs to a moderate extent with sufficient technology.

To implement HyFlex instruction in Fall 2021, the ESL Department purchased over 30 Owl cameras and provided hands-on training to HyFlex faculty including creation of an instructional job aid and video tutorial demonstrating the steps to set up the Owl camera and app. The ESL Department also purchased Logitech web cameras, portable IPEVO document cameras, and laptops to support faculty and instructional aids in HyFlex instruction.

Later, district-provided permanent smart technology was installed in 37 classrooms at Mid-City, ECC, West City, and Cesar Chavez campuses. The technology vendor, GST offered several trainings to faculty.

However, ongoing training is required to keep pace with staffing changes and program growth. ESL Faculty, Eric Miller created a YouTube video of the GST training for faculty to review on their own time. The ESL Digital Literacy Coordinator, Jia Sun and ESL Technology Coordinator, Monica Cueva created an instructional job aid and ongoing hands-on trainings for faculty and instructional assistants to efficiently use the new technology setup.

Also, for ESL, a resource request was granted for subscriptions to ESL educational resources, software, and textbook access codes. (Vocabulary A-Z, Padlet, News for You Online, Burlington English, Understanding and Using English Grammar, Listenwise, Ellii (formerly ESL Library Digital), and Learning Upgrade. Funds were granted for a new subscription to Nearpod, NoRedInk, H5P, and Pearson student loaner access codes for Future and Project Success eTexts and MyEnglishLab.)

Additional Resources Needed:

- Updated computers in labs, podium computers, projectors
- Cameras for labs (assistants demonstrate how to use camera in Zoom during orientations)
- Improved Wifi
- Increased number of IT technicians to provide consistent tech support in classrooms and non-classroom workspaces. Our technicians don't have sufficient time to meet demand onsite.
- Equipped Computer Resource Lab: SDCCE faculty need on-campus access to technology support for help in real-time with their devices, software, course content/assignments, course design/development, and computer lab for their use. Often, faculty are not able to assist students with their tablets, smart phones or laptops due to lack of access and familiarity with the variety of devices that students use. A computer resource lab for faculty would provide a collaborative space for peer learning/support. The LOFT at Mesa College has been cited as an example to replicate for CE.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:

How facilities contribute to effective learning environment:

- MERV-13 filters
- PPE
- Reliable facilities personnel at Mid-City

What additional facilities are necessary, and why?

- More consistent security presence on campus, especially with onsite classes and services back and many people on campus. Concerns about security in evenings, students have raised concerns after mass shootings, issues from neighborhood coming into campus
- Security latches for classroom doors that allow handle to be locked while door is propped, can be easily closed and locked.
- Student lounges
  - Students need a space before/after class and during break time to wait, eat, drink, and socialize with each other. Without a lounge, hallway gatherings interfere with classes.
- Expanded placement/assessment/registration office at Mid-City.
  - The crowded placement office makes it difficult to for students to concentrate when completing language skills assessments. Hallways become crowded with students waiting to enter the room. Additional space would allow us to differentiate the services offered in different spaces to shorten the wait time for students.
- Office space for APCs/Assistant WIOA Coordinators (no APC office at Chavez)
  - APCs/Assistant WIOA Coordinators need a private space to conference and problem solve with students, faculty or assistants. They also combine in-person and online work throughout the day, so they need a space to be on Zoom without background noise or creating noise in public spaces while working online from campus.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

The funded resource requests from 2021-22 were announced in June 2022. ESL received funding for the following:

1. 15 additional Project Assistants
2. The Book Loaner program for beginning online ESL students
3. A Digital Learning/Hyflex Coordinator, .40
4. ESL Family Literacy Coordinator and Content Development, .30
5. Software Subscriptions
6. Travel and Conference
7. ESL Tablecloth, Table, and Outreach Swag (partially funded)

All of these items are critical to support our enrollment and program quality.

1. Without the additional PAs, we would not be able to serve the increased number of students. Additional funding for Project Assistants support student access as we face high demand for services at beginning levels. This is important, but we are still understaffed and cannot meet current demand without hiring more PAs.
2. The book loaner program has made it possible for level 1 and 2 students to study successfully online.
3. Our Digital Learning/HyFlex Coordinator provides support and training to faculty and PAs. This coordinator was instrumental in the success of HyFlex instruction and training new adjunct faculty. This is a critical position.
4. The ESL Family Literacy team has created content for beginning and intermediate “English for Parents” classes and is now working on an Advanced class. The ESL Family Literacy Coordinator assists with outreach and connects with SD Unified. The work of this coordinator and her team resulted in two high-demand courses adapted to the needs and goals of parents who are English language learners. This is a critical leadership role needed to guide future CORs and professional development.
5. Software subscriptions support many classes such that most classes are zero-cost for students.
6. Travel and conference supported Dean Jarrell’s attendance at the CASAS Summer Institute.
7. The outreach materials will help us to be recognized and professional at community events.

Program Chair: Enter date completed and email Dean for notification: 11/07/2022

Healthcare

HEALTHCARE Instructional Review and Improvement

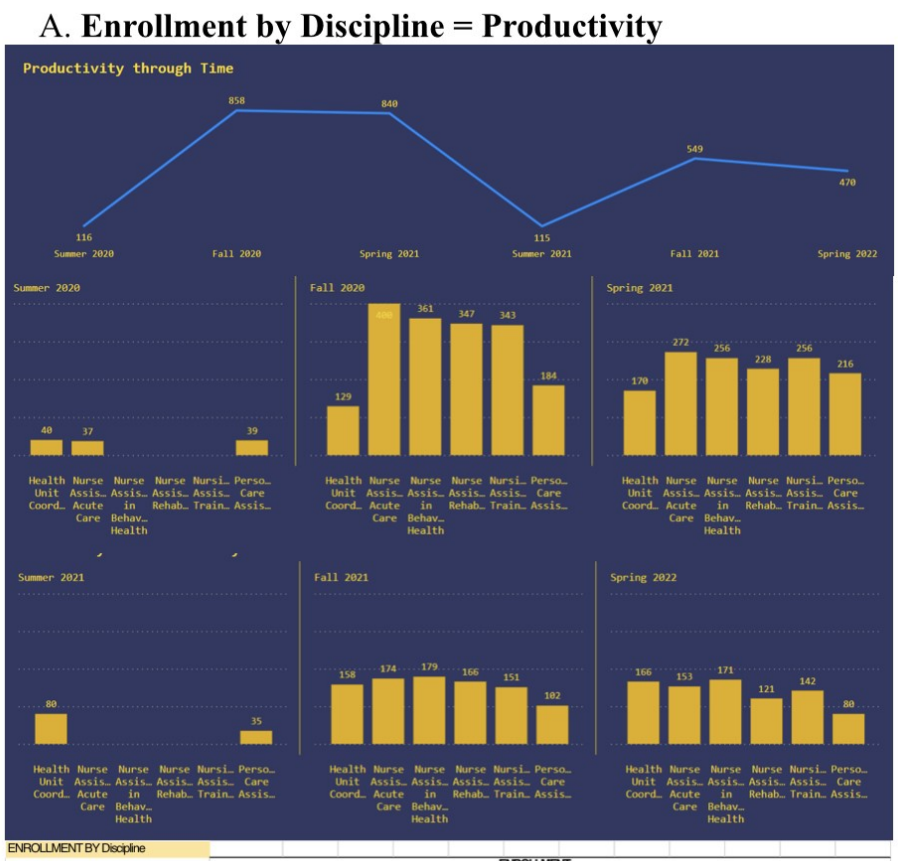
Program / Unit: Healthcare

Dean: Cassandra Storey

Lead Writer: Carrie Lewis

a. Enrollment by Discipline:

2021- 2022



ENROLLMENT BY Discipline

	ENROLLMENT Preliminary											
	2017/18	2018/19	2019/20	2020/21	2021/22	HC 18/19 Distribution	HC 20/21 Distribution	2-year change	3-year change	5-year change	5-year average change	Trend
Health Unit Coordinator			182	339	404	0%	1%	19%	122%	NA	NA	
Nurse Assistant Acute Care	690	795	897	709	327	1%	1%	-54%	-64%	-53%	-14%	
Nurse Assistant in Behavioral Health	605	687	853	617	350	1%	1%	-43%	-59%	-42%	-10%	
Nurse Assistant Rehabilitative	676	740	809	575	287	1%	1%	-50%	-65%	-58%	-16%	
Nursing Assistant Training	605	674	840	599	293	1%	1%	-51%	-65%	-52%	-13%	
Personal Care Assistant/Caregiver	601	601	668	439	217	1%	0%	-51%	-68%	-64%	-18%	

We have seen a decrease in enrollment from 2020-2021 to 2021-2022 for some of the same reasons SDCCE as whole have seen a decrease in enrollments. There is a strong labor market with an increasing in minimum wages. As wages increase, it becomes harder for students to see the value in low wage/high skill positions. It is clear we need to provide additional information on the career path so students can see the trajectory between CNA and a career in Nursing. We have lost 2 adjunct instructors or reduced their load based on their working requirements in the hospital. We also lost our program director mid semester. These losses caused our FTES to fall in subsequent semesters. We also have strict guidelines as they relate to department of health for CNA and HHA with maximum capacities for students and clinical sites. So while these classes are hugely impactful for the students as they will be certified by the state and can become employed the very next day, productivity does remain lower than classes without clinical requirements.

There seems to be some discrepancy in the data supplied. In the past students were double counted based on the section(S) they were enrolled in, theory and clinical classes and data for previous period pulled data for students more than once. The data shows we went from 840 to 470, however in reality our headcount is no longer being double counted. Overall, over a 5 year period Healthcare has declined by 4% whereas SDCCD as a whole has declined by 15%.

Our Health Unit Coordinator program (HUC) continues to grow and increase headcount. We are looking for an additional HUC adjunct so that we may offer more sections of this class coupled with Medical Terminology for the program completions.

Our online and hyflex classes continue to help us increase our productivity ratios as many of our students can learn from anywhere. We are looking at how we can increase these students be offering shorter but more frequent class sessions.

SDCCE retention rates were 66%-67% over the 2021-2022 academic year. Healthcare's retention rates for the same academic year are between 77%-80%. The effort the department and it's faculty are putting in to meet the needs of the students can be seen in our higher than average retention rates (compared to SDCCE as a whole). However we are seeking additional supports for our students to increase our success over the next year including peer to peer mentoring and a tutoring lab.

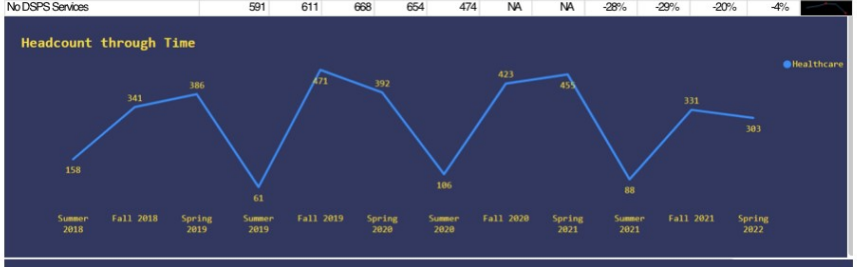
I do want to note if you compare the internal data the previous director had last year to this years data even with decreased number of student and loss of instructors our course completers only decreases by 74 from 387 in 2020-2021 to 313 in 2021-2022.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :
2021-2022

Headcount B:

HEADCOUNT Preliminary

	2017/18	2018/19	2019/20	2020/21	2021/22	HC 18/19 Distribution	HC 20/21 Distribution	2-year change	3-year change	5-year change	5-year average change	Trend
Gender												
Female	524	536	578	597	431	NA	NA	-28%	-25%	-18%	-4%	
Male	79	94	105	68	53	NA	NA	-22%	-50%	-33%	-8%	
Non-binary				1		NA	NA	-100%	NA	NA	NA	
Unreported			1	1	0	NA	NA	-100%	-100%	NA	NA	
	603	630	684	667	484							
Ethnicity												
African American	95	93	96	69	46	NA	NA	-33%	-52%	-52%	-14%	
American Indian	3	2	1	2	1	NA	NA	-50%	0%	-67%	-20%	
Asian/Pacific Islander	27	31	55	56	42	NA	NA	-25%	-24%	56%	9%	
Filipino	40	38	32	40	26	NA	NA	-35%	-19%	-35%	-8%	
Latino	340	355	391	349	268	NA	NA	-23%	-31%	-21%	-5%	
White	59	75	79	98	54	NA	NA	-45%	-32%	-8%	-2%	
More than One Race	26	25	21	22	14	NA	NA	-36%	-33%	-46%	-12%	
Other Race			5	7	6	NA	NA	-14%	20%	NA	NA	
Unreported	13	11	4	24	27	NA	NA	13%	575%	108%	16%	
Age Group												
18 - 24	177	180	203	170	104	NA	NA	-39%	-49%	-41%	-10%	
25 - 29	125	126	119	112	63	NA	NA	-44%	-47%	-50%	-13%	
30 - 39	144	141	161	186	138	NA	NA	-26%	-14%	-4%	-1%	
40 - 49	81	67	100	118	104	NA	NA	-12%	4%	28%	5%	
50 and Older	76	116	101	81	75	NA	NA	-7%	-26%	-1%	0%	
Income Level												
Under $5,000	292	321	145	224	160	NA	NA	-29%	10%	-45%	-11%	
$5,000 - $9,999	48	49	23	52	31	NA	NA	-40%	35%	-35%	-8%	
$10,000 - $14,999	61	56	30	44	29	NA	NA	-34%	-3%	-52%	-14%	
$15,000 - $24,999	97	93	39	90	50	NA	NA	-44%	28%	-48%	-12%	
$25,000 - $34,999	48	40	19	56	37	NA	NA	-34%	95%	-23%	-5%	
$35,000 or More	56	66	42	103	70	NA	NA	-32%	67%	25%	5%	
Unreported	1	5	386	98	107	NA	NA	9%	-72%	10600%	155%	
DSPS Status												
DSPS Services	12	19	16	13	10	NA	NA	-23%	-38%	-17%	-4%	
No DSPS Services	591	611	668	654	474	NA	NA	-28%	-29%	-20%	-4%	

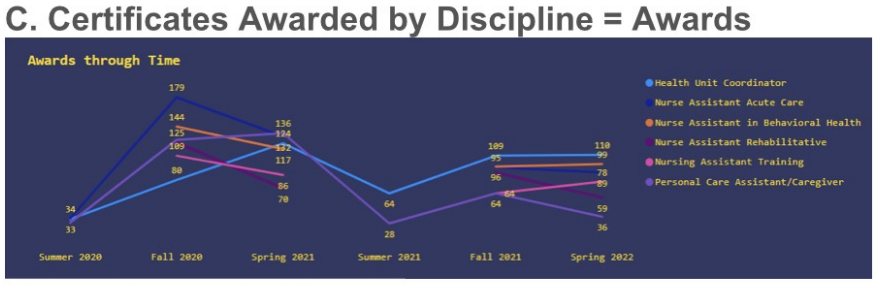




Head count has decreased for health care careers from 667 to 484 based on losing several adjunct instructors and the loss of our Program Director Lisa Cork, one full time faculty moved into the Director/Program Chair Position. The CDPH regulations for clinical maintain a 1-15 instructor to student ratio. Also the Home Health Aide can only be taught by an RN this limits the amount of classes we can offer or shifts instructors from other classes to CNA. A faculty shortage in CA for RN instructors and regulations by CDPH making it hard to staff class meant we reduced CNA numbers from 120 students to 75 seats this last year. The COP announced a hiring event in San Bernardino because 6 colleges between San Diego and LA have needs for CNA instructors, Connie Laufente and HWI started a campaign to promote health care jobs within the community college system. Guidelines for CDPH CNA course are extremely strict and its harder to hire for CNA than RN programs.
Although head count decrease our diversity numbers stayed proportionate too enrollment. We are working with the communication department to focus advertising our classes and promoting diversity. Nursing is still predominantly a female field, so we are looking to increase our male population as well as reach out to our diverse community population and ensure representation for DSPS within our classes. We need to continue to market to our male, African American, American Indian, Filipino, and Latino ethnicities. As well as using grant funding like the Rupe grant to support our student for basic needs, supplies, uniforms, gas card etc. to support not only our diverse populations but equity and access to our programs.
We have been working towards a partnership with Med Tech to support High School immersion, this will help us increase our male population. We will be able to offer Health Care Careers and Patient Care Aide in Fall next year and Terminology in Spring, then with completion of these programs the High School Student will be able to take CNA Summer Term.
Our Instructors work very hard with student services to support student retention and help us maintain numbers in the classes we offer.

c. Certificates Awarded by Discipline :
2021-2022

C. Certificates Awarded by Discipline = Awards

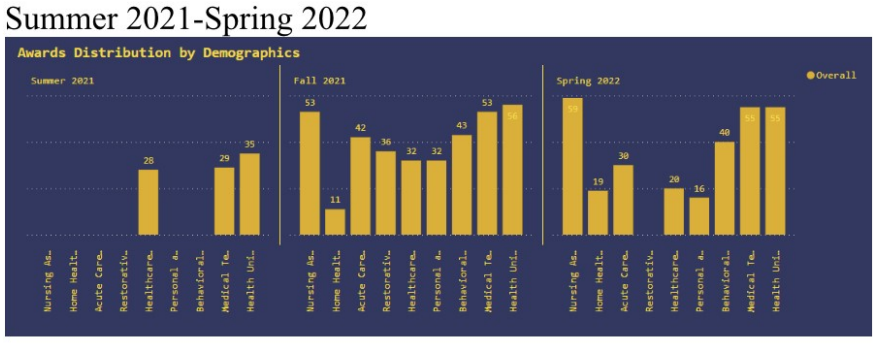


Course Level Certificates

Summer 2020-Spring 2021



Summer 2021-Spring 2022



Issues with program completion numbers was seen in the data, these inconsistency make it hard to address course completers in a meaningful way. There is no way to tell if this is related to students without educational plans, underreporting, or other data errors.

The program level completion data provided was incorrect. However our internal data showed:

Data for the last academic year provided by our previous Director Lisa Cork summarized the certificate awards for 2020-2021 Based on Internal tracking as Health Unit Coordinator 81, Nursing Assistant in the Acute Care Setting 109, Nursing Assistant in the Behavioral Setting 46, Nursing Assistant in the Restorative Setting 19, and Personal and Home Care Aide was 98, with total completers at 387.

2021-2022 based on internal tracking we had course awards numbers as follows: Health Unit Coordinator 124, Nursing Assistant in the Acute care setting 73, Nursing Assistant in the Behavioral Setting 84, Nursing Assistant in the Restorative Setting 36, and Personal and Home Health Aide 32.

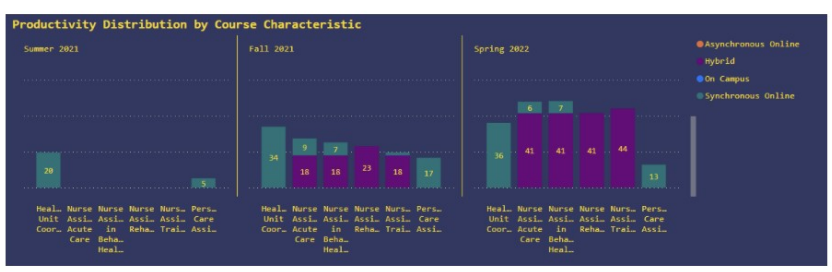
Health Unit was up 43 certificate completers, Nursing Assistant in the Acute Setting was down 36 completer as a Spring class was cancelled so the instructor could take over the CDPH mandated program position to maintain compliance. Nursing Assistant in the Behavioral Setting was up 38 completers , Nursing Assistant in a Restorative Setting was up 17 completers, and Personal and Home Care Aide was down 66 student because we lost an adjunct instructor who taught PCA and HHA. total completers 313 compared to the previous directors numbers of 387. So our decrease was only 74 awards which is explained by loss of instructors.

Last years data did not include Medical Terminology that had 82 completers this year, Health Care Career that had 60 completers, Certified Nursing Assistant that had 111 completers, and Home Health Aide that had 31 Completers.

d. FTES by Discipline and class mode (online/on-campus):

2021-2022

D. **FTES by Discipline and class mode (online/on-campus) = Productivity + FTES**



Prior to Covid the Healthcare Careers department had 1 online class with the majority of classes being taught 100% in person.
Students were coming to campus 3-5 times per week for classes ranging between 3-8 hours of length. Now we are taking the best practices from what we have learned from 100% online teaching and moving towards hybrid for many of our classes. Our goal is to reduce students necessity in coming to campus down to 1-3 times a week where appropriate. This reduces extra cost burden in gas and time off work. We re-developed and were approved for CNA E learning for portions of theory courses. Thus allowing students to start their CNA course online. Many of our CEU courses are hybrid in nature as well with student coming in to learn in lab for hands-on. All of our online classes are synchronous with scheduled real-time interaction and meeting times.
We will offer a fully in person CNA class in Spring of 2023 and will be reviewing the data on retention and success.

e. Cost by Discipline:

2021-2022

There is no data to look at cost by discipline. however we decrease our CNA classes related to losing 2 adjunct instructors and our program director/program chair - CDPH guideline are 15:1 student ratio to instructor for clinical. We have tried to shift Instructors into online classes like Health Unit Coordinator, Terminology, and Health Care Career, As well as our CEU classes that with a CDPH waiver can be taught online to support increased FTES. Our Dean and Program Chair worked to make classes roll into each other for better program completion. Quality of instruction and CDPH guideline do make the cost of some or our offering higher, but the need within the community support the continued of our classes.

f. Course Completion by Discipline (Retention and Success) :
2021-2022

SDCCD Retention Rates vs Healthcare Spreadsheet

	Success and Retention Demographics					
	Summer 2020	Fall 2020	Spring 2021	Summer 21	Fall 2021	Spring 2022
SDCCD	76%	69%	69%	73%	66%	67%
Healthcare	87%	80%	79%	84%	80%	77%

Organizational Level	Category	RETENTION Preliminary				ALTERNATIVE RETENTION Preliminary			
		2019/20	2020/21	2021/22	Trend	2019/20	2020/21	2021/22	Trend
Healthcare	18 - 24	68%	74%	80%		93%	79%	86%	
	25 - 29	68%	77%	75%		87%	81%	83%	
	30 - 39	70%	80%	78%		89%	85%	86%	
	40 - 49	74%	86%	84%		93%	87%	88%	
	50 and Older	67%	83%	79%		88%	85%	83%	
SDCCE	18 - 24	63%	63%	62%		92%	77%	75%	
	25 - 29	64%	66%	63%		92%	77%	74%	
	30 - 39	71%	69%	67%		93%	79%	77%	
	40 - 49	69%	73%	69%		94%	81%	79%	
	50 and Older	67%	76%	72%		97%	90%	90%	

Health Care Career even with our challenges losing several adjunct and our director/program chair this academic year has managed to see solid retention rates between 77-87% compared to the overall SDCCD rates of 66-76%. Also with our head count down from 667 to 484 this year we managed to only lose 74 completers total down for 387 to 313. Our Dean, Instructors. and student services have worked tirelessly to support the student enrollment, retention and completion rates.

Student retention support more than continued education as our student continue on in their education and work journey's, but right now our students are meeting the need of a community where CNA's and Nurses are in short supply and needed related to Covid and it's effects on health care and our community. California itself has roughly 45,000 nursing positions it needs to fill, at the same time many applicants are denied entrance to due strict requirements, making it a cycle between access to the field and the need to get more students into direct patient care.

https://www.realclearhealth.com/articles/2022/06/07/is_california_causing_the_national_nursing_shortage_111345.html

Certificate Program Completion numbers by internal data as follows: Health Unit Coordinator 88, Patient Care Aide 32, Behavioral Health 49, Acute Care Nursing Assistant 49, Restorative Nurse Assistant 28 and Certified Nurse Assistant 27.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :



Overall we do not see a disproportionate impact in any ethnic areas. The student decline appears to have impacted all groups. The head count data show a proportionate decrease in groups based on decrease offerings within the health care department related to losing two adjunct instructors and our director/program chair. Our overall student head count decreased from 667 to 484 this last year, so the decrease for underrepresented populations was expected. Health Care has had a decrease of African American Students from 69 to 46, American Indian from 2 to 1, Asian Pacific Islander from 56 to 42, Filipino from 40 to 26, Latino from 349 to 268, and White from 98 to 54.

The decrease seems to be unrelated to marketing, and more related to the decrease in class offerings related to loss of instructors. However we are continuing to work with the communications department to reach out to underrepresented groups. As well as sending faculty to high schools and LTC facilities to recruit student from under represented groups.

We also continue to work with community based organizations in the Barrio Logan Community to ensure they know about our offerings and support we provide to our students.

We also solidified a partnership with Med Tech High School to offer programs to a very diverse group, starting in Fall 2022.

2. What are some strategies your department has or will implement to improve student access to your program?:

The Healthcare Department has used multiple strategies to improve student access to enroll in healthcare classes over the past year.

Healthcare has expanded it's capacity to engage with students by offering in person, online and hybrid courses for students. This has allowed us to be more flexible and responsive to student needs and, where possible, allowed them to access learning where ever/whenever. We intend to attract students we had not served in the past.

After being closed to the public for over two years, the Chavez campus was able to host it's first official "open house" where students, faculty, staff and the community were invited to learn about our programs and offerings. The community feel was festive with music, a band, face painting, food, fun, and lots of time via a scavenger hunt to interact and learn about programs. Each SDCCE program was represented throughout 3 campus levels. In addition, the healthcare program was able to participate at each and every open house by tabling and running an interactive demonstration designed to show "how to properly wash your hands."

On the first day of class, faculty encourage students to join SDCCE Facebook page where they can interact and ask questions to faculty faculty and peers. We also share information about other classes, school events, job posting and specific CDPH requirements.

Healthcare continues to support book loaning through San Diego City College allowing students to order books online for classes where applicable so students do not need to drive to campus. This has been a great service especially for fully online students or students that do not have a first day on campus close to the start of class.

Faculty presented healthcare information at Lincoln High School focusing on men of color in healthcare. Men are traditionally under represented in the healthcare field, however our department has 2 males representing healthcare. Our hope is that potential students will see themselves reflected in the faculty.

Our new clinical director has instituted "chat with the director", both potential and existing students can attend via zoom to ask questions and gain information before enrolling in classes giving students more access and communication throughout the enrollment process.

This Fall we started a collaboration with San Diego High School - Med Tech Program for their seniors to enroll in our entry level classes. Senior have started with our Healthcare Careers and PCA class, transitioning to med term in Spring and the with the hopes of transitioning to CNA in the summer. In an effort to increase collaboration, Carrie Lewis our Program Chair was asked to sit on Med Tech's advisory board.

We are working with Partners to decrease requirements for clinical, cost for vaccinations and Complio can make it financially hard for some student to enroll making access unrealistic. we are also working on options for grants to support student while enrolled in our classes.

This summer we were approved through the California Department of Health for a second CNA and HHA site at Miramar campus opening access to more students in North San Diego. We have identified 2 new clinical sites in North San Diego that have been approved. However finding class space and access to campus has been challenging for the Miramar campus.

Through our NCAL project we continue to work on formalized pathways with City College Nursing Program, ensuring CNA students have access to information early for requirements and entry into the RN program.

We are looking to add CEU's with partners at their facilities to increased student access to CEU's this will also give us an opportunity to advertise our other classes so CNA's throughout the community are aware of our free program offerings our first offering is Scheduled for Fall of next year.

We continue to refine our progress with scheduling courses so students can complete programs in one semester. Instructors work together to make the introduction from one class to the next seamless during the semester. The healthcare staff and student services staff continue to share information to current students about options for additional classes to promote course completion and to continue to build skills.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

Chavez's health care careers has many underrepresented groups within its program, in health care we educate and care for patients supporting autonomy, meeting them where they have needs no matter color, culture, religion, or personal beliefs. In the health care career program we encourages all forms of diversity, disability, and supports students facing challenges in multiple ways.

Our department is committed to ensuring faculty are able to participate in the faculty institute. Four(4) of our full time instructors have gone through the program in order to look at data pertaining to student demographics, retention and completion specific to their classes. This allows faculty to see what classroom strategies are working driven by data. Through this work faculty will implement new ideas in the classroom and and support our student retention and successful completion. Some faculty took action to equitize their syllabus by updating and adding resources to support equity and learning within their class. Others looked at specific classroom strategies to increase engagement either online or in person learning. Our goal is to have all full time instructors enroll or complete faculty institute by next year.

We have applied and been approved as Rupe Grant receipient. This has allowed the healthcare department to assist many students with financial hardships, by providing uniforms, books, supplies, trolley passes, bus passes, gas cards, funds to help pay for vaccinations, BLS, first aide, background check, and even pay for the state exam. We are in discussions with the Gateway project to hopefully provide more support for individual students with areas such as rent and childcare funding while enrolled in our CNA process.

We have piloted with student services a more streamlined way to help students with gaining access into the program. Instead of students going into a pool we are assigning them 1 individual to assist with all their needs. This has streamlined how they support students making their interactions one on one with the same representative in a almost concierge way, so as the student are navigating enrollment they have individualized consistent support.

They technology divide is still and issue, we added a resource lab to support student with canvas, zoom, and other technological issues, as well as opening lab for those that need more hands on support with class materials and labs skills.

We are working together as a team to support student early with problems or issues and referring for support earlier to help our student successfully complete classes and obtain jobs or further education. DSPS, counseling, job development, ESL support, and even mental health support as appropriate.

Our Director has implemented several "Coffee Chats" with both new and existing students, allowing them to join an open session where they can ask her anything from next steps in their careers, specific questions around classes, licensure criteria and CEU information specific to said licensure.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Covid moved our classes 100% online and that effected retention especially with students who had not had previous experience using computers, canvas, zoom, ect this has been a challenge over the past few years. In 2021-2022 we continued to see a technological divide with our entry level students, we have been able to bring our clinical's back in person on campus for the full 100 hours of CNA clinical, where we were only part time in previous years due to Covid this gave the students more in person and 1 on 1 interactions with instructors and IA's to support those who needed more in person support. We are still doing online learning for CNA theory and most of our health care career classes. We have been able to make most classes hybrid adding some lab experience. For students struggling with technology, language barriers, processing issues or other learning skills. We added a resource lab for students to get support with Canvas, Zoom, and other Tech issues as well as giving student a chance to come on campus to practice skills with support of one of our instructors or IA's especially for classes that are still 100% online.

We are bring one CNA class back to fully in person as a trial for next term to see how that supports student retention, online classes do bring technological divide, but cost of gas and transport are greatly reduced with a hybrid model so we are looking to see what supports student retention best.

Many of our students look to SDCCE for quick training to get job's and face many insecurities. Our programs are free, but we have associated costs related to state testing and clinical requirements. We have used grants to supply textbooks, uniform, ect but were unable to defray the cost of immunizations and Complio record keeping. We are attempt to reduce costs and requirements for clinical placement by working with partners to see how we can reduce the requirements and thus cost and time to students. Our goal is to reduce medical requirements and cost by spring 2022.

Our Dean has worked with our program chair to make class scheduling seamless for student, so they can go from one class right into the next and complete a program within a term. This helps with retention and completion rates as well as giving students more job opportunities and usual better starting pay. Our instructors visit each others classes to talk/share class offerings and CEU's and the program director reviews all of the classes offered in orientations and mini sessions on Zoom. Our student services sends out e-blasts with course offerings and we also share on Facebook, and are trying to use instagram and twitters as well to reach as many students and community members to support student enrollment and retention.

CNA classes are starting a peer to peer skills lab practice and assessment tool for skills this term, they will all be engaged in feedback and support for each other. Peer mentoring should increase engagement in class and use concept of high/low learners to give extra support to students struggling while helping higher level learners master skills and increase leadership, communications skills, and other soft skills. Peer mentoring empowers students to become autonomous learners.

We also are planning to start a resource lab in fall 2022 to support canvas, zoom and other tech issues for student struggling to help with retention, we will also give student that are in fully online classes a chance to practice skills in person or those needing extra support with hands on skills extra time and individualized attention to help retention and state exam pass rates.

Peer skills lab practice and added resource lab time are both being added to support student success, state exam pass rates, and retention as individualized support and peer mentor is shown to to hold students accountable, help build personal connections, and community within a class and ultimately support students goals for completion and set them up for job success.

Two of our full time instructor completed the Faculty Institute last year and one this year, our goal is for all of our full time instructors in the health care careers department to enroll or complete the the Faculty Institute by next year. The Faculty Institute helps instructors see data and trends in their individual courses, to help inform changes and strategies for teaching and help improve our individual classes, health care career program, and student retention.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Based on Data from 2020/2021 to 2021/2022 , we continue with some of our previous goals from the last academic year and have added new goals to support students that will be ongoing.

- Goal # 1 Hire more RN instructors, to meet the demand of classes to meet the needs of more students within the community.
- Goal #2 Support students access; continue coffee chats with the director at minimum 2 times a semester.
- Goal # 3 Continue outreach to our underrepresented populations by tabling, looking for presentation opportunities and by partnering with local agencies that can help in building a pipeline into our programs.
- Goal #4 Healthcare will continue to build partnerships with CBO's in the Barrio Logan area to support growth and living wage attainment.
- Goal #5 Advocate for reducing barriers for clinical requirements with sites, we will be sending a survey prior to our industry meeting discussing options for site requirements. Reducing these barriers will help improve access into our programs.
- Goal #6 Write grants that offset cost for supplies, gas, and other needs to support diversity and equity.
- Goal # 7 Request for more in person support and hardware for technology to fill the technological divide for student with learning gaps or equipment that dose not support the programs ie: canvas, Zoom ect that older computers, phones, and applications like Chrome may not be able to support. (see needs in #18 and #20)

Health Care Careers has been working with our long term care partners individually and though our different advisory board related to the increased need for Certified Nursing Assistants in the community. LCF are fighting to keep CNA's staffed and even Sharp's float pool is 50-100 CNA's short each shift. The need to increase our classes and thus the number of CNA's in the community is a urgent. We are looking for ways to reduce the requirements and cost to our students to make entry into our programs more equitable for all students. As well we see the need to look for more Nursing Staff to meet the needs of this CNA, and nursing shortage within the community. Other ways we are looking to meet the needs for health care in the community are by adding our new behavioral/community health worker curriculum to support the growing need within not only LTC facilities but also the community.

Not only do we look at needs for job placements within the community but educational readiness for transfer to college, many of our student are looking to transfer to the community college to complete prerequisites/parallels for nursing school or other health care career, we have added several programs that help student prepare for making good choice for programs and being prepared for the credit programs. Health care career class prepares student to looks for a good career fit, as well as helping students build a resume, and build a professional presentation skills to both help in job hunting and for college success. Our terminology class prepare student with the medical language needed for classes like anatomy and physiology as well as giving them an opportunity to take a credit by exam test for 3 college credits.

We continue to be a testing center, allowing students to take their certification at the Chavez campus and close to the last day of class. Health care careers looks at CNA state exam pass rates to evaluate performance and readiness not both employment and ability to pass the state exam.

We regularly review the NA certification pass rate to ensure that students are adequately competent in skills necessary to enter the healthcare workforce. Finally, at the end of each class a student evaluation is performed by faculty, program chair and dean over the department.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

The HealthCare Career Department Instructors all met to support program review, questions were sent via a share google document so each instructor could add ideas and be part of the dialogue for program review. We did a jigsaw activity and SWOT review. The Instructors meet throughout the year for department meetings, as well as meeting one on one, using teams, email, and zoom to collaborate/dialogue and to continually look at how to improving classes and how we serve students and the community.

We also get input from clinical partners at planned advisory boards or sit on advisory boards. For example, Med Tech Highschool where we have started offering some of our entry level classes for high schools students. Ongoing we talk with stakeholders/partners to see how we can support student and health care facilities and partners in the community, this helps inform classes offered, needs in the community, and areas for growth and improvement within our department.

Med Tech we have a new partnership built this year, we will be offering multiple classes for the high school students in fall they will take Health Care Careers, and PCA, then Medical Terminology in spring. Theory will online with labs at the Chavez site for hands on practice. With completion of the 3 classes they are offered the opportunity to take CNA in Summer. We are able to offer these programs based on being part of their advisory board and seeing needs for increased health care offerings within the high school programs.

We also have a partnership with City Nursing which includes RN students mentoring our Acute Care Nursing students. We had visits remotely during Covid and are now looking to having RN mentors back in lab for 2022-2023. This partnership was establish after a conversation at a consortium meeting 5 years ago about our program needs. 3 of the student mentors from City in 2021-2022 were former SDCE Health Care Career students and this partnership has helped feed students into their program while continuing to support our program and give input into how our programs support the health care journey. The former students give voice as stakeholders in a very positive way.

We are engaged with the San Diego Nursing and Allied Health Consortium to track needs in the community and hear other educational institutions challenges and input from community and industry leaders.

We work closely with HWI for trends and needs within the community to stay current in our offerings. We were able to hire a adjunct staff from HWI to help up build our new CHW program.

We routinely have student fill out evaluation for instructors and classes to inform ways to improve instruction and how instruction is implemented and given.

7. Include your program's mission statement(s)::

Healthcare Careers will offer a variety of entry-level courses to a diverse student body to enable the student to gain the knowledge and skills necessary to access entry-level positions in the healthcare industry and build an educational and professional foundation to be successful in their transition to college or employment.

8. Provide a brief summary statement for your program.:

HEALTHCARE CAREERS DEPARTMENT 5 PROGRAM OFFERINGS

PROGRAM TITLE	AWARD CODE	SUBJ.	COURSE#	TOP CODE	COURSE TITLE	COURSE AWARD CODE
PERSONAL CARE ASSISTANT/CAREGIVER	610	HLTH	609 610	120100 123080	HEALTHCARE CAREERS PERSONAL AND HOME CARE AIDE	608 609
NURSING ASSISTANT (NA) TRAINING	603	HLTH	605 606	123030 123080	NURSING ASSISTANT TRAINING HOME HEALTH AIDE	600 601
NURSE ASSISTANT ACUTE CARE	605	HLTH	605 607	123030 123030	NURSING ASSISTANT TRAINING ACUTE CARE NURSE ASSISTANT	600 604
NURSE ASSISTANT REHABILITATIVE	607	HLTH	605 608	123030 123030	NURSING ASSISTANT TRAINING RESTORATIVE NURSE ASSISTANT	600 606
NURSE ASSISTANT IN BEHAVIORAL HEALTH	612	HLTH	605 611	123030 3	NURSING ASSISTANT TRAINING BEHAVIORAL HEALTH AIDE	600 611
HEALTH UNIT COORDINATOR	613	HLTH	613 612	123030 3	MEDICAL TERMINOLOGY HEALTH UNIT COORDINATOR	612 613

The Personal Care Assistant/Caregiver program is a foundation program that provides an overview of the healthcare industry, different career opportunities, education requirements and learn basic hands on caregiving skills that would enable the graduate to be employed by Assisted Living, Memory Care facilities, and Home Care agencies.

Upon successful completion of Nurse Assistant training course, students may apply to take the State Certified Nurse Assistant Examination. Once students pass this exam, they become certified as Nurse Assistants by the California Department of Public Health. Upon completion of the Home Health Aide course, students receive a certification from the California Department of Public Health in addition to CE Certificate of Course & Program Completion.

The three other programs, Nurse Assistant (NA)-Acute Care, NA Rehabilitative Nursing, and NA Behavioral/Mental Health Aide provide pathways to specialized healthcare areas of employment and increase their ability to market themselves for employment. These programs offer current CNA's the opportunity for career advancement or transition to another area of employment.

Three of our courses have clinical components where the students practice at a healthcare facility under the supervision of the SDCE instructor that is a registered nurse or a licensed vocational nurse. This clinical exposure allows students employment opportunities with our clinical partners.

Although tuition is free, students may pay up to approximately $500 for the required TB, immunizations, drug test, physical exam, books, uniforms, shoes, watch, supplies and the California Certification exam once theory and clinical component has been met. Grant money has been used to buy books, uniforms, watches, medical supplies to assist students through Rising 2 Success. SDCCE students do not have access to student Health Clinics; therefore, all health requirements are the responsibility of the student through other community and private resources.

The San Diego Nursing and Allied Health Service-Education Consortium (SDNSEC) is comprise of all hospitals and most other large healthcare facilities in San Diego County and nursing and allied health programs, both public and private. The rapid growth and the amount of paperwork created excessive work for the support staff. Therefore, this year, SDCE healthcare department began to require students enrolling into any of the three courses with clinical components to pay for American DataBank Complio. Complio is a data collection with a cloud-based document management system. Most clinical site institutions are requiring the use of American DataBank for storage of immunization, drug screen, Basic Life Support (BLS) card requirements which has added an additional cost of $79 for students.

California Department of Public Health (CDPH) compliance with regards to Nurse Assistant Training (aka CNA) and Home Health Aide: Nurse assistant training and home health aide courses are regulated by CDPH. Student's files including health records, live scans, CDPH application, theory and skills competency forms must be kept on file for 4 years. Student services and faculty under the supervision of the Director maintain these files. Maintaining records of compliance for students and instructors and communicating the compliance with our clinical sites is immensely time consuming. Renewing the CNA/ HHA program through the CDPH every two years (even years) and renewing the Continuing Education Provider number every two years (odd years) is a great burden on resources. On alternate years we are now required to seek renewal and approval for our CNA Online program, entirely separated from our in person program.

Continuing Education Unit (CEU) Provider for CNA's: San Diego Continuing Education was approved by CDPH to provide CEU 2021 and due for renewal thru CDPH in November of 2023; NAC #1032. The renewal process is a very tedious, timely project for the Program Director, especially with the recent changes in the California Department of Public Health requirements. CNA's are required to have 48 CEUs every two years to renew their certification. Three of our courses; acute nurse assistant was approved for 36 CEUs, restorative nurse assistant was approved for 20 CEUS and behavioral health aide are approved for 32 CEUs. CDPH requires paper records be kept of file for 4 years. Records include lesson plans, syllabus, performance evaluations, and CEU certificate duplications and CDPH attendance verifications.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

The Health Care Career Department has worked over the last year to build new curriculum for Community Health Worker Program. The programs is two classes Community Health Worker (CHW) and an expanded behavioral health curriculum for allied health. There is a need for behavioral health workers 1800 over the next 5 years, and with Covid we are seeing an increased need for community health workers. Many partners have written letter to support the need for more community health worker and the LMI see's a 2.2% growth. Vickie Taylor has been working with Connie Lafuente one of our adjunct instructors and we plan to bring the curriculum for approval this Fall.

In March we lost our Director/Program Chair Lisa Cork, and Carrie Lewis stepped in as Interim Director and as Program Chair. This left us without one full time instructor and decreased offerings within the program. The team has come together to support gaps and work on communication and in-servicing to support improvements in both instruction and new tech ie: Canvas shells, Liquid or digital syllabus.

Kathy Campbell worked with the new Interim director to support CDPH renewal, and Dean Cassandra Storey has been mentoring and filling gaps to support the transition of a new director.

In August Dean Cassandra Storey and Interim Program Director Carrie Lewis went to the Behavioral Health Workforce Symposium, Nathan Fletcher and many Health Care Partners throughout San Diego are looking a the lack of mental health workers in San Diego with a projected need for 1850 new Behavioral Health Workers in San Diego in the next 5 years. Connie Laufente from HWI and one of our adjunct professors has been working with Vickie Taylor and Dean Storey to help build a behavioral health and community health worker curriculum to help support the gap for behavioral health workers in San Diego this class would train entry level worker that could be trained in 3-6 month to help fill these needs. Link to Report: https://drive.google.com/file/d/1q68BHCEJcCqGOePUfhGZME9_85TatVIs/view?usp=sharing

We are working to formalize our partnership with City College nursing through the NCAL (Non-credit to credit) work. This includes reviewing and looking at the educational path and pre-requisites. CNA students were surveyed about their next steps in their career. An overwhelming % declared Nursing as their final goal. We are working with City College to help us prepare students early for pre-requisites necessary and ultimately entrance into the program.

10. Highlight your department's most significant accomplishments this past year.:

The Healthcare Department has been collaborating with San Diego High's Med-Tech Program with the hopes to offer some of our class to high school seniors. The collaboration started in 2020 and took a pause while our institutions made transitions during COVID. There have been many meetings with CE Faculty, staff, Dean, High School faculty, counselors and HS principal to discuss and brainstorm what the partnership should look like and include for the students to have a impactful learning experience. Course outlines, curriculum and schedules were exchanged. In Spring 2022 the group of hopeful future students visited Cesar Chavez campus. During the visit the Dean, Program Chair, Faculty and Counselors addressed the students. The students participated in a campus tour, lab scavenger hunt, and hand washing tutorial. During the last few months of the Spring semester we solidified the Fall 2022 schedule that would offer the high school students the opportunity to complete Personal Care Aide Program (PCA). PCA is the combination of Healthcare Careers and Personal Care Aide Course. This program exposes students to healthcare field, basic medical terminology and teaches technical skills that they will need to master if they are going to continue in the healthcare field. The healthcare faculty, dean, and staff have spent hours fostering this important partnership that can benefit not only high school student but the growth of our program in a very exciting way.

The department successfully recruited and hired two adjunct faculty members for our healthcare programs. It is very challenging to find qualified adjunct healthcare faculty for multiple reasons. The first being the demand for healthcare workers in the public sector. Healthcare is at an all-time high in terms of employment. Another reason is healthcare professionals can make much more money working in the public sector than they can teaching. There is such a deficit for healthcare faculty that the Allied Health Regional Consortium created a faculty recruitment video. Our own Kenny Parker participated in the creation of the recruitment video. The video can be here: https://app.frame.io/reviews/71484e7f-3ed4-49d0-b19d-217ccac3bfc7/a6efd4d1-725b-444f-b93a-5a9887fd77e6.

As stated in a previous question, the Health Care Career Department has worked over the last year to build new curriculum for Community Health Worker Program. The programs is two class, an expanded behavioral health curriculum put with a community health worker curriculum. There is a need for behavioral health workers 1800 over the next 5 years, and with Covid we are seeing an increased need for community health workers. Many partners have written letter to support the need for more community health worker and the LMI see's a 2.2% growth. Vickie Taylor has been working with Connie Lafuente one of our adjunct instructors and we plan to bring the curriculum for approval this Fall.

Submitting an application to the California Department of Public Health CDPH is very meticulous and time consuming process. The evidence and paperwork needed for CDPH program approval is like going through a mini accreditation. Submissions for approval are typically 200 to 300 pages of evidence that include but are not limited to lesson plans, class schedules (which can not be altered after approval), instructor credentials, curriculum, syllabi, organizational charts, facility diagrams, student services processes. The department submitted 4 different applications for different approvals.

- CNA E-Learning Approved
- CNA Renewal Approved - with new textbook approval
- CEUs Classes approved
- HHA Expansion to CE Miramar

As we began emerging from COVID-19 restrictions the department had participated in multiple outreach opportunities to re-engage with previous and new students and the community. Kenny Parker gave a presentation to student at Lincoln High School, Carrie Lewis was interviewed by CBS 8 and gave an overview of program and healthcare field, the department was also highlighted NBC News Behavioral Health story, Kenny Parker participated in faculty recruitment video for SD Imperial Region, Dean Storey presented at various community events such as LMEC (a local elementary school) parent meeting . The Student Services team hosted 3 certificate pick up and loaner material returns. The largest event was after campus re-opened to the public. The team sent invites via email, text message, faculty shared with former students and about 75 students came to pick up certificates that they had earned during the shut down. The Student Services team made the event special for students creating a picture back drop for students to take photos with all the certificates they earned.

The Healthcare Department continues to work at aligning with SDCCE goals in regards to maintaining equitable classrooms and practices is an ongoing department priority. The faculty continuously attend professional development for fresh ideas and to learn new classroom practices. Several of the projects that faculty have been working on are:

- Building a uniform Canvas shell to use across all CNA classes that have embedded instructor created videos, resources, student tools, ease of access to find discussions, assignments, exams
- Building liquid syllabus for Medical Terminology
- Instructors collaborating to share ideas and practices for student retention
- Transitioned HCC to iCOM academy
- New ideas for recruitment of under served populations

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

Healthcare Career Department SLOs

1) Healthcare Career students will be able to preform relevant competent skills in an entry level healthcare career.

2) Healthcare Career students will be able to critically evaluate information and apply it to their personal and professional lives.

3) Healthcare Career students will be able to apply the knowledge and skills extracted from courses to pass required California state certification examinations, transition to other health care programs at SDCE and college, or become successfully employed.

4) Healthcare Career students will be able to work cooperatively in a diverse environment.

5) Healthcare Career Students will perform in a responsible, accountable, and professional manner, while fostering and recognizing professional growth.

SLO's are created to measure student outcomes and success. We use SLO's to see who is struggling so support can be put in place so students can achieve competency, knowledge and appropriate skills. SLO's are evaluated by SLO Committee and Department staff at least twice a year, and informally throughout the year by Dean, Program Director and Staff/Instructors. We monitor enrollment, drop rates, completion rates, State exam pass rates as well as working with advisory boards to document needs within community and successes. We look at how we fill or enroll classes, counseling support and other gap in SLO's.

As Instructors we use both summative and formative assessment to see if students are meeting goals. We use quizzes, tests/exams, simulations, skills testing, discussions, ect to see how students are progressing as well as tracking California state exam rates to show competency.

We also support strong workforce and students in obtaining jobs and have sent survey to see if students are working in health care or going on to school to work within the health care field. We work with career counseling to support student in writing resumes and working on interview skills to make them more competitive in the job hiring process.

The Healthcare careers team assessed/looked at critical thinking as a department SLO's this spring:

The Department SLO States: Healthcare Career students will be able to critically evaluate information and apply it to their personal and professional lives - each class SLO also addressed critical thinking skills as they are key to effective care in all levels of the health care field. Results from SLO assessment for critical thinking assessment:
https://docs.google.com/spreadsheets/d/1LI9s9oSjZW-sjDd3OH9DtdXnHvoR4f1NTSA5VRDbEmw/edit#gid=0

Student needed to have quiz, test, and skills testing over 70 or 75% to pass our healthcare career classes, they must show competence in skills testing to be eligible to take the state exam. Our state exam pass rate for last year was 98% on the first attempt. Our pass rate in previous years was 99% as a department from assessing the data we saw a need to support student outcomes by adding more in person/hands on class time, peer mentoring to our clinical lab skills, adding more digital practice tests for written exam, and adding a resource lab to enhance student learning and outcomes. We understand that Covid and online learning have effected our pass rates minimally, but want to ensure student have the understanding and critical thinking not only to be effective in passing the state exam on the first attempt, but to uses good critical thinking skills in both personal and professional lives.

12. What is your process for regularly reviewing curriculum?:

Any revisions in curriculum are made to maintain relevance with industry changes and trends. The needs in the Industry are assessed thru numerous methods:

- The SDCCE annual advisory meetings,
- SDCCD Direct Clinical Practice meetings,
- SD Nursing and Allied Health Education Consortium meetings (industry and schools),
- California Department of Public Health (CDPH) regulation changes,
- Clinical site needs and recommendations, industry speakers,
- California Association of Health Facility (CAHF) meetings and conferences,
- California Department of Social Service regulation change (Assisted Living) and
- There is an annual Directors meeting (22 colleges and industry representatives).

Nurse Assistant and Home Health Aide curriculum is required to be reviewed and revised every two years then submitted to California Department of Public Health (CDPH) for re-approval during even years, last revision and approval was 2022 and we also got approval for a second site at the Miramar Campus, but two applications must be done. We did a renewal for Chavez and an initial for Miramar. The pandemic provided the opportunity for the Previous Program Director apply and receive approved for online Nurse Assistant Training on August 2021, this will be renewed every two years with next due date year 2023. With the addition of e-learning or online learning we will have a renewal every year and this process take 3-5 month on the minimum. This year we update to a new textbook so this was even more labor intensive and will need to update the e-learning this coming year. Acute care, behavioral health, and restorative nurse will be reviewed and re-submitted during odd years, due November 2023, for approval in order to continue to offer Certified Nurse Assistant' CEU's under NAC# 1032. This is a huge benefit to our alumni CNA's and to the community CNA's and definitely increases enrollment but it is a time-consuming project that is completed by the Director of the Nurse Assistant Training Program outside of the required teaching hours.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

The Director of the Nurse Assistant program is required to conduct observations during clinical and classroom for the Nurse Assistant class during the fall and spring semester. During Covid the program director visited class and clinical via zoom, in Summer 2022 the new director was able to start in person class room observation/evaluations. The observation evaluates the accuracy of the lecture in alignment to the syllabi.

During the industry site visit, the Program Director spend time with the industry staff to obtain feedback on the performance of the students as well as the instructor. In regards to student demographic, every course reviews a module on cultural, social, and religious influences in health and society. Any religious and cultural needs are incorporated to ensure necessary accommodations are implemented. Clinical post-conference often reflects on social, cultural, or religious needs at the clinical site.

in the Previous Academic year, our program director designed a equity based syllabi for the CNA class. A presentation was conducted to the department faculty which provided an opportunity for others to adopt into their course. We are looking to expand this to a liquid digital syllabi in 2022-2023.

We work closely with our community partners to include presentations, field trips and work based learning applications to the students so we can ensure that curriculum is in alignment with changing needs. Our industry advisory board also provides the necessary feedback to the committee on KSA's that are required for employers. In addition, during in-person clinical times the Program Director makes observations. Communication with the industry continues via phone calls for updates and email.

14. How is the program/department engaged in integrating new technology into the instructional program?:

The Healthcare Department worked on in service and education for staff on how to use the reality work manikins and simulation scenarios to improve lab for students for the simulation manikin's bought from reality works last academic year, we also bought the nurse jar simulation skills book to support instructors resources, as well as looking at different available CNA scenario resources available online both free and paid.

We trialed a V/R simulation program for spring and agreed to continue the trial for summer. The V/R simulation had 3 scenarios for the students that would feel like clinical and help improve decision making and critical thinking skills. With Covid we still were limited to having clinical on campus rather than at LTCF, so participating in the V/R simulation and adding to the robust nature of the lab supports the success of students as they transition to working as CNA's in the community.

We look forward to using lab practice and new technology to continue the high level of instruction given to students. For students struggling with the technological divide we added a resource lab once a week to support issues with canvas and zoom, and give student more hands on practice using new to them technologies either in person or via zoom.

Our staff all went through the Online Faculty Certification Program to be able to teach online, since the beginning of covid and continue to take classes to help support the integration of different technologies in our canvas shells, this year we have tried to start the process of sharing what is working within our courses to support integration and best practices across our classes. We also supported and did video training to add a teams site for healthcare so we can share our ideas and work product more easily.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

Healthcare promotes autonomy as a tenet. Our program is very diverse and we have students from many cultures, different races, religions, learning deficits, physical deficits, english as a second language, and facing economic struggles.

Healthcare includes ideas of diversity and equity into our curriculum, we promote autonomy not just in the care of patients, but for our student as they look for jobs and continue in their health care education.

Our curriculum addresses how culture, socioeconomics, background & age effect communication, looks at how culture, race, and religion effect diet & nutrition, looks at how where we come from our family and background effects physical, social, recreational, and spiritual health and choices, looks at depression and mental health issues, as well as addressing physical accommodations for care based on health care related deficits to help keep patient at the highest level of functioning.

Several other ways we support inclusion: 1) Having our canvas shell and syllabus be easy to understand and follow. 2) Adding links to all of our support services ie: DSPS, ect. 3)adding resource hours/lab to support students with learning/processing issues, technological issues or english as a second language. 4) Working with the CDPH and Regional Testing Center to help make accommodations for state testing for CNA as needed. (All of these resources are addressed in our syllabus for easy of access to students.)

Although not part of our curriculum directly we address inclusion by promotion the ideals of value for each individual, from personal experience, culture, race, disability, economic struggle, ect. how we can bring understanding, inclusion and empathy not only to the classroom, but to the patients we care for by accepting individual value and autonomy as key to education and care.

Over summer we have been working with DSPS to enroll two deaf student into our CNA program for fall 2022. The process to ensure the students have interpreters and that accommodations are in place for state exam testing, Working with the regional testing with support from DSPS to request accommodations the testers and regional testing site gave approval for accommodations and students have both been excelling in class. There was extra support given via one on one orientation. The students have had a positive experience and are looking to enroll in acute care nursing assistant class with completion of CNA for fall.

With the enrollment of our deaf students we relooked at our compliance with ADA regulations and rechecked to ensuring all videos were captioned appropriately. Several staff were previously involved in helping to create hard copies of equitable syllabi. Taking these concepts and working with one of our staff that has a digital syllabi the concept to meet as a team and ensure that all of our syllabi are accessible and equitable was made a priority for this next school year. Liquid digital syllabi with QR code for access and links within canvas, will make access easier to navigate for students and input from staff on what is working as well as talking with students from multiple classes to see what supports them best will guide support of equity as we improve the concepts we started building over the last few years.

Also spearheaded by our new President Tina King we are looking to add Manikins of color to our lab for the next academic year to ensure that our students of color feel that they are represented.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

In 2019 with Covid all of our instructors took the online certificate program to teach in canvas over the 2019-2020 academic year and integrated technology into all of our health care career classes. As we taught online from 2019 to 2022 we kept expanding our technological tools to enhance student education. As we look to getting back to clinical and hands on practice we are looking to continue using these new tools and modify and expand technology to continue to improve the student experience. (Using a canvas shell to embed teaching videos, quizzes, and working on integrating a digital liquid syllabi that is equitable to all student. We are working as a team to add tools to improve quality of instruction.)

Last Academic year we introduced health unit coordinator fully online and the program has been a very popular class with a waitlist and students are finding jobs within the community both at clinics and the hospital. The program not only integrates learning online with canvas, but uses EHR GO a digital charting program. EHR GO helps prepare students to work in front office or as unit clerks. This class is a challenging class for the instructor as some student who have issues with computers and technology struggle, so support and access to the instructor and peer mentoring are key to student success that may have a larger learning curve. However as most health care agencies and nursing home have gone digital this program is key to educating and opening doors for many of our students.

Health Care Careers and Terminology are both fully online these classes don't have a clinical component so translate very well online, for some students this is amazing because they can take the class at home and save drive time and gas, however for some of our english as a second language or those who have never used a computer we have seen they need more support SDCCD offer computer classes and we do refer student to support classes but for those that enroll and may still struggle we have added a resource lab weekly to address canvas and zoom issues. This means the student has help beyond just their instructor to help understand new to them technology and support integration of tech and distance learning/online learning to give equitable access.

PCA, CNA, Acute Care, RNA, HHA, and Behavioral Health all have CDPH regulations or a hands on clinical component as we transition back to in person for the clinical component we are moving classes to hyflex to give the ability to have theory and labs that are not regulated by the state online. Last academic year we got approval for CNA to be taught online for the theory portion of CNA. We are looking to see if this approach support retention by decreasing cost of transportation, allowing parents to be home decreasing number of days they need expensive day care. However we need to ensure that we are using distance or online learning to enhance student learning experience by using appropriate integration of videos, digital testing, simulations, to enhance learning. The e-learning program for CNA gives students flexibility, but is labor intensive for the CNA Program Director and takes 5-6 month every two years to renew for approval via the CDPH (California Department of Public Health). All content from syllabus, daily schedule, each quiz, test, and video must be uploaded and approved by the CDPH and the governing agency added to each canvas shell for monitoring.

Students are engaged through regular and meaningful interactions such as: Announcements, breakout sessions, discussion boards, chat box, emails, studio videos, 1:1 scheduled meetings, live sessions via Zoom, pronto, and remarks on assignments.Using real world examples such as current video clips and communication (newspaper, news, and internet) to correlate with the material taught to ensure up to date information is provided. We also use YouTube video links provided on specific topics then assigning discussion board for peer interactions, or make embedded quizzes in videos this has been especially effective in our PCA class. Most of our classes have Incorported kahoot.it or Quizzlet into into canvas successful for extra practice a learning tools teachers can also uses during lectures to increase student engagement. Where appropriate we continue to offer different modalities to engage student in effective distance or online learning.

17. What methods of teacher-student contact (interaction) are utilized? :

Instructor interact with students during face-face, email, text messaging, or phone calls.

- Zoom
- Announcement via Canvas
- Email
- Pronto via Canvas
- Phone calls
- 1:1 meeting via Zoom or telephone or In Person
- Remarks on assignments or exams in Canvas

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The staff we have our supportive and helpful, however with Covid we lost our staffing for loaner supplies (R2Success) and although City College Book Store can help by mailing out some of the books, some books, supplies and uniforms must be signed out by IA's and student services taking them from their other duties.

With the increase of online and Hybrid classes we also see a real need for extra student support for technology needs, we have started a resource lab but there is not enough staffing for equitable support for all students. Distance Learning has recommended that SDCCE programs request appropriate technical support for both faculty and students something similar to Mesa Colleges Loft. Our limited addition of a resource lab can only help a small number of students in person or access is remote via zoom and isn't always adequate. We have an urgent need for onsite staff to help in real time with devices, course content, assignments, design and development and basic navigation of online courses for both student and faculty.

To expand hours for our resource lab trial a hiring a student mentor could expand our hours available to meet the needs for technical support for student that are struggling and support student retention.

Our student services support California Department of Health regulations, Complio engagement and student support, and tracking of vaccinations and medical data for entry into clinical. Anthony Ortiz has been designated to liaison with Complio which is a labor intensive job to ensure everything is accurate and updated for Complio. Student enrollment paperwork is supported as a team by Anthony and other student support staff Linda Glaicia and Rosemary Cuevas who support students with direct enrollment and CDPH regulations and paperwork as well as tech issues with Complio. This is above and beyond their regular duties. Extra staffing would easy the strain on current staff.

We currently have two IA's but have increased the number of classes offered over the last 5-6 years as We rehire nursing instructor staff and see growth in program offering, a 3rd IA would help support instructors and students in a positive manner. CDPH lab skills require extra time for set up of lab for adequate skills practice.

With CDPH regulation and extensive work to write up and get approval of different program offerings it is very labor intensive. in previous years we had one CNA program and CEU's to write up every other year. Now we have in person CNA, E-learning CNA, Chavez campus and Miramar with their own program and all of our CEU's to get approval for so each year we are doing documentation to different CDPH approvals so this has increase the Program Directors workload dramatically. Each approval is a 3-5 month process and may get revisions.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
An issue hindering equity in professional development is that our instructors don't get flex time related to our short term classes, even though we still work full time equivalent. Our flex hours or professional development is not paid hour as it is for other full time 18 week contract instructors. Most of our instructors still come to flex offerings to stay updated/educated to keep quality of instruction and development of slo's, syllabi, canvas, and other course improvements updates. Many of our instructors took extra zoom offerings on their own time this increased during Covid and continues as we integrate classes first to fully online and now to hyflex and more in person classes to keep the new tech ans tools integrated into our program.

Our instructors are all professionals in health care, several still work within the community and all of our instructors have taught clinical in LTC facilities keeping up skills. RN/LVN instructors do 30 CEU's every two years to maintain their nursing licenses and our OT does 24 CEU's. Last year one of our adj. instructors completed her Doctorate in Nursing. Over the Last 5 years 2 other instructors have completed their Masters in Nursing Education and another started her Masters, but is on a term break at this time.

HWi the Health Workforce Initiative use to provide in person CEU's, but funding has stopped for the program as of this year, however instructors still have access for NurseTime a pre paid subscription till the end of next year for live and recorded zoom/winbars, to support instructors professional development.

COP or Communities of Practice for Certified Nursing Instructors is offered monthly it was run by HWI but is now run independently for all of those involved in educating CNA's in California. 2-3 staff usually make these meetings and any information learned is shared with the department to support professional development and communications of standards within our discipline or practice.

-

Canvas Online Instruction, Zoom, Pronto, and Passport to success.

Although there are many professional developments available, the concern is the lack of FLEX for staff and limited number of approved adjunct to substitute for desired training. The Healthcare Department do not receive flextime nor compensation to attend if faculty are teaching short-term classes. Therefore, the Healthcare Careers Instructors often declines to attend majority of the Professional Development due to non-compensatory factor. In addition, the California Department of Public Health approves all faculty who teaches the Nurse Assistant class. The specific approval limits qualified adjuncts for the Nurse Assistant program prevent those instructors to request time off to attend professional development conferences.

Faculty need professional development time to participate in offered training to learn the proper ways and “tricks of the trade” for online classes. Majority of Faculty went through a rushed, yet self-paced training over the spring and summer. There are other Universities such as Point Loma Nazarene University (PLNU), SDSU and USD all had graduate certificates or graduate pathways in their masters programs on how to provide online instruction.

If any, what additional professional development activities are necessary, and why?

Healthcare program has an Industry Advisory Meeting annually where community partners are invited to share updates or current trends in healthcare. In addition, this Advisory meeting allows the Healthcare Department to inform the Community partners of any department changes along with plans to enhance the learning environment.

It is important that faculty attend professional development activities, which provides updates in the areas such as behavioral or mental health, rehabilitation, home health, hospice, and acute care hospitals.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

- Health care career classes have all been transitioned to Canvas
- 3 Classes went through the ICOM Academy
- All teacher have completed the Canvas online certificate program
- SDCCD offers many in person and recorded zoom classes to support tech
- We are implementing a trial resource lab
- The health care department team is looking to collaborate and share tech ideas to improve our individual classes
- We trialed a V/R Simulation for CNA in Spring and Summer of 2022
- Our health unit coordinator class offers EHR GO to prepare student for electronic charting in the clinic and hospital setting

Covid changed how we offer classes since 2019 and our instructors all took the canvas certificate program and continue to take in person and zoom recorded technology training sessions. All of our instructor saw and increase of educational support for online learning and technology issues with multiple options for training and even the option to get one on one mentoring with peers. However we need more in person support for instructors that are program users and need more support for course design and updates, and extra support for their student in problem solving and trouble shooting tech issues.

As much as instructor have seen and increase in technological support, we still have a huge digital divide for some of our students. Many of the computer loaning and hot spot access programs are no longer available to student, I have seen many students with older computers or phones have issues accessing canvas and zoom related to out dated hardware or R/T to a old version of chrome too old to support canvas. Also as much as Instructors have access to a mentor or learning videos many of our student need more support than our individual instructors can provide. Some instructor have figured out how to uses canvas and zoom, but do not have the ability to problem solve issues for student. Although we have started a resource lab to support student at health care career it has limit hours and support. SDCCD and our distance learning committee need to address these gaps to ensure equity of learning and resources for all of our student.

Distance learning has recommended that we not only request additional support for student and faculty with on campus access to digital support like what Mesa College has with The Loft and support for software and hardware devices, we see students needing support with navigating Canvas and Zoom, but also many have older computers and programs that do not support running Canvas or Zoom because of older operating systems or applications that don't support current applications. Appropriate tech is needed for students. Instructors also need more support not just with learning and navigation programs and equipment but tech hardware. We only have a few classrooms that are equipped for hybrid and hyflex classes. Our labs are not equipped and Instructors have had to use phones and i-pads ect to include students online which is not best practice. Computers, Microphones, and other technology needs to be available or updated.

We implemented a trial resource lab to support student, but are restricted to limited hours. we did see student come in person or use zoom to get support, but only had lab mid day for an hour and a half once a week. We see a need to have more staffing for our resource lab to support students in an equitable way.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
Our facilities are appropriate for learning we have two well equipped labs for CNA, we do have to think about staffing and space as we run multiple programs so scheduling classrooms and labs must be done artfully to accommodate classes. Our student service support this process very effectively and having hybrid classes has help free us space in a very strategic way. We do know as our program expands our need for space continues to expand as well. Our Instructional Aides are running out of room, their current office is a storage closet. We may need to review spacing and capacity issues as we continue to grow. Ideally we need to upgrade their working space.

In 2020 we were looking to expand to to North County or another campus to accommodate more student within the community, we were able to get CDPH approval for a campus at Miramar we started the process in Spring term and it was approved in August. (We will need lab equipment for our new classroom at Miramar as the do not have hospital beds, lifts, ect.)

With Covid we were not open and a issue we have is our computers are not updated to support canvas and our V/R simulation programs, IT has been trying to support but we will need upgrade for students to use canvas and other programs.

Our classrooms are equipped with hyflex cameras (training has been minimal), however, our labs have not been upgraded yet. There is a need for cameras in the labs that would assist in running demonstrations while on hyflex.

For our acute care lab we have shared equipment with CNA, and some equipment has not been available a dedicated manikin with IV, central lines, catheter, and other tubing would be optimal. Adding IV poles, Iv Pump, feeding pump, basket to hold ambu bag, doppler, c-spine, ect . Also a hospital bed or two preferably Striker that has alarms, trapeze bar, and air mattress would enhance the students experience. We would like to build a more robust Acute lab but with limited space options need to consider options for healthcare.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
Non classroom time for the Program Director to make corrections and modifications for the In Person Nursing Assistant application, plan and schedule basic life support (BLS) classes for the CNA classes and plan for the CNA & HHA classes in person time. The Director worked with Kathy Campbell who received hours to help with renewal of CNA and also the department was able to write up an initial application for CNA and Home Health Aide to be run on the Miramar Campus. We hope to expand class offering to Miramar to meet the needs of more student through out San Diego now that we have received approval via CDPH. The process for CDPH renewal started in March and was approved in June of 2022. Regulations are extensive to run a CNA program and paperwork is laborious and may take multiple corrections or revision because of the specific nature the CDPH requires for how programs are written and delivered.

The new August Learning TextBook was approved for In Person CNA and will need to be updates next year for the e-learning portion of our program (each module must be updated).

Kathy Campbell also obtained two new clinical agreements one with Carmel Mountain and one with Kearny Mesa to support our Miramar campus and other existing programs. CDPH approval was given for all of our CDPH programs in June for these sites.

Last academic year purchased reality works manikins and other scenarios to support lab this year we spent time to inservice and integrate new equipment into our labs, this will be a continued project over the next year as we write scenarios into our syllabus.

We were able to continue funding books, scrubs, and supplies for CNA via the Rupe Grant. Our IA's built kits with supplies for the CNA students with Bed Pan, Gait Belts, Emesis Basin, Wash Basin, Gloves, Disposable Gown, and Blood Pressure Cuffs, so students could have access and ability to practice skills at home as our classes were Hybrid rather than 100 percent in person. Checking out books, uniforms and supplies did add extra work to the IA's workload from ordering supplies to the process of checking things out to student because rising to success no longer supports loaners. We were able to work with City College on some options for shipping books to students during the height of covid.

Vickie Taylor and Connie Lafuente have been writing up curriculum for Behavioral Health Aide and Community Health Worker based on increased needs within the community. They Symposium for Mental Health see's a need for 1850 more behavioral health workers in the next five years and with Covid the increased need for Community Health Worker does LMI sees a 2.2% growth and many health care facilities have written letter to support their need for community health worker. Our goal is to have these programs sent to the curriculum committee this fall so we can add these programs next year.

Program Chair: Enter date completed and email Dean for notification: 11/07/2022

High School Diploma/High School Equivalency and Basic Skills

HIGH SCHOOL DIPLOMA/HIGH SCHOOL EQUIVALENCY AND BASIC SKILLS Instructional Review and Improvement

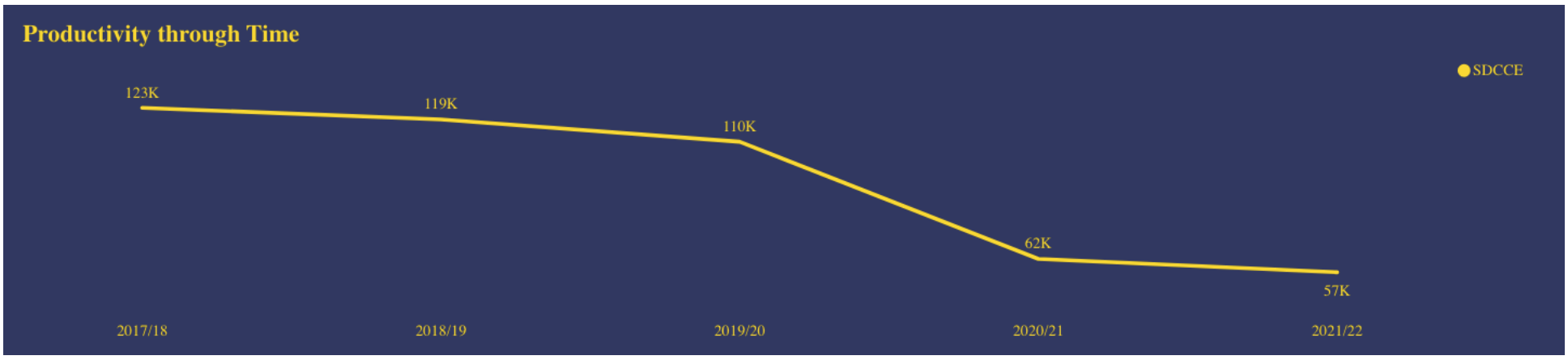
Program / Unit: High School Diploma/High School Equivalency and Basic Skills

Dean: Lorie Howell

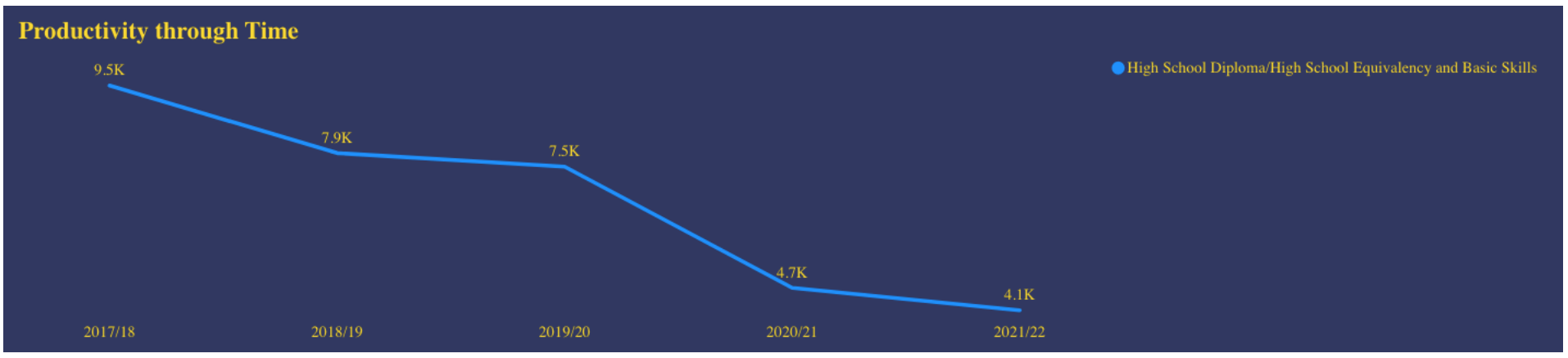
Lead Writer: Veleka Iwuaba

a. Enrollment by Discipline:

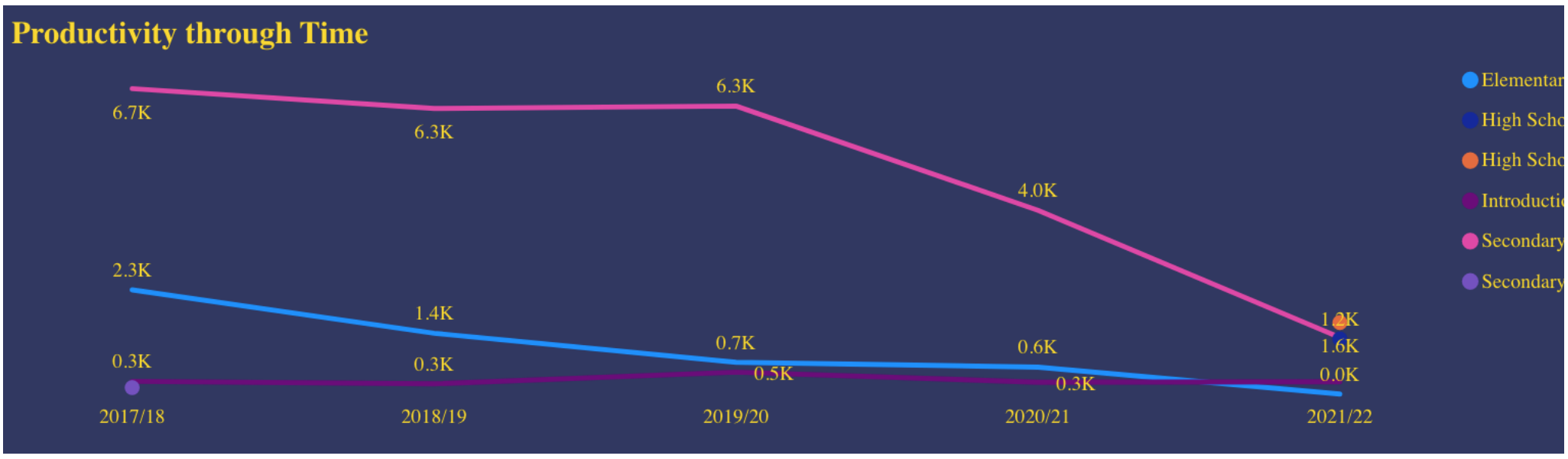
SDCCE Enrollment



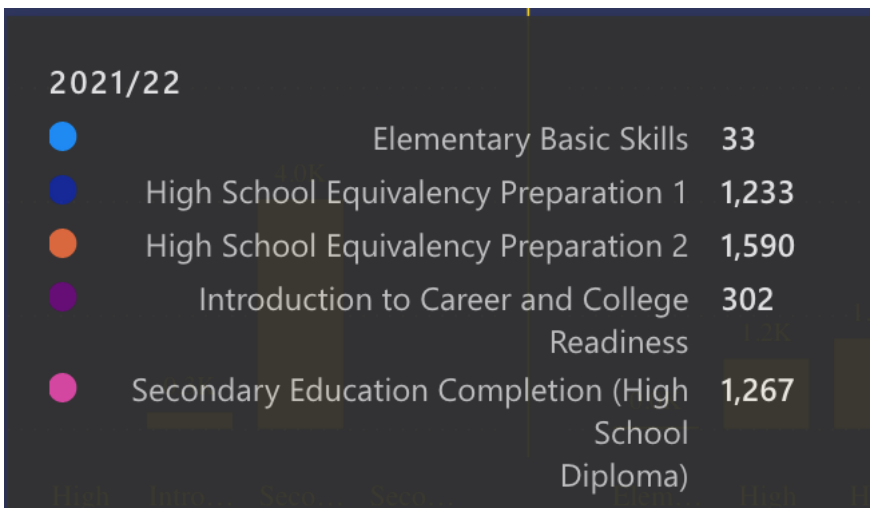
Overall Program Enrollment



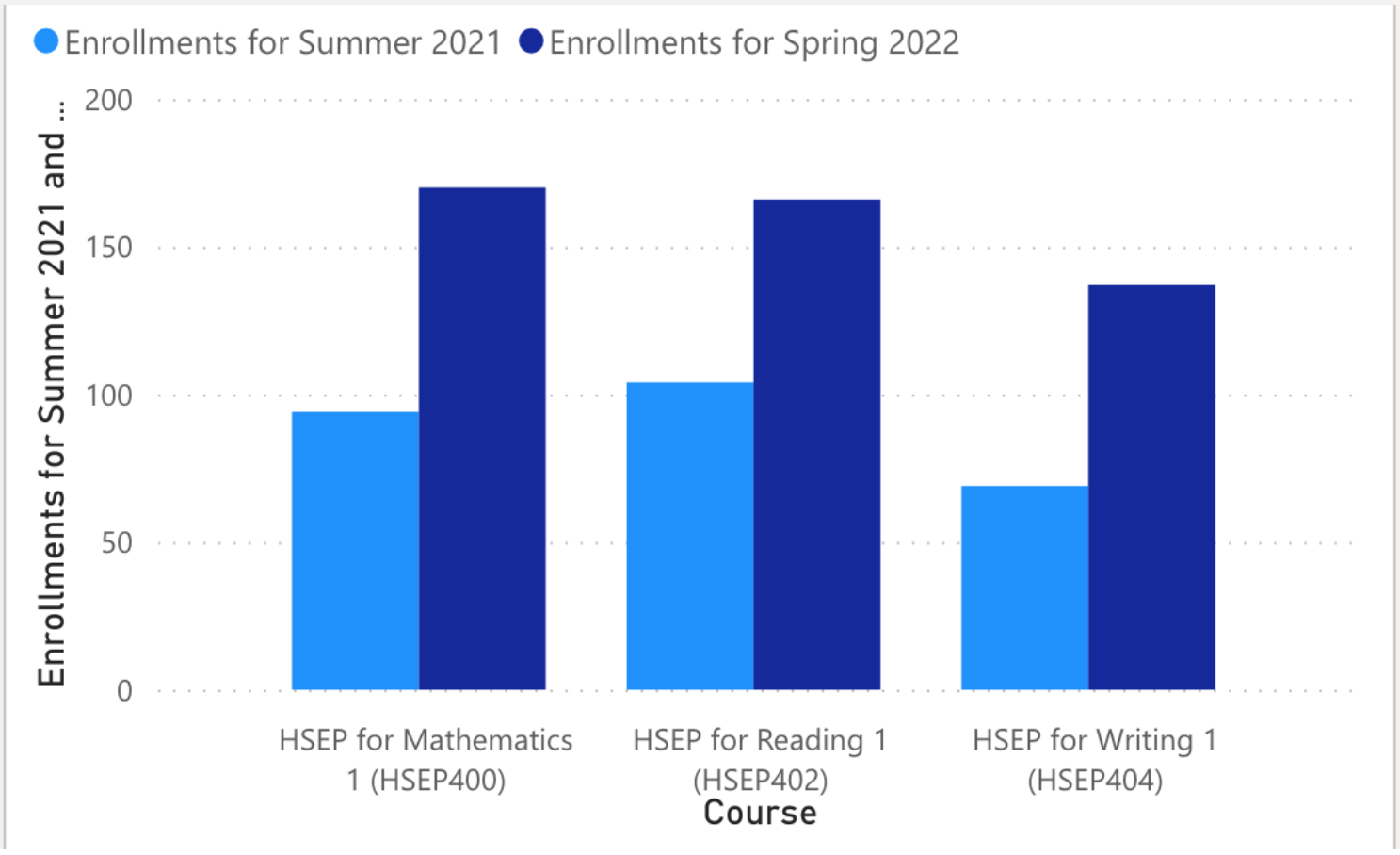
Enrollment by Program



Closeup of 2021/21 Enrollment Numbers



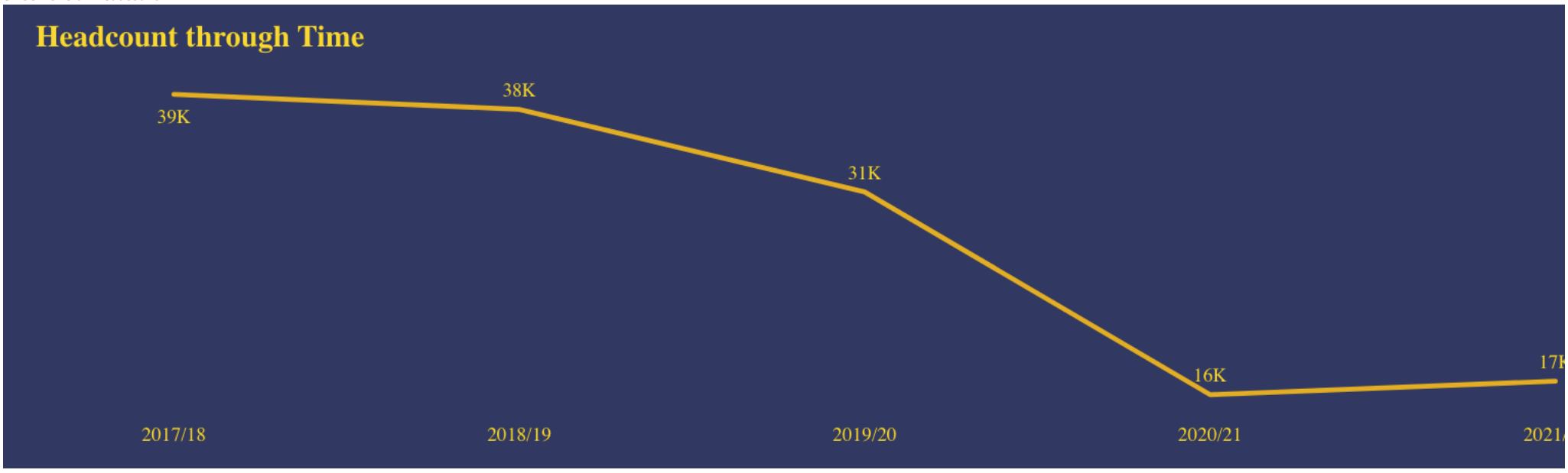
Here's the analysis of the 77.15% increase in Enrollments between Summer 2021 High School Equivalency Preparation 1 and Spring 2022 High School Equivalency Preparation 1



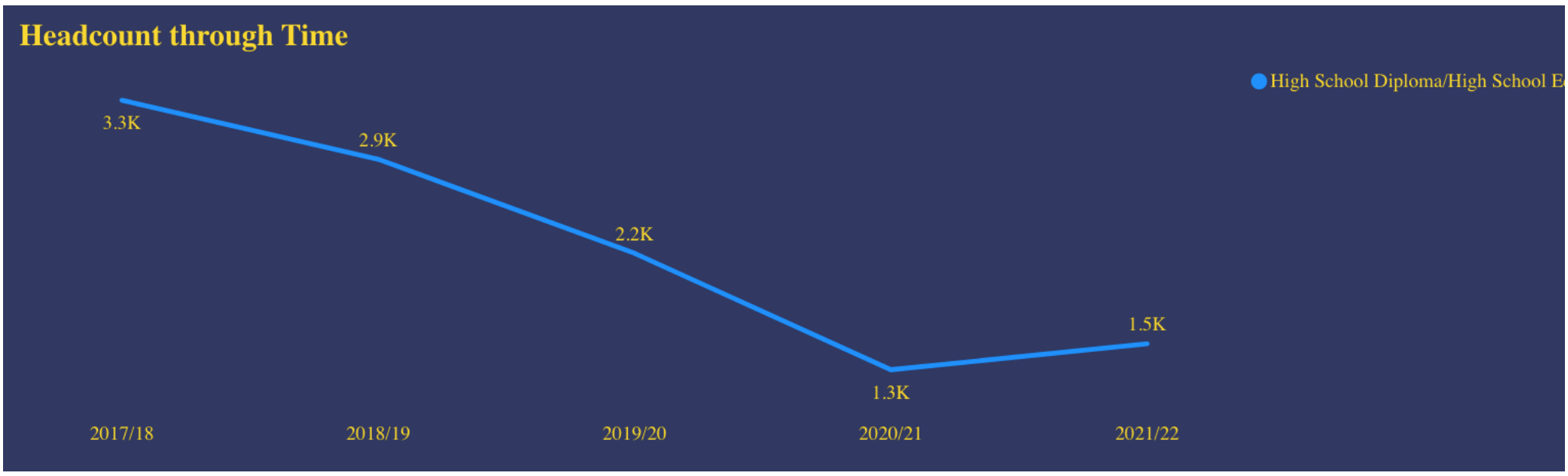
Enrollment for the High School Diploma/High School Equivalency/Basic Skills program is following a similar trend to that of the institution as a whole. The rollout of the new High School Equivalency Preparation (HSEP) certificate program is yielding exciting data. In the last academic year, our HSEP program accounted for 64% of our enrollments and for Fall with enrollment still open, the new certificate program is carrying 73% of the enrollments. Enrollment numbers have the potential to grow significantly as many HSEP courses have large waitlists.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

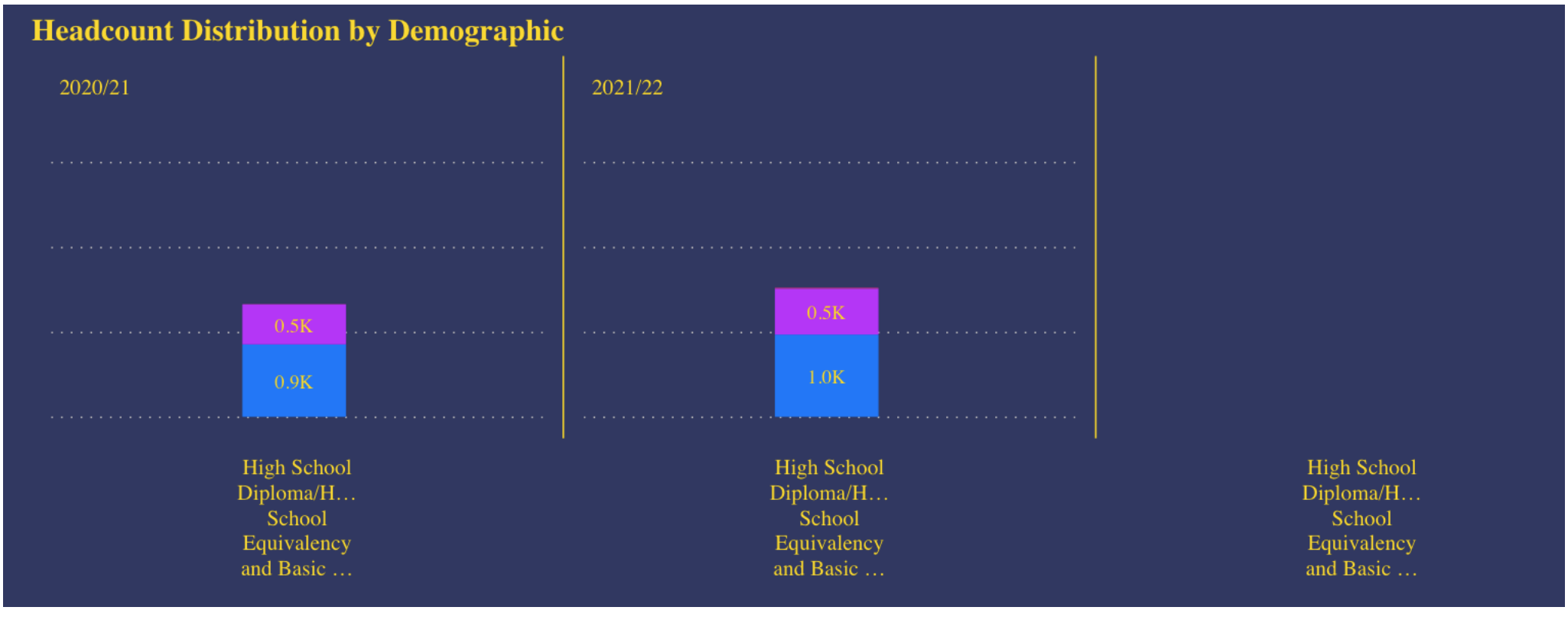
SDCCE Overall Headcount



Program Overall Headcount



GENDER Headcount



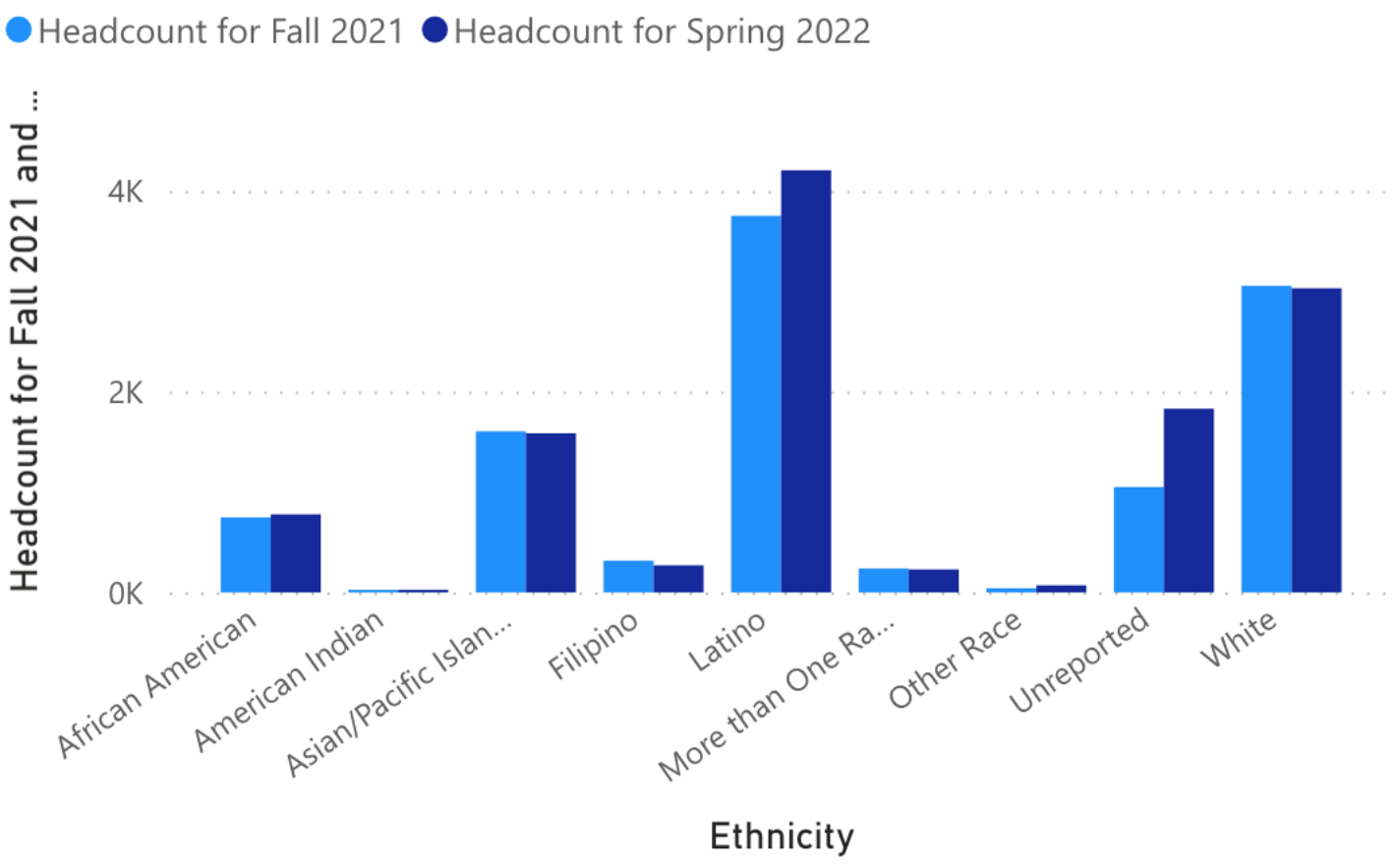
Our program has for the last 5 years been daily closer to fifty-fifty with the percentage of females slightly higher than that of males, we began to see an interesting shift taking place over the last two years. The data indicates that there are nearly 2x as many female-identified individuals in our program and institution-wide. This could be due to gender identity, more females taking courses, or more caregivers that view taking online courses as a more viable and flexible option, rather than attending an in-person course. There may be other ideas to take into consideration as to why this is occurring in an institutional-wide manner.

ETHNICITY Headcount

11.04% increase in Headcount between Fall 2021 SDCCE and Spring 2022 SDCCE

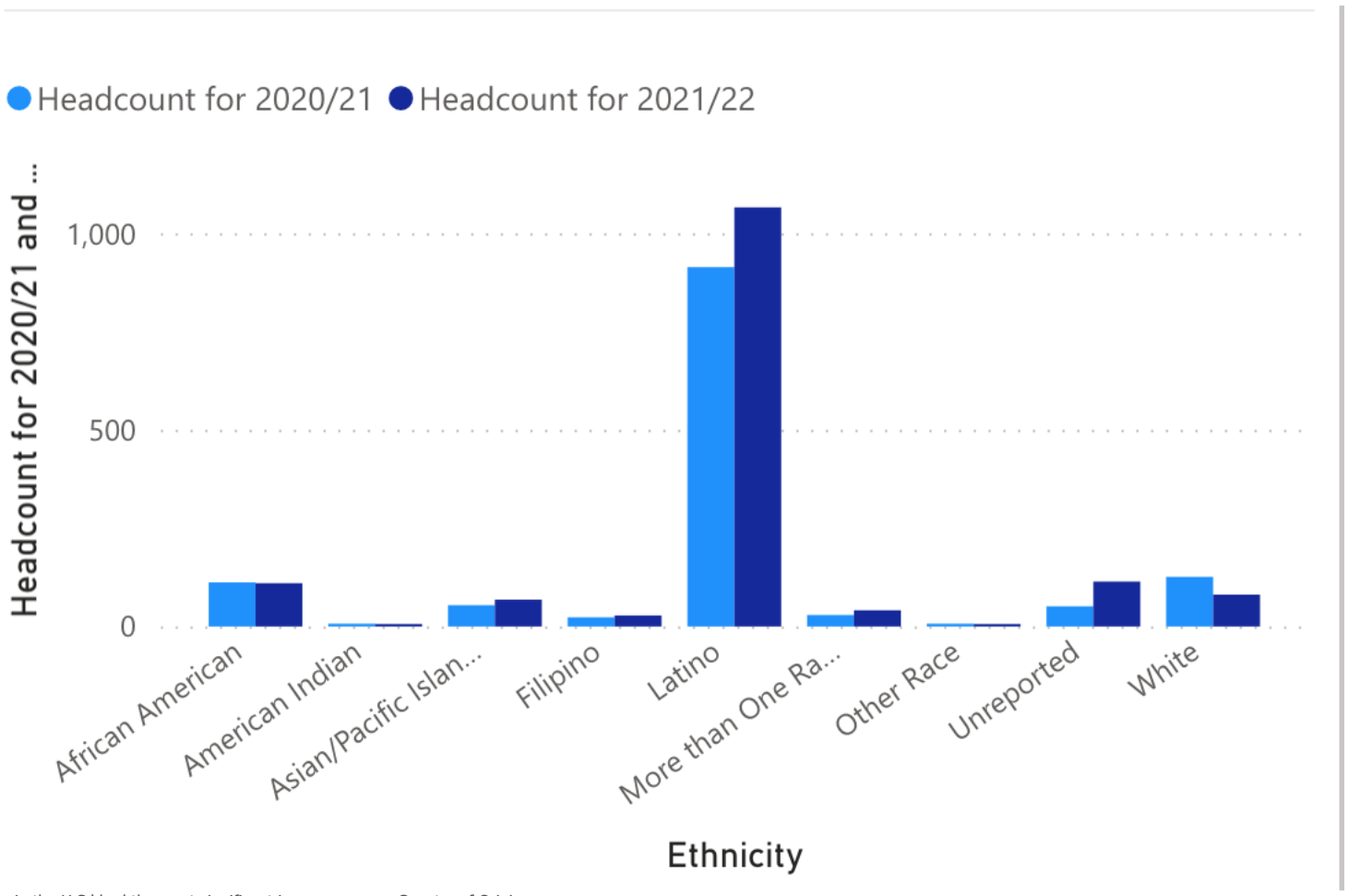
BY ETHNICITY

'Unreported' and 'Latino' had the most significant increase among Ethnicity

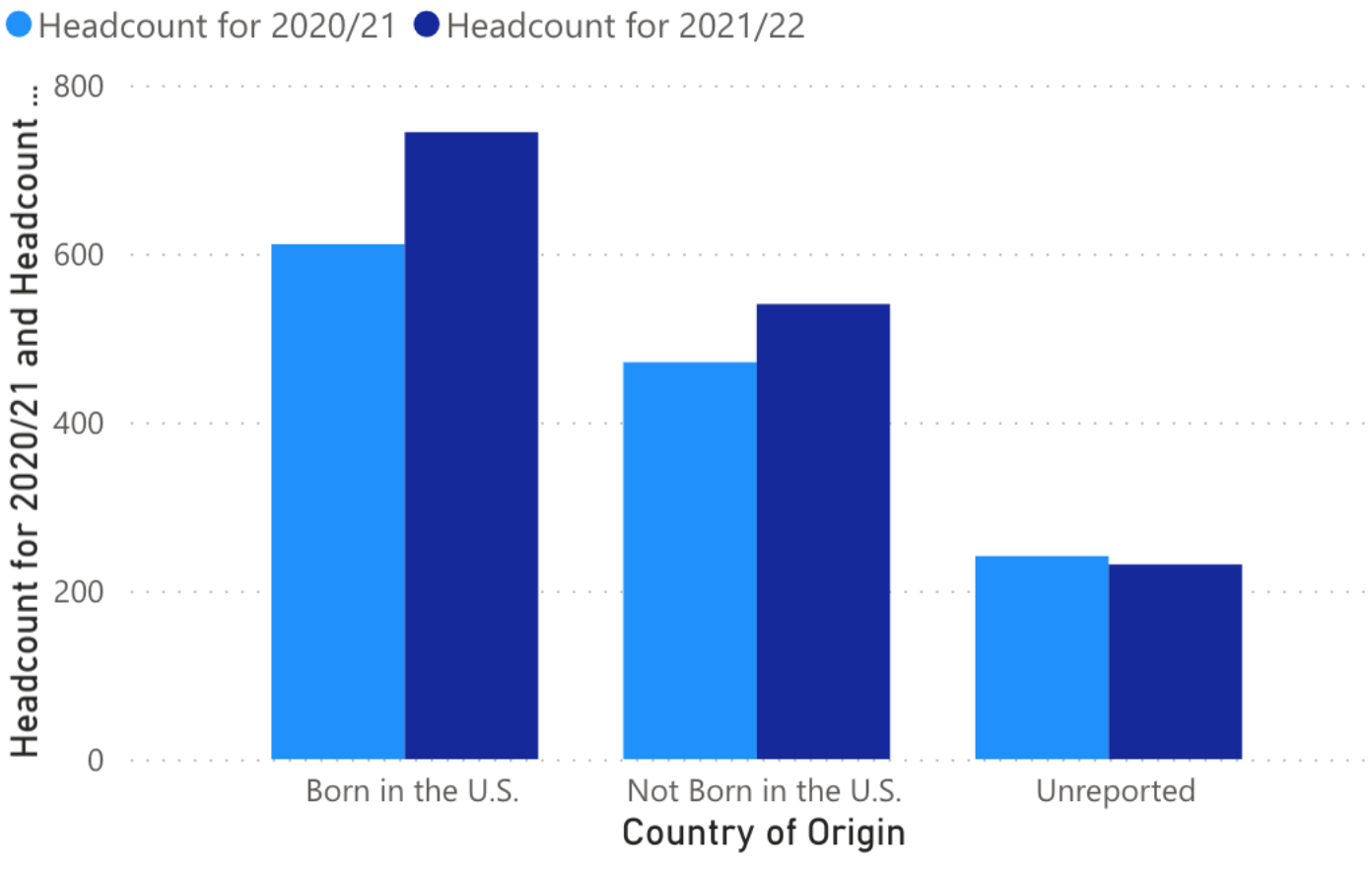


14.51% increase in Headcount between 2020/21 and 2021/22 Overall High School Diploma/High School Equivalency

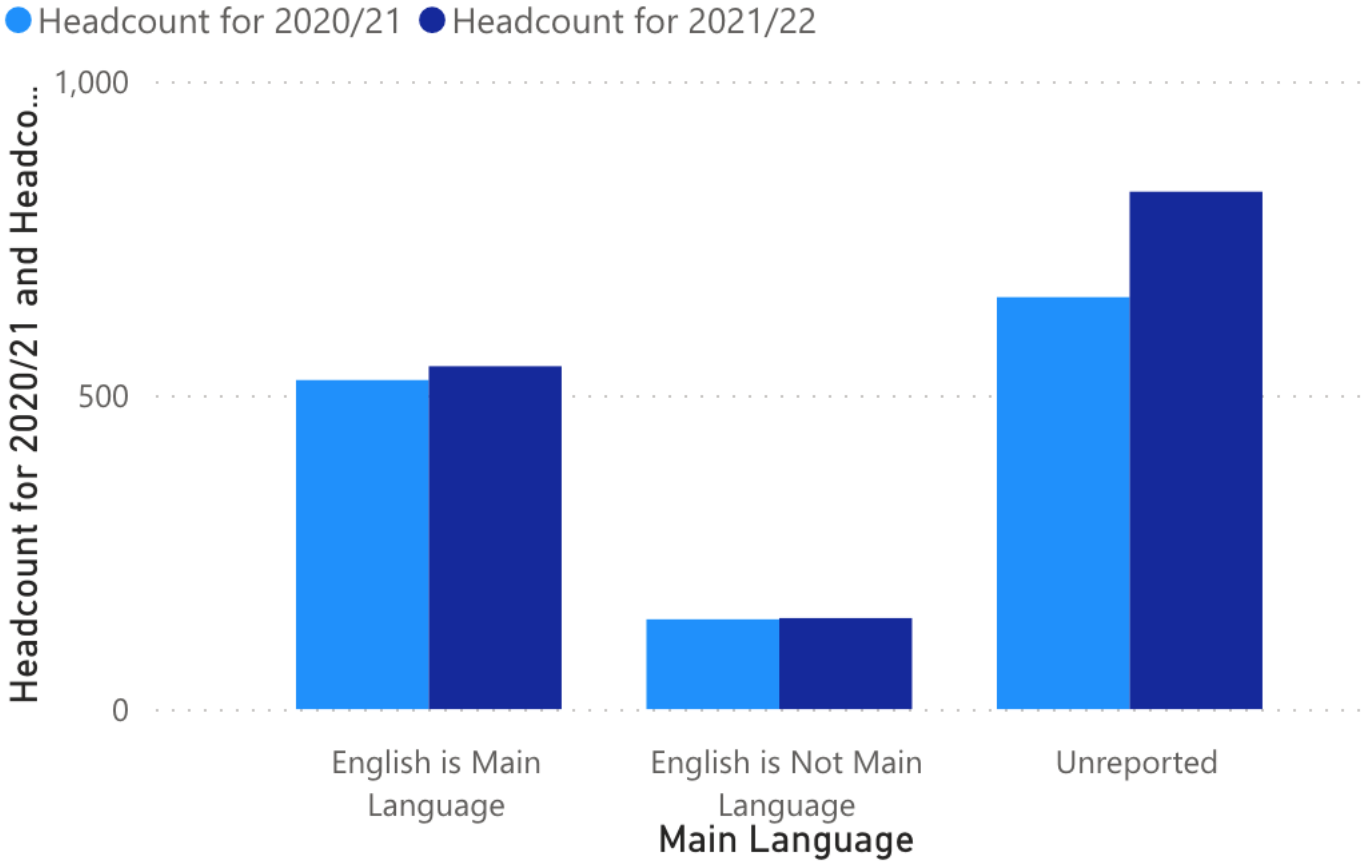
'Latino' had the most significant increase among Ethnicity.



'Born in the U.S.' had the most significant increase among Country of Origin



'Unreported' had the most significant increase among Main Language

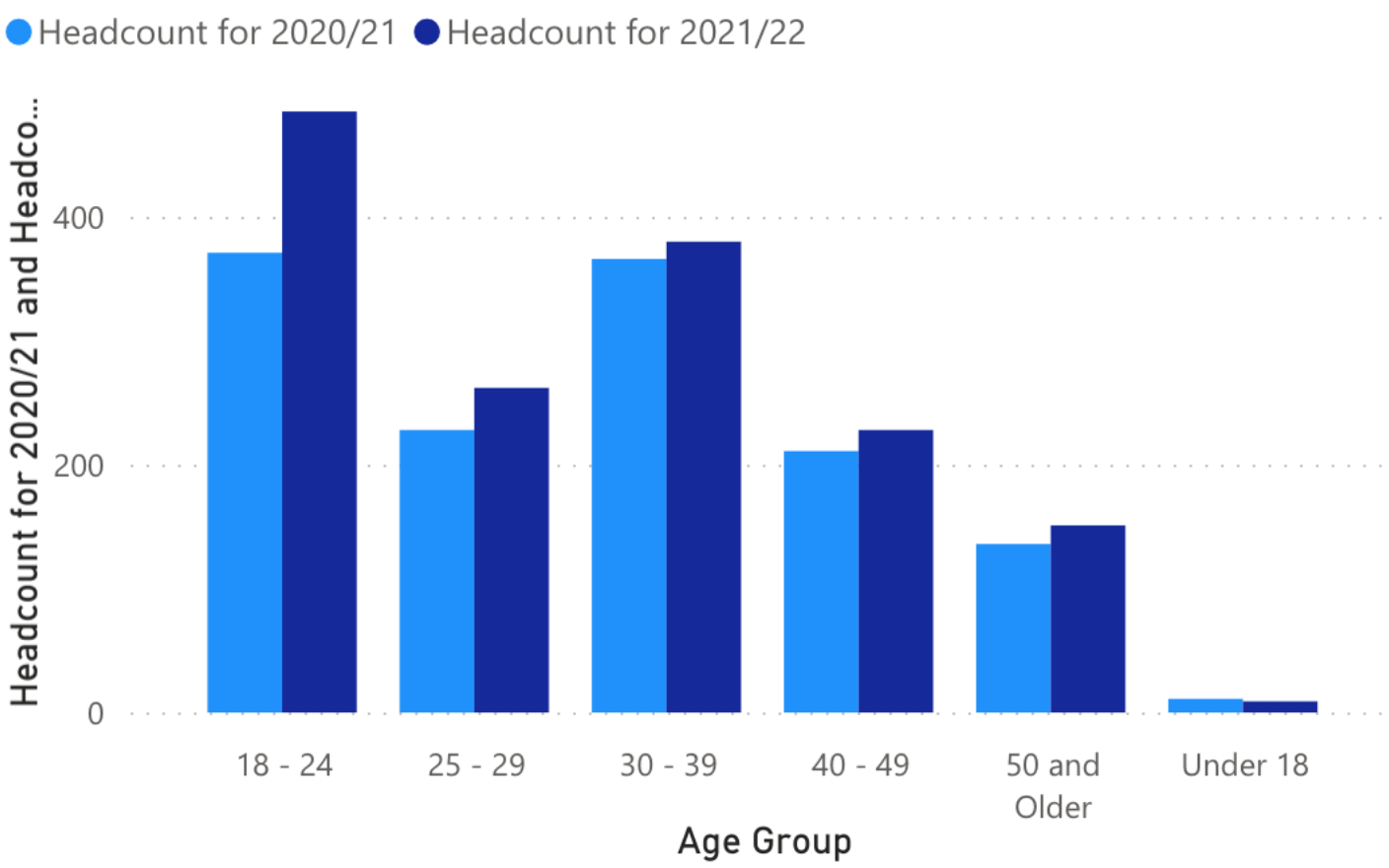


Latino headcount/enrollment is our largest ethnic group represented and is steadily growing at CE and in our program at similar rates. This may be due to District's advocacy for DACA students, CE's ISP program, the marketing and outreach done by our adjunct Spanish HSEP faculty, and the overall way that our faculty are engaging and welcoming to our students in all of our programs. Of interest is the data we have on Country of Origin and Main Language. According to the data, most of our students were born in the US and the main language is English. This is interesting because our HSEP program is taught in both English and Spanish. It is our Spanish courses that have the most enrollments. It is also interesting that a significant number of students chose to not report whether English is their main language. Does this indicate a hesitation on the part of the students to reveal that type of information about themselves? Or is there confusion about what is being asked. How do we as an institution create a safe space for students to share important and vulnerable information with us?

Of note, African American enrollment is decreasing both institution-wide and in our programs, this is concerning especially considering one of our largest sites is in the heart of an African American neighborhood and is housed in a location of historical African American significance. Other areas of untapped opportunity are American Indian, Filipino, Asian/Pacific Islander, all of these ethnicities are enrolled at very low levels in our program. It could indicate that the need is not present or we as a program need to find ways to make our programming attractive to these students.

AGE

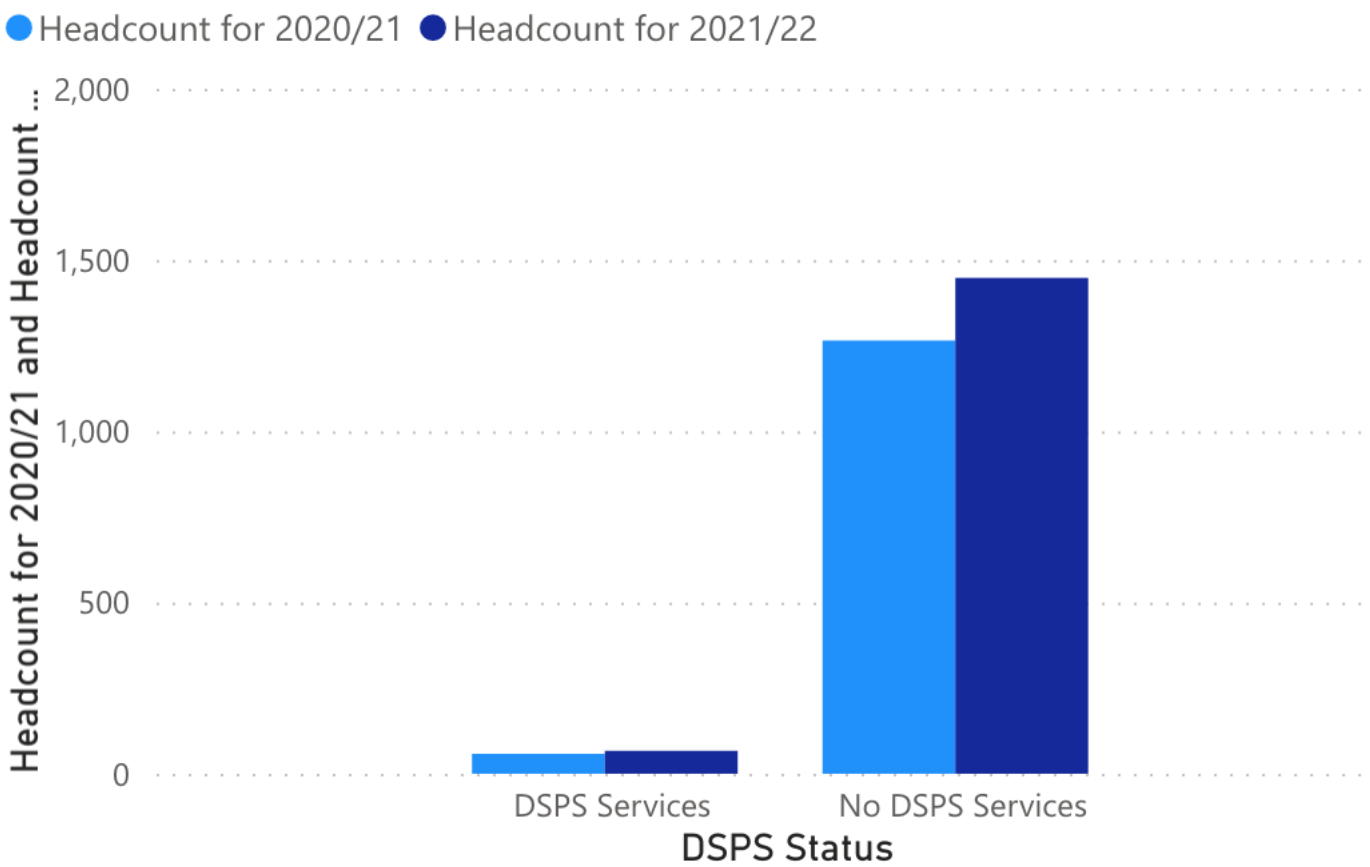
'18 - 24' had the most significant increase among Age Group.



The High School Diploma/High School Equivalency/Basic Skills (HSD/HSE/BS)department is unique with respect to San Diego College of Continuing Education (SDCCE) when it comes to age. 50% of education provided by SDCCE is to students aged 50 and older. HSD/HSE/BS serves all ages, however, our target population is 18-24 years old, followed by our next largest age group of 30-39 year olds. In all of our programs, these two age groups have the largest representation, in our Accelerated High School Diploma program (AHSP) 18-24 years old represent 50% of our student population, this percentage is high because of students either dropping out of traditional high school or for non-completion. Our second highest percentage in the 30-39 age bracket is likely due to students needing their High School Diploma to secure better paying jobs for internal employment advancement. All age categories have increased enrollment over the last year.

DSPS

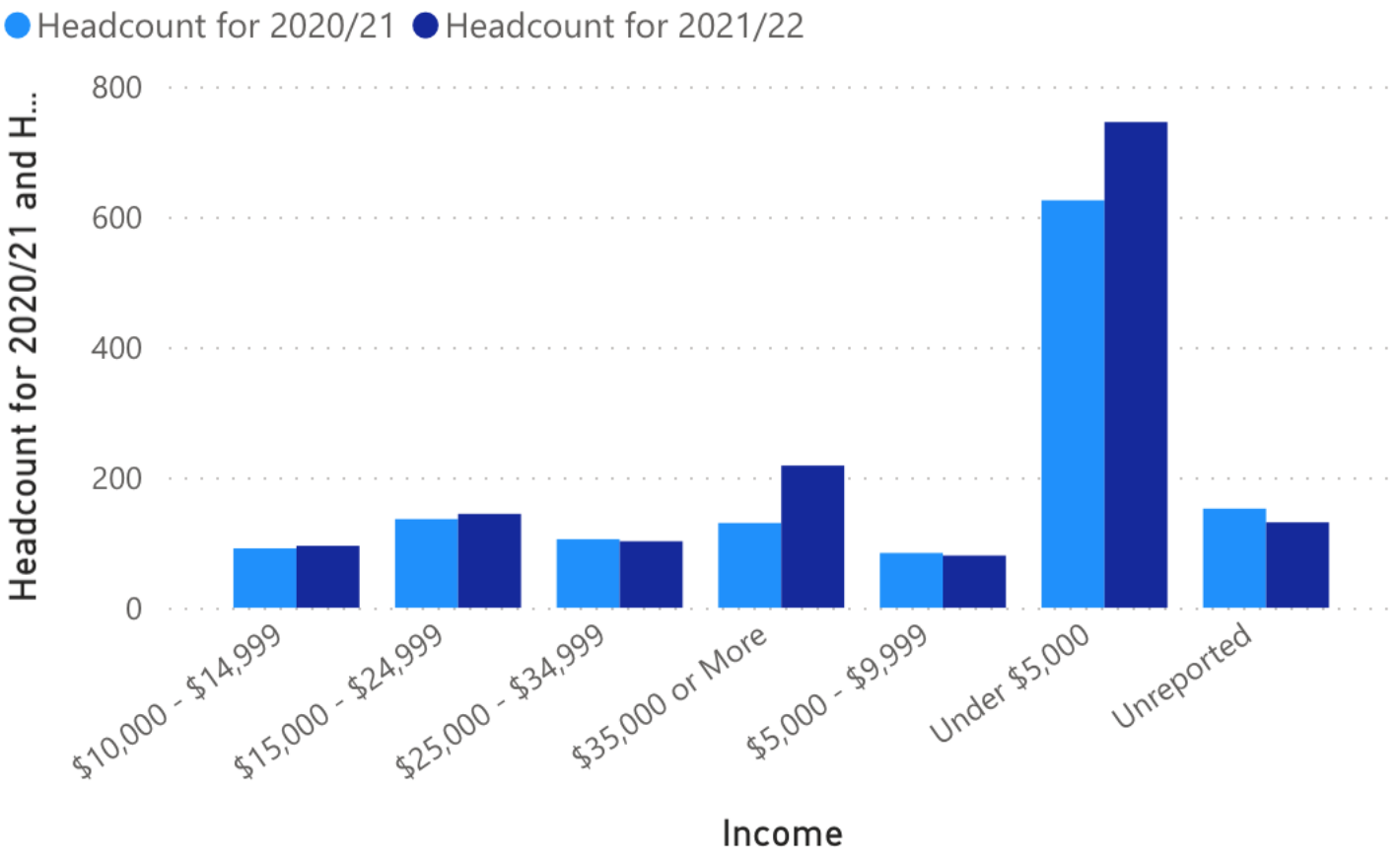
'No DSPS Services' had the most significant increase among DSPS Status



Overall, the High School Diploma/High School Equivalency/Basic Skills department and San Diego College of Continuing Education (SDCCE) are in alignment with respect to enrolled students' Disability Support Programs and Services (DSPS) status. On the surface this data presents as a cohesive and reasonable assumption, however, in our department we have anecdotally observed that there is a much higher percentage of students that need DSPS services. The challenge is how to get students to seek the support they need to be successful and not view needing these types of services as a stigma. Our department has begun to address this by ensuring that our Canvas shells and syllabi direct students to DSPS resources, by inviting representatives from DSPS to deliver short DSPS talks, and by establishing solid relationships with DSPS Resource Specialists such as regularly scheduled meetings to discuss student success.

INCOME

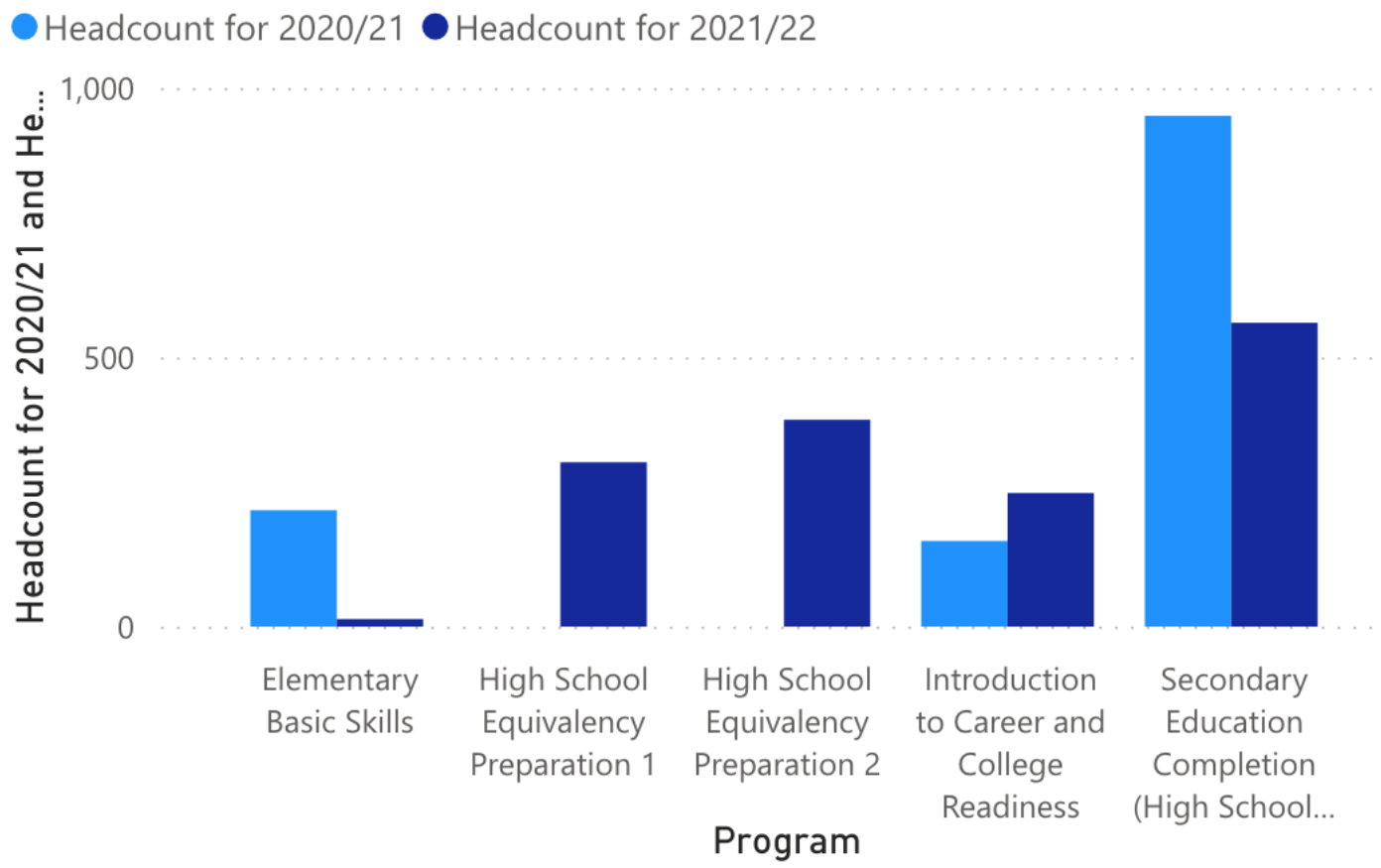
'Under $5,000' and '$35,000 or More' had the most significant increase among Income



These two categories may be indicative of our 18-24 years old population and/or their guardians and 30-39 year old students.

BY PROGRAM

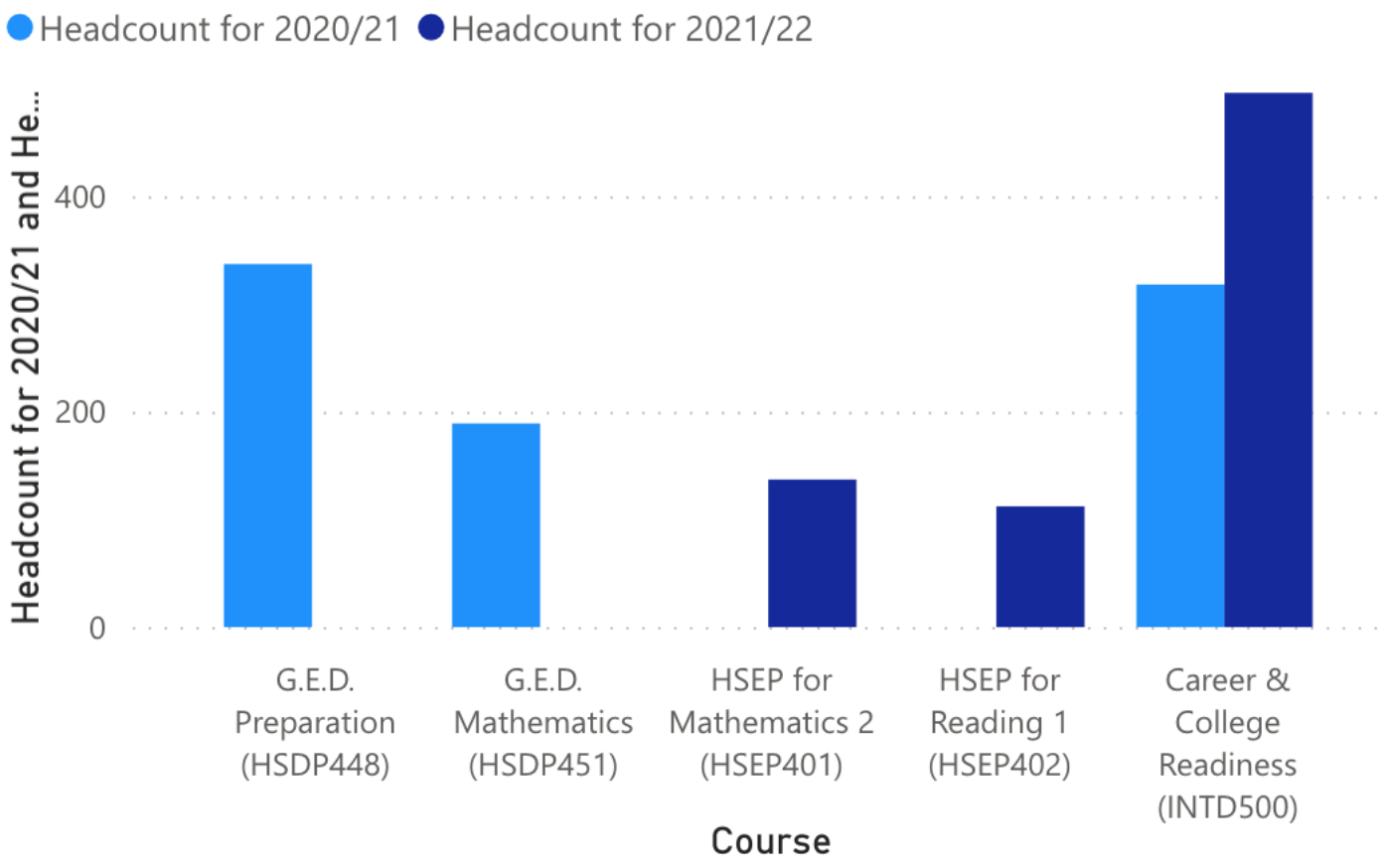
HSEP 2 and HSEP1 had the most significant increase among Headcount by Program.



HSEP1 and HSEP2 are new Certificate programs that started Summer 2021 and therefore experienced the greatest growth. Career and College Readiness Certificate Program also experienced positive growth.

BY COURSE

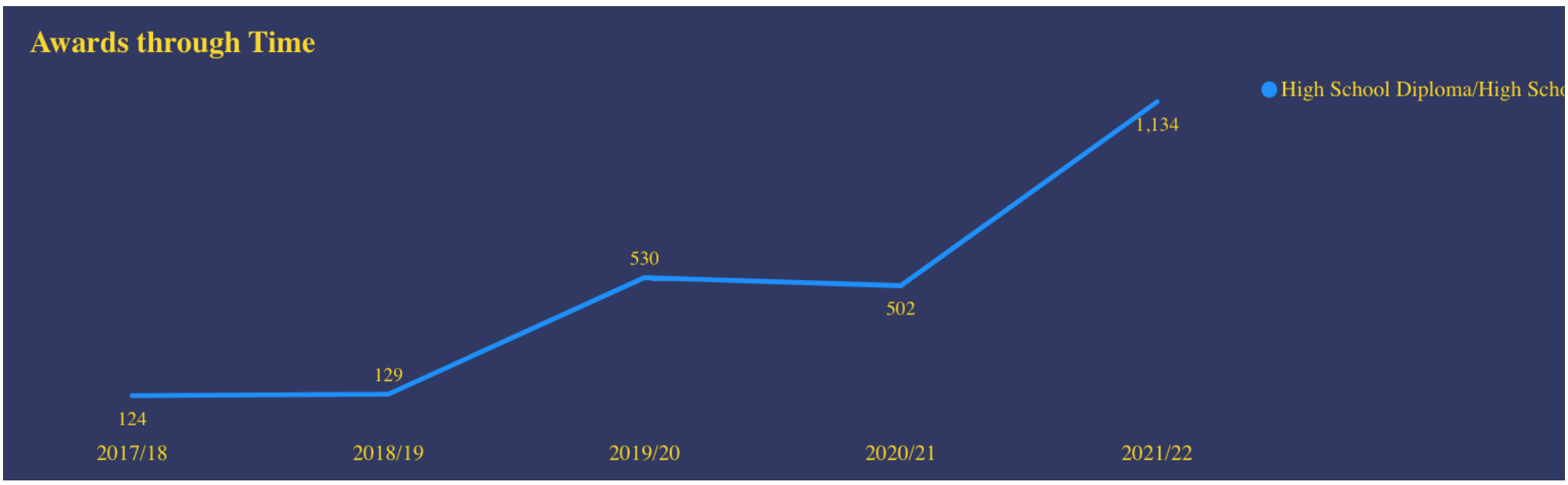
Career & College Readiness(INTD500), HSEP for Mathematics 2(HSEP401), and HSEP for Reading 1 (HSEP402), among others, had the most significant increase among Course



INTD 500 (Career and College Readiness), HSEP 401 (Mathematics 2), and HSEP 402 (Reading 1) experienced the largest increase by course. INTD 500 is taken by students to meet requirements for a variety of programs. One reason, that INTD 500 may have significantly higher headcount numbers is due to its use as a requirement for the Apprenticeship Readiness Program for Trade Skills. These students would be new to our institution and this would be their only official enrollment.

c. Certificates Awarded by Discipline :

Certificates Awarded: Overall (Academic Year)

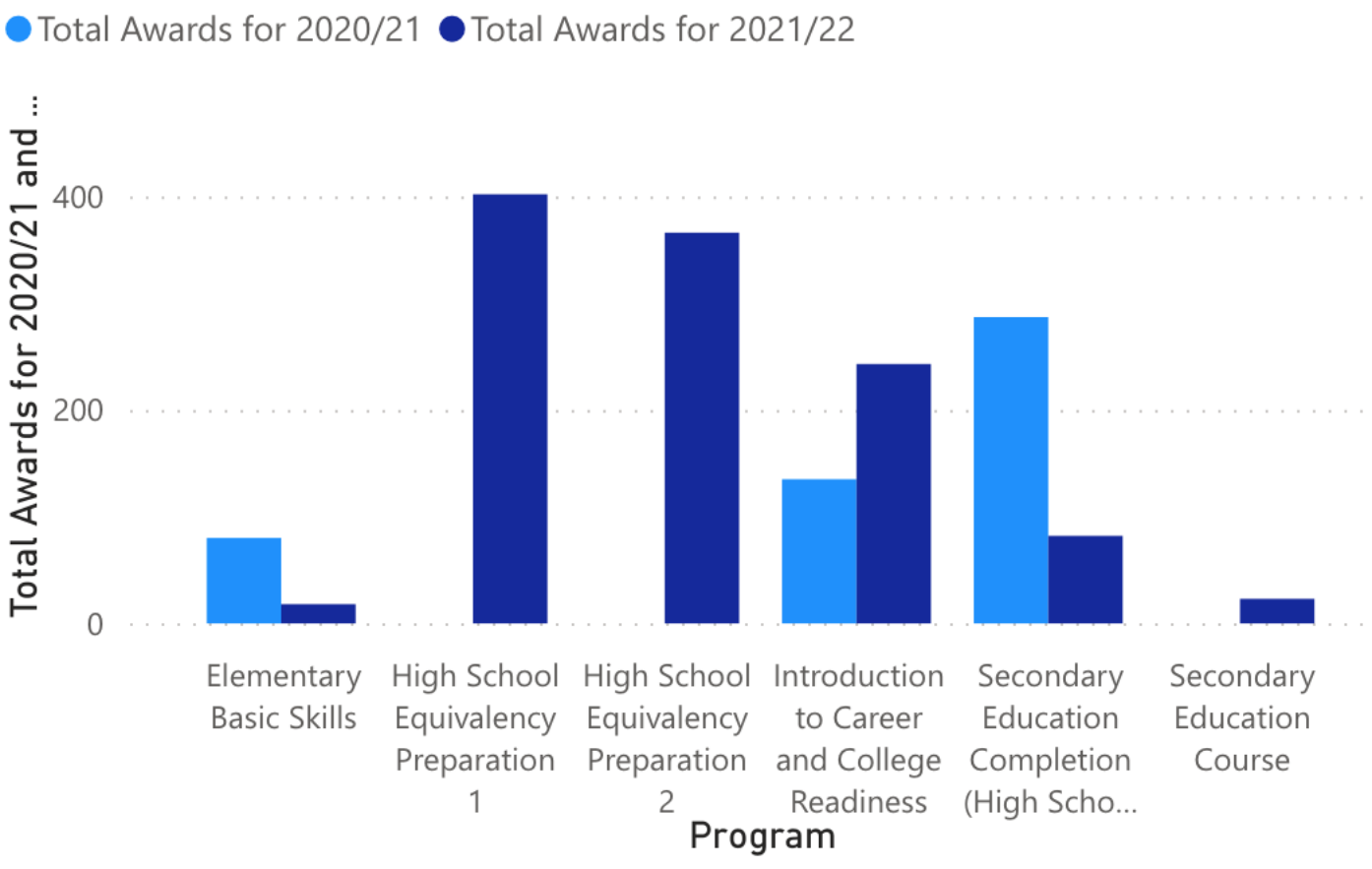


125.90% increase in Total Awards between 2020/21 High School Diploma/High School Equivalency and Basic Skills and 2021/22 High School Diploma/High School Equivalency and Basic Skills

By Program

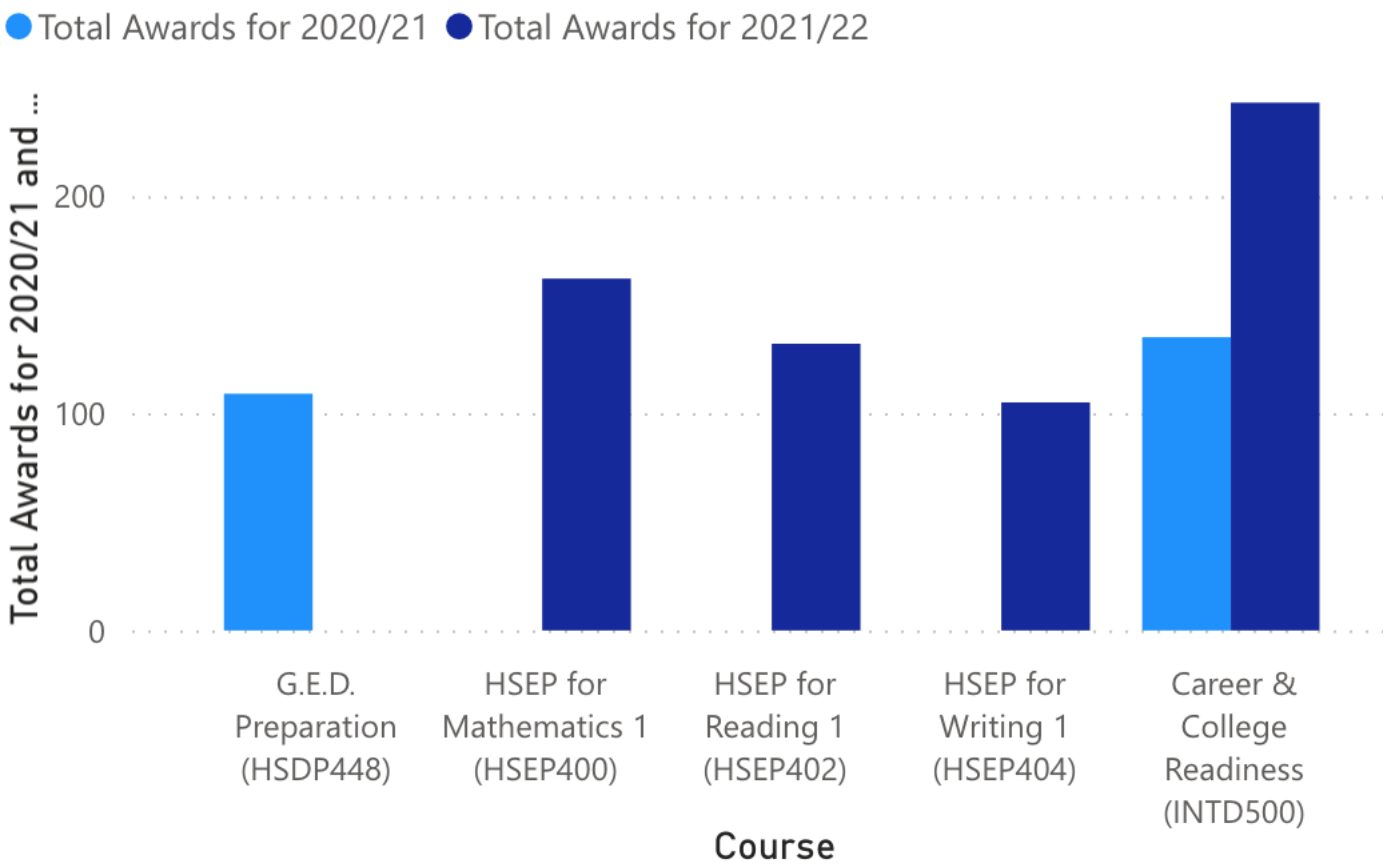
BY PROGRAM

HSEP1, HSEP2, and Introduction to Career and College Readiness, among others, had the most significant increase among Certificate Awards by Program.



BY Course

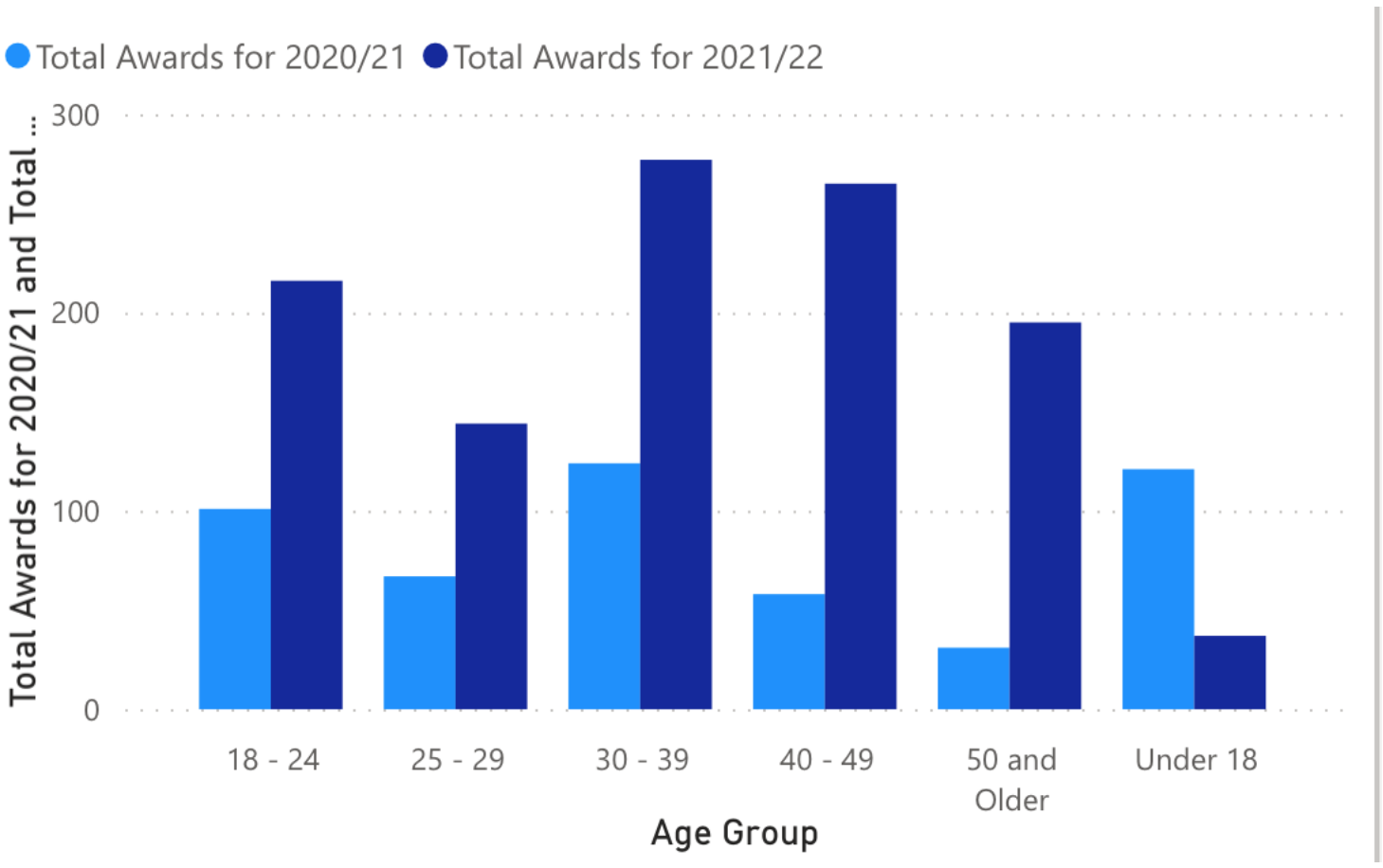
HSEP for Mathematics 1 (HSEP400), HSEP for Reading 1 (HSEP402), and Career & College Readiness (INTD500), among others, had the most significant increase among Awards by Course



Since the addition of three new Certificate Programs (HSEP1, HSEP2, and Introduction to Career and College Readiness), we have seen a significant increase in the number of awards for our program. This is welcomed news, particularly with respect to our Equivalency Program. Prior to the development of Certificate programs HSEP level 1 and HSEP level 2, it was challenging to quantify the great work that faculty was doing in preparing students to take their Equivalency Exams. Previously, there was difficulty getting completions in the GED program recorded properly at the district and the numbers often did not align with state data. Now that we have state-approved certificates we are able to quantify the number of students that are completing level 1 and moving to level 2 and/or those students who complete level two and wish to take their exams to earn their High School Equivalency.

Most Significant Change by Age Group

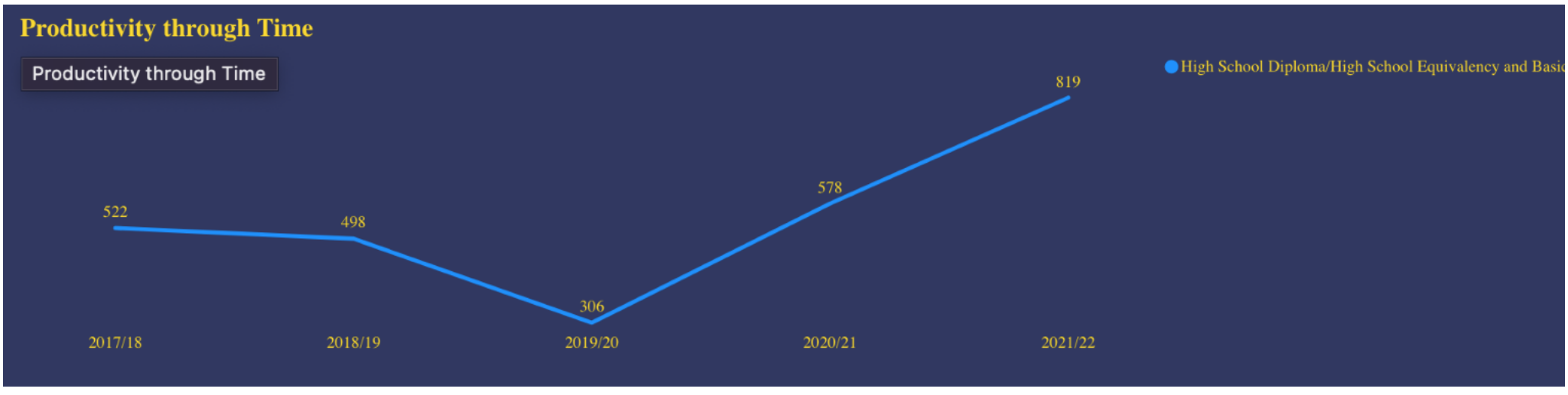
'40 - 49', '50 and Older', and '30 - 39', among others, had the most significant increase among Age Group.



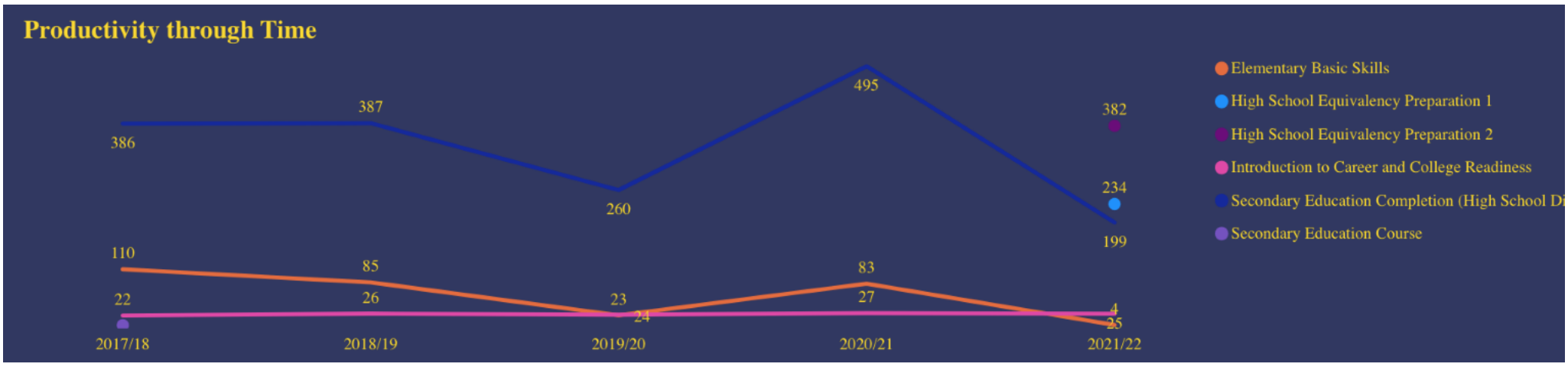
As discussed earlier, the largest student age groups we serve are 18-24 and 30-39 years of age. This data is interesting because it shows an emerging and significant trend of older students having higher completion rates. This could be due to the students that are enrolling in the Introduction to Career and College Readiness certificate program. This certificate program serves, as the "college" requirement for High School Diploma under the Joint Diploma, Option 2 plan we share with San Diego Unified School District, it is a requirement for San Diego Promise Students, Apprenticeship Readiness Program, and it is a part of three certificate programs (Introduction to Hospitality Careers, Introduction to Childcare Careers, and Introduction to Career and College Readiness). Many of the programs attract older students who are looking to change or start new careers. These numbers could also be coming from students looking to get their High School Equivalency.

d. FTES by Discipline and class mode (online/on-campus):

FTES Overall

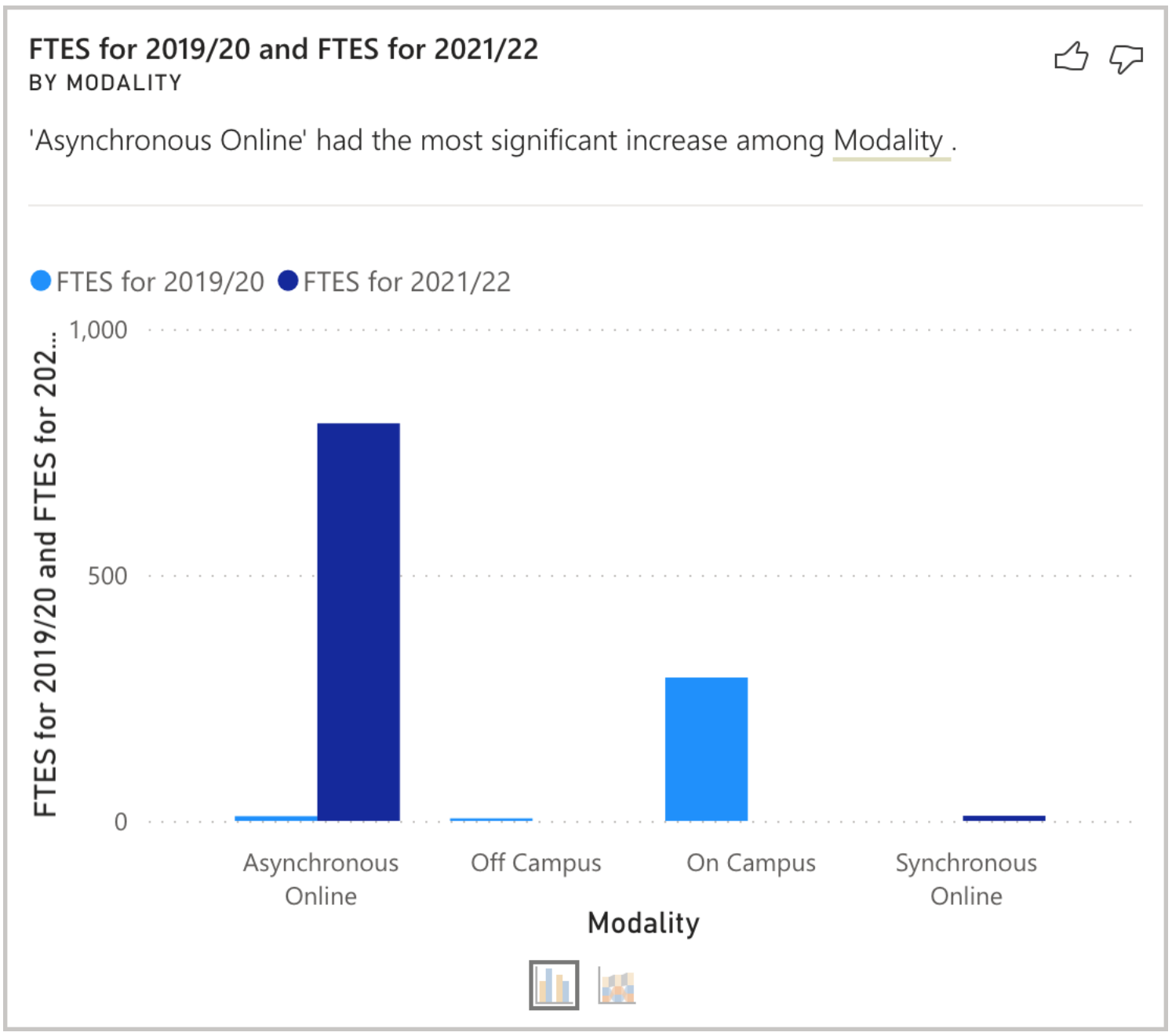


FTES By Program

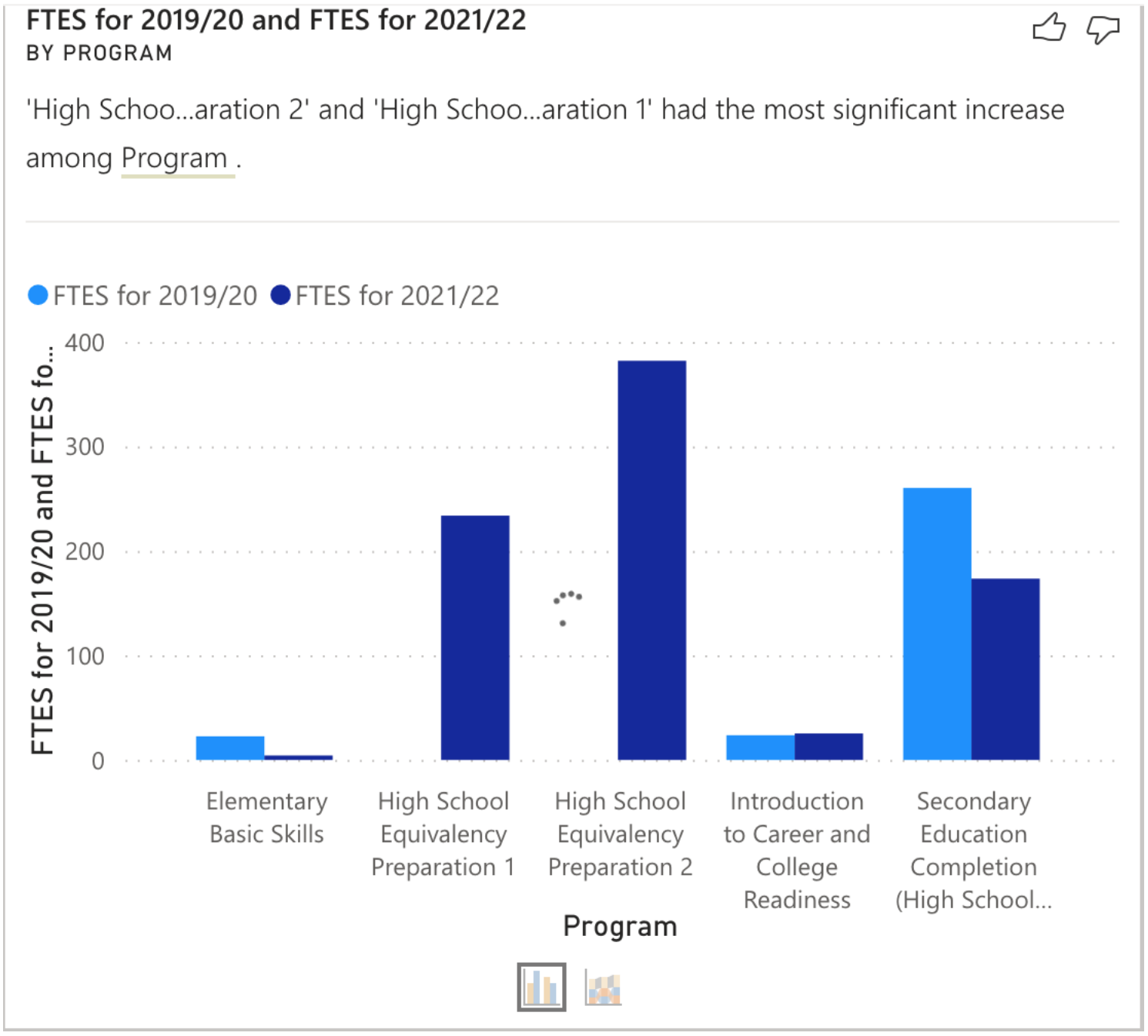


FTES is steadily increasing in our program. This is largely due to our two new certificate programs, HSEP 1 and HSEP 2.

FTES By Modality

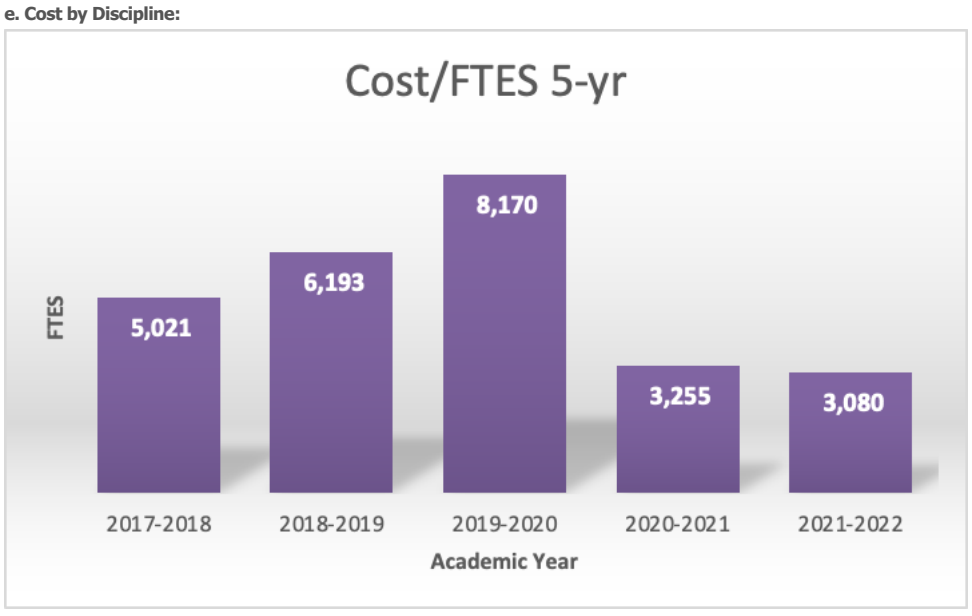


Most of our courses are offered in the asynchronous online modality with the exception of INTD 500.

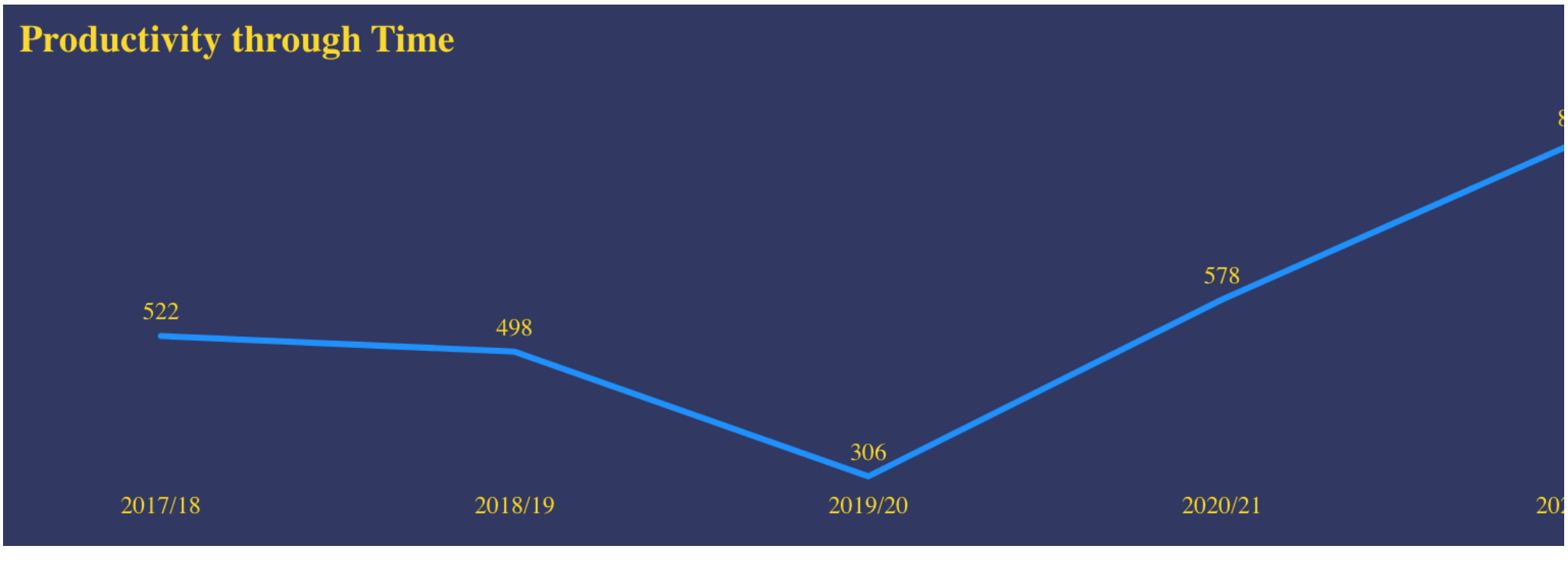


Our FTES is acquired primarily through the High School Equivalency (75%) and High School Diploma (24%), programs for 2021/22. Significant changes have taken place in Basic Skills with a phasing out of lower-level courses with the primary exception of Pre-VABE a pre-vocational course that is partnered with Automotive to assist students who have deficits in basic skills. County data indicates that there is a large population of individuals who need these lower-level courses, however, online course offerings may not be the best option for that population. Other Basic Skills courses may be offered in the future as needed and may have to take place in person. The lack of digital literacy skills by many of our students has impacted nearly every department within SDCCE, our Basic Skills program was hit particularly hard when all of our classes transitioned to the online format, low digital literacy coupled with the overall low literacy levels equated to low enrollment and few options in this area. Future solutions are discussed elsewhere in this document.

e. Cost by Discipline:



FTES 5-yr (Academic)



We were able to lower our cost per FTES in the last two years due to several factors. 1) Online/Remote instruction using the census attendance counting method versus positive attendance that is used for in-person courses. Census-based accounting maximizes student FTES. 2) We lost some faculty and staff, due to retirements, and lack of assignments, these faculty and staff changes resulted in reduced costs. 3) Much of the nation was just reopening, and onsite professional development attendance at national conferences was very low, leading to reduces expenses related to PD. However, some conferences were held virtually at no-cost. 4) Our campuses were run with minimal faculty and student presence. This resulted in reduced spending on classroom-related supplies. 5) Faculty have been working hard to maintain class sizes which positively impacts productivity. Overall, despite reductions in enrollment, the increase in FTES due to census-based accounting and reduction in staffing and supply spending offset departmental costs in the last couple of years.

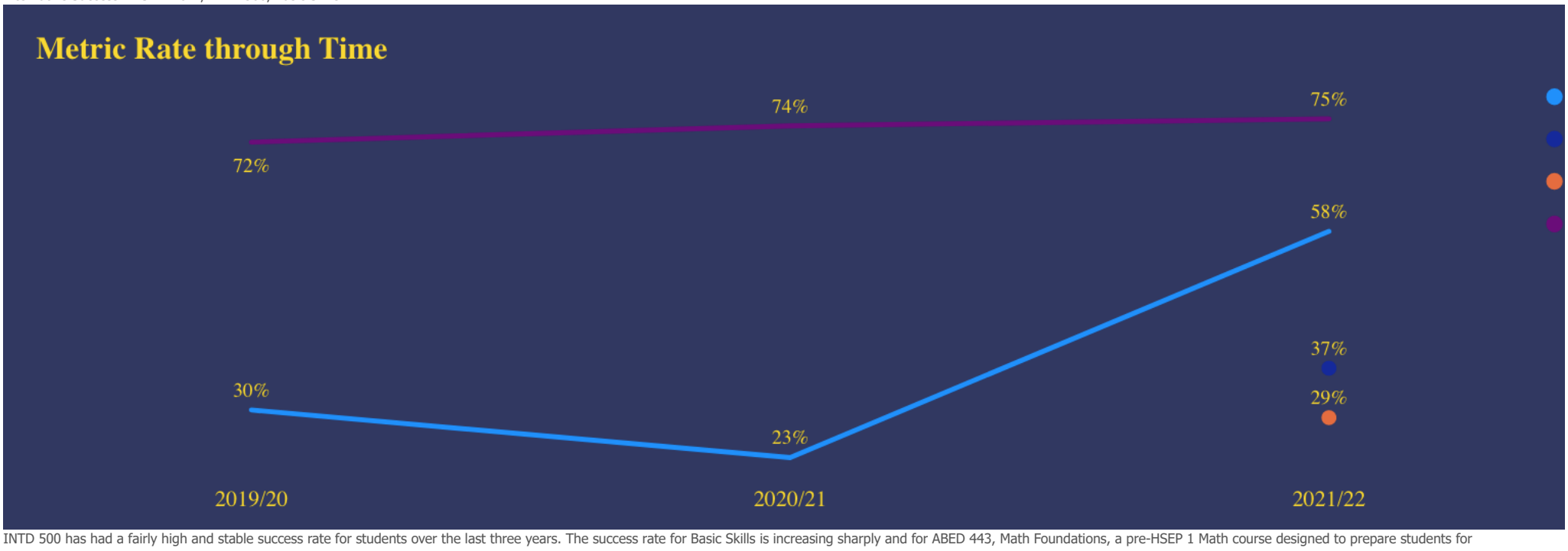
f. Course Completion by Discipline (Retention and Success) :

Success - High School Diploma

Program	Secondary Education Completion (High School Diploma)			
Academic Year	Success Rate	Metric Value	Metric Total	Note1
2019/20	51%	1,951	3,863	Success Rate is th sum of all enrolle
2020/21	58%	1,518	2,595	Success Rate is th sum of all enrolle
2021/22	56%	687	1,228	Success Rate is th sum of all enrolle

The Accelerated High School Diploma program has had relatively stable success rates over the past three years. The faculty is currently working on marketing strategies to grow the program which anticipate will result in an increased success rate.

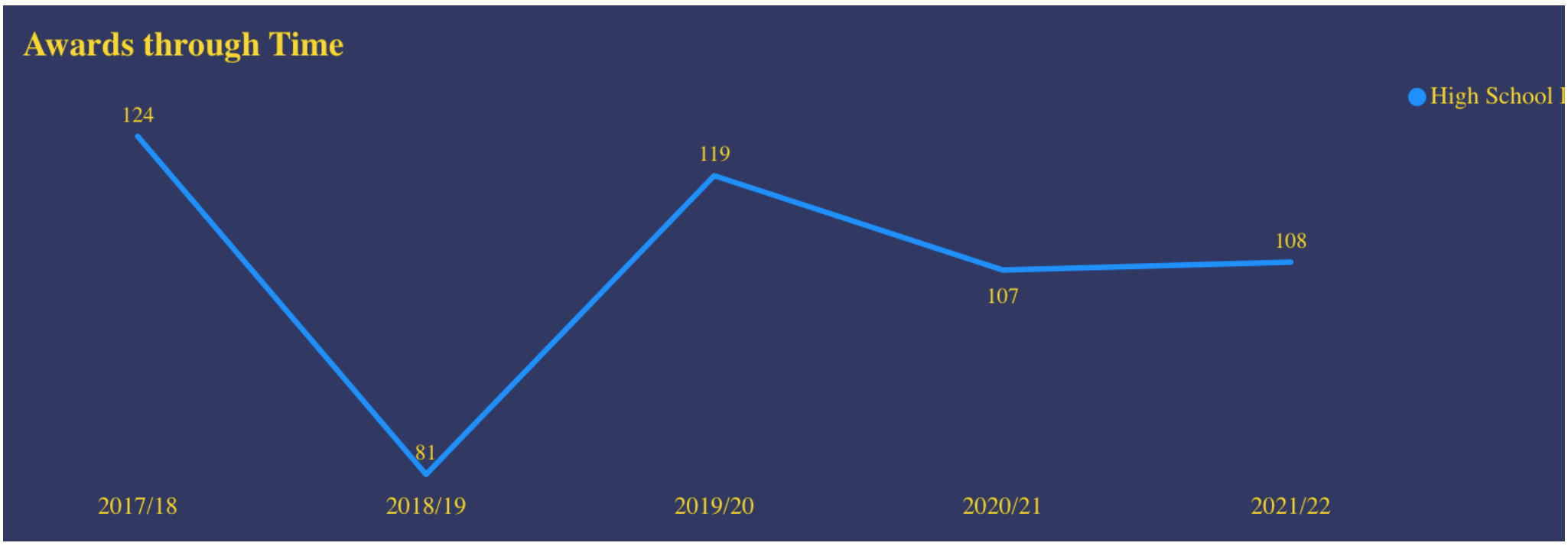
Alternative Success - HSEP 1 & 2, INTD 500, Basic Skills



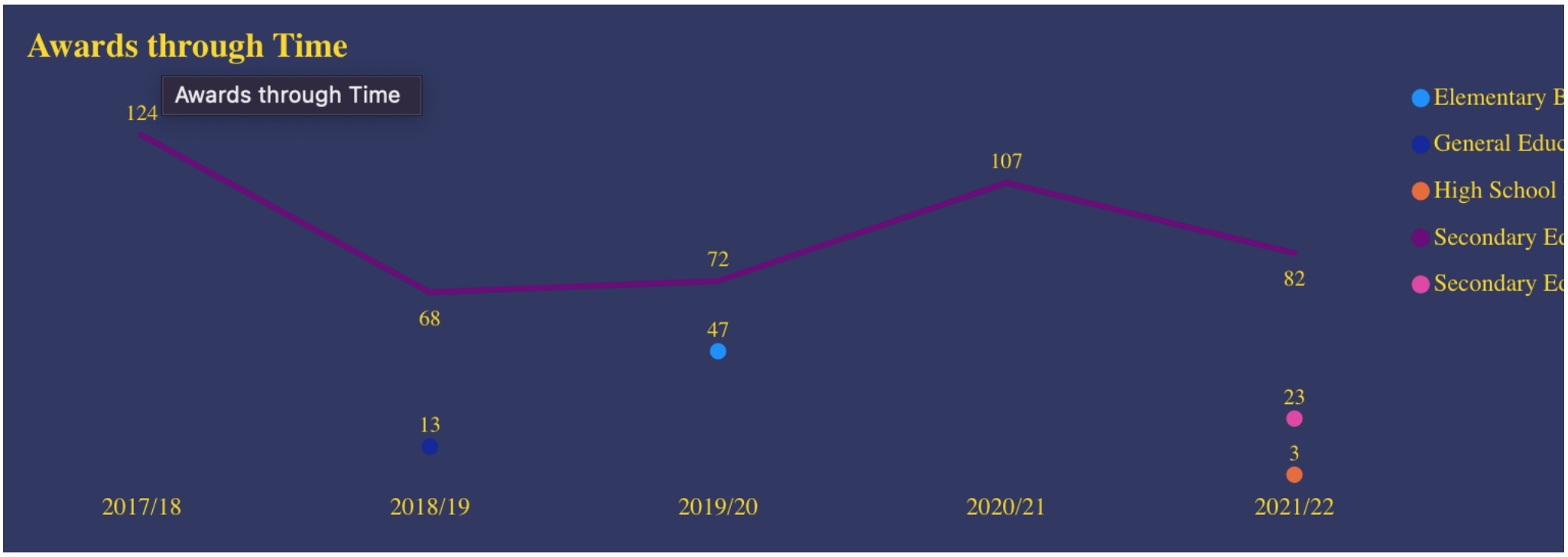
INTD 500 has had a fairly high and stable success rate for students over the last three years. The success rate for Basic Skills is increasing sharply and for ABED 443, Math Foundations, a pre-HSEP 1 Math course designed to prepare students for entry-level HSEP 1 Math course work. It is not clear why completions for HSEP courses are low. Are students retaking courses if they are not ready to move to the next level or are they hindered because of the long waitlists? These questions need to be investigated further.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

Program Awards by Program



Program Awards by Program

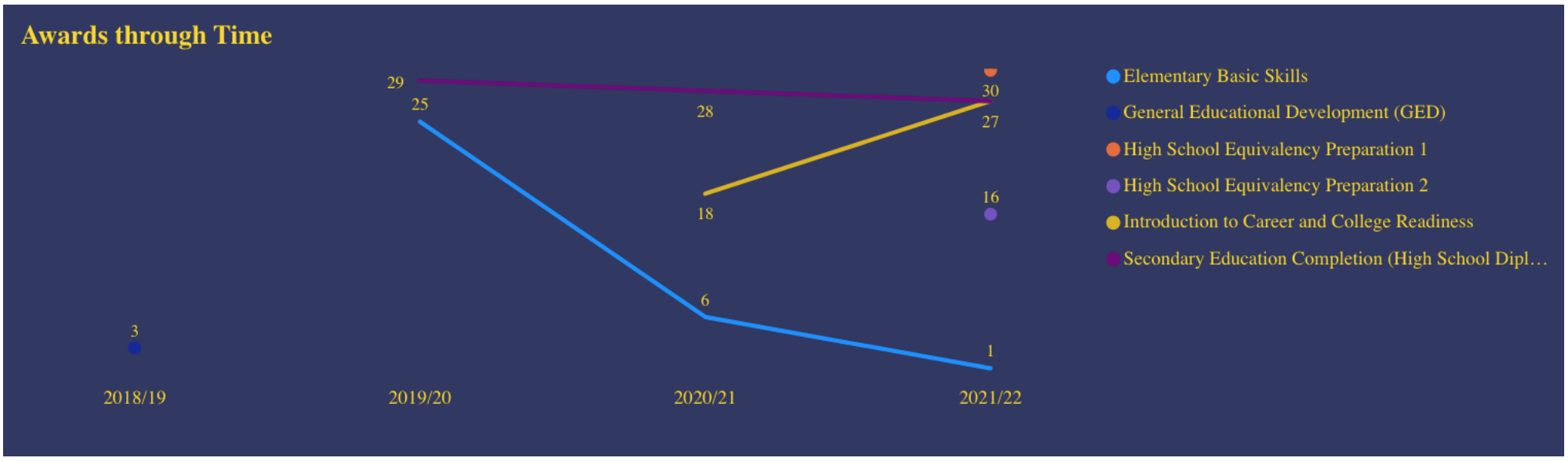


Our Program completion rates are approaching pre-COVID rates, and are expected to surpass previous rates of completion due to increased access to our programs and the development of new certificate programs.

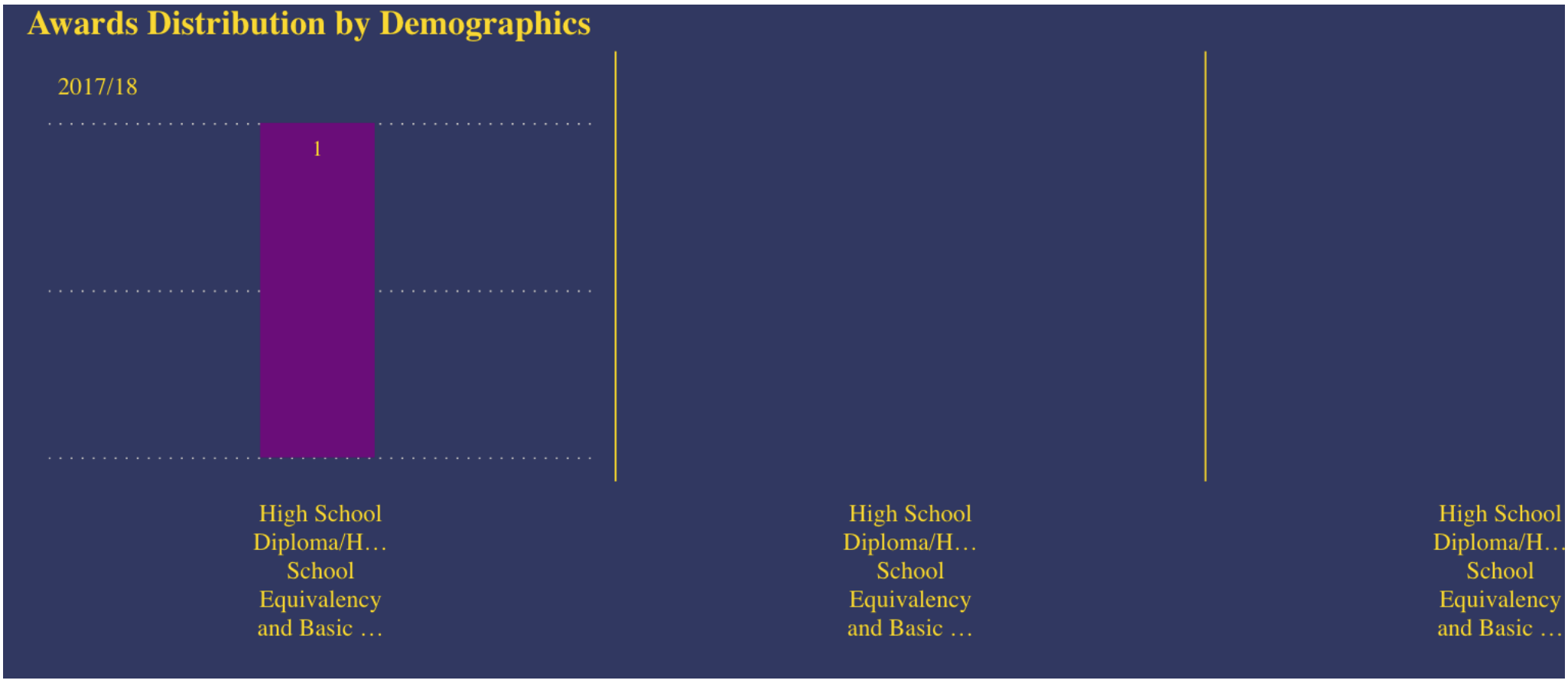
African American

Ethnicity Academic Year	African American Program Awards	Awards Percentage
2019/20		
High School Diploma/High School Equivalency and Basic Skills	10	8%
2020/21		
High School Diploma/High School Equivalency and Basic Skills	2	2%
2021/22		
High School Diploma/High School Equivalency and Basic Skills	6	6%

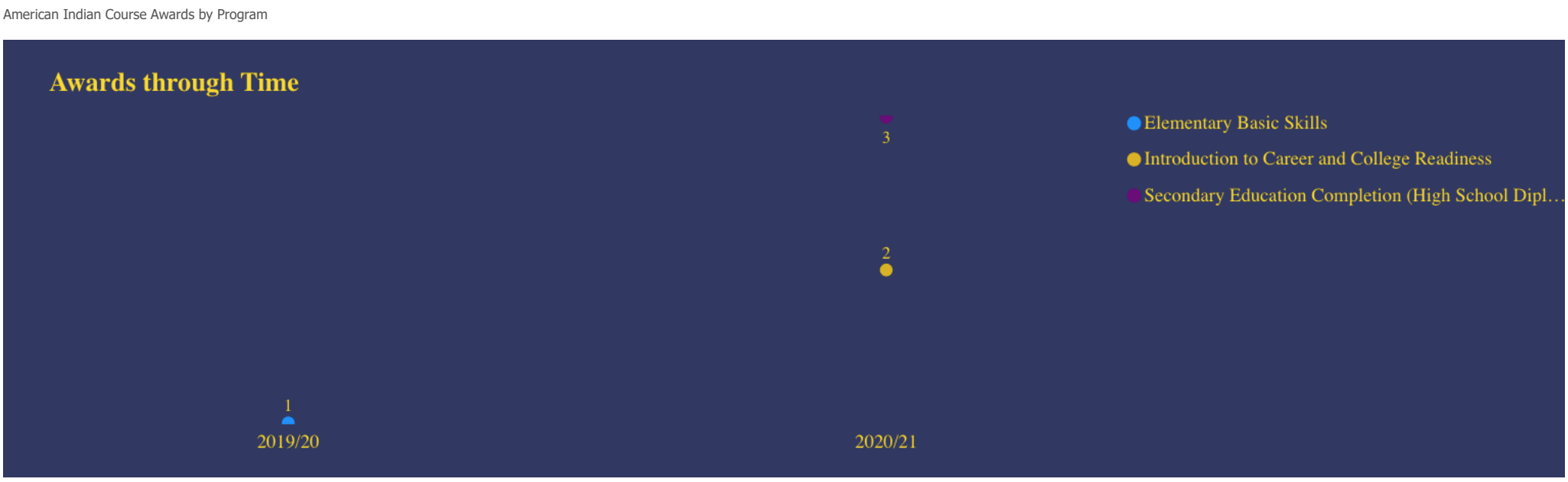
African American Course Awards by Program



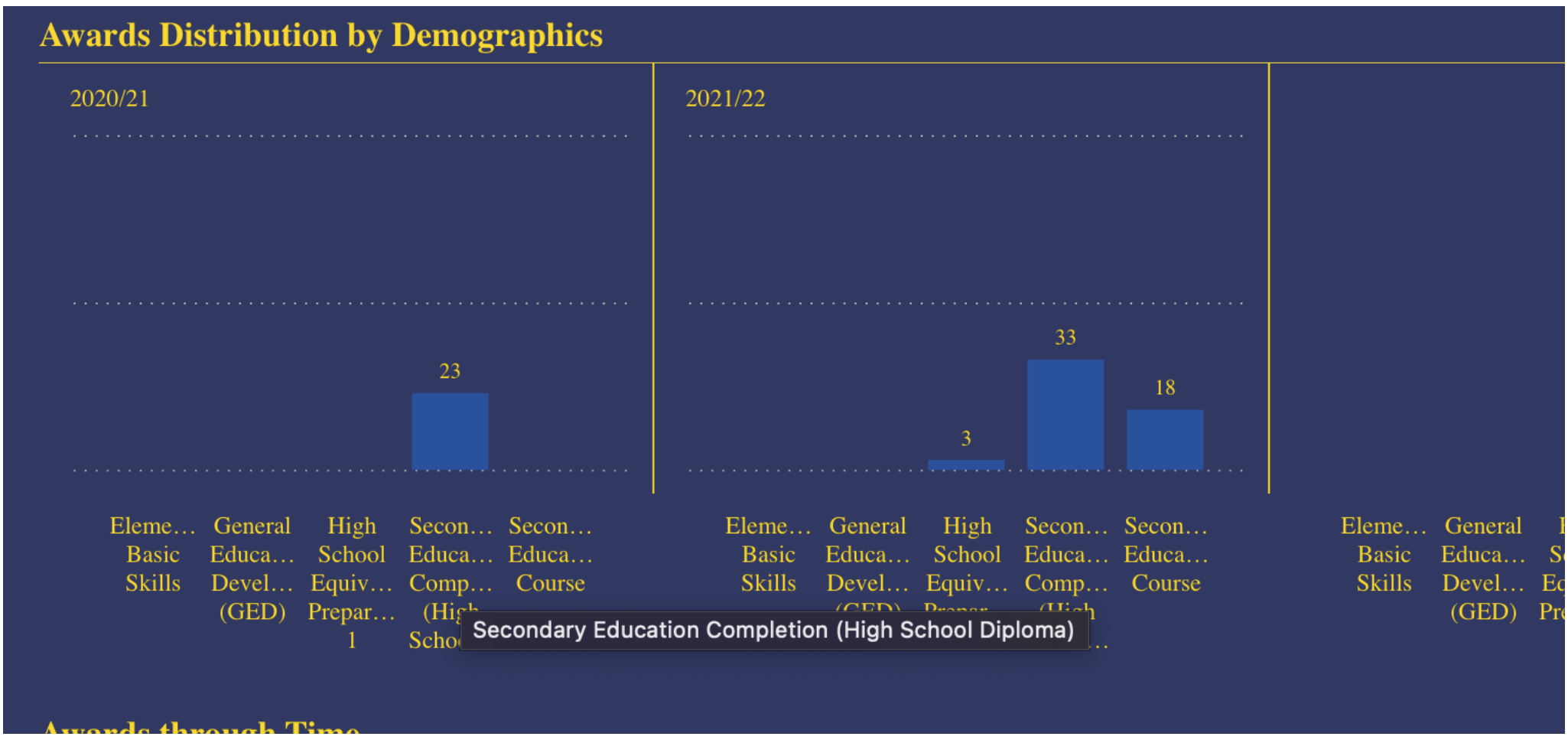
American Indian



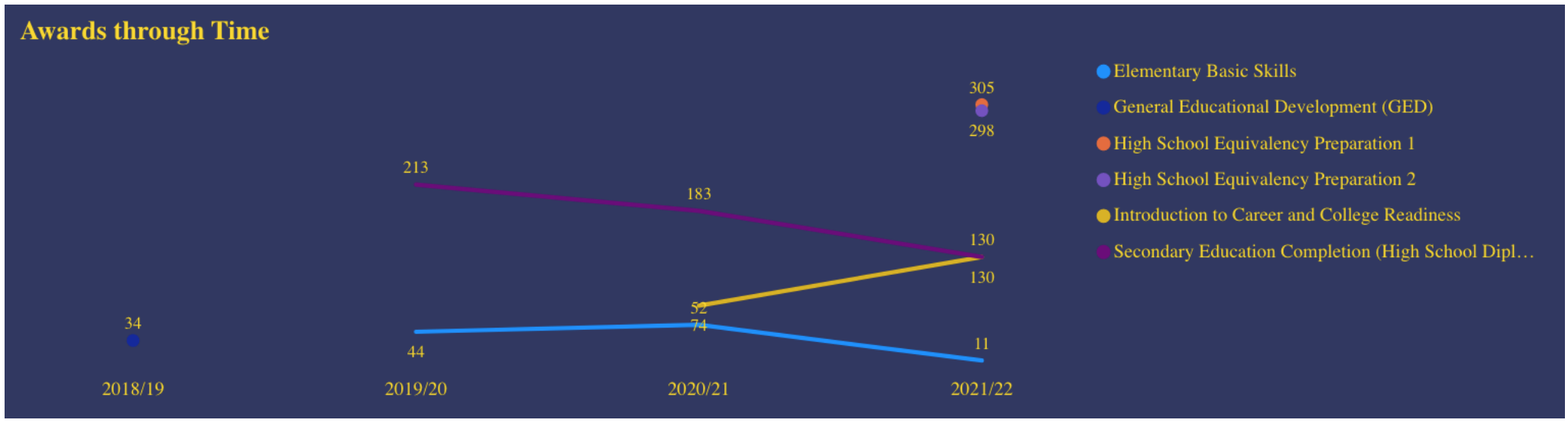
American Indian Course Awards by Program



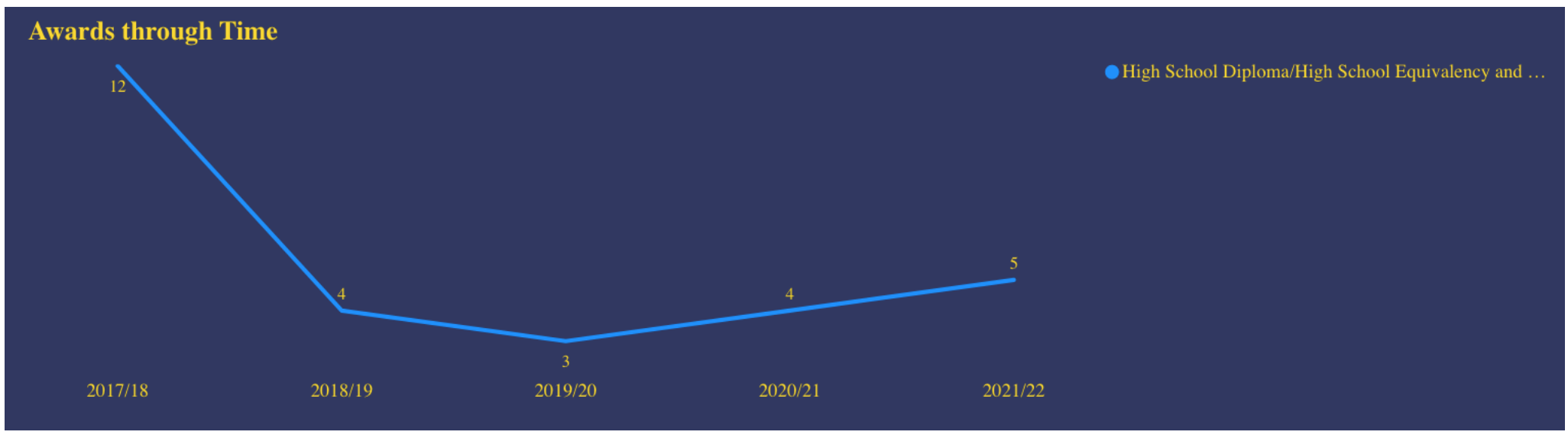
Latino



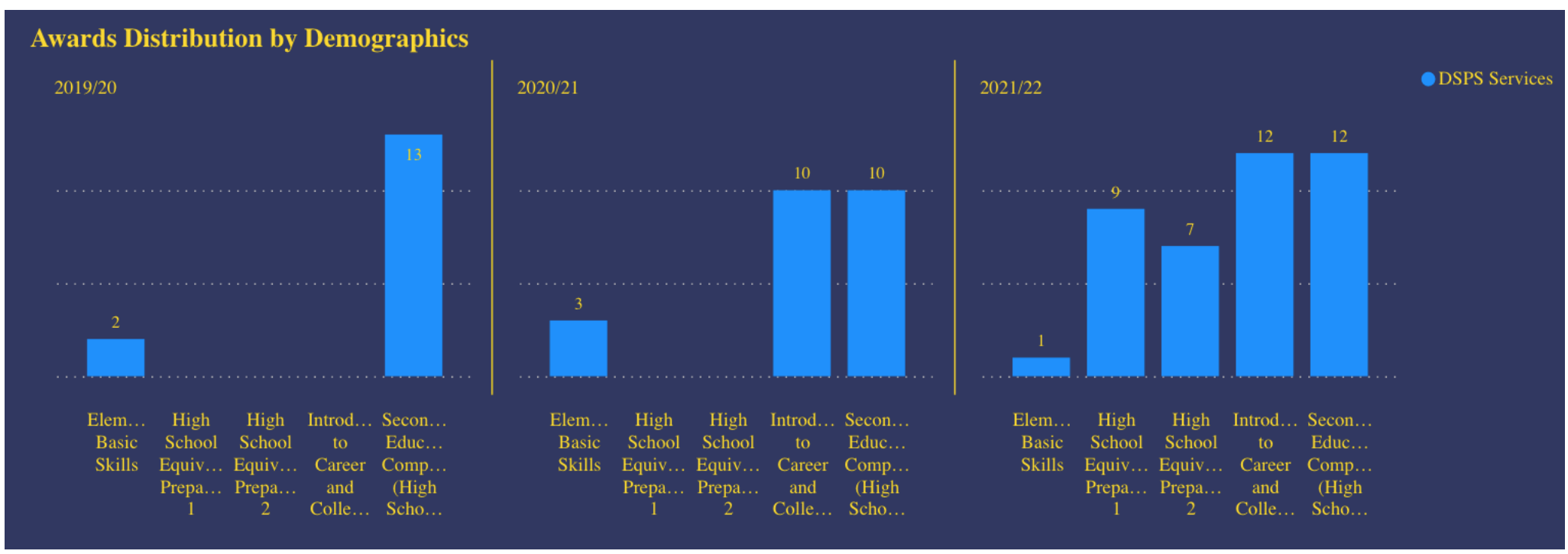
Latino Course Awards by Program



DSPS



DSPS Services Course Awards by Program



Our program completion data for traditionally underserved populations is discouraging for African Americans, American Indians, and students with disabilities. More work has to be done to ensure that students from these ethnicities understand that we support their goals and that there is space for them at our institution and in the High School Diploma/High School Equivalency/Basic Skills Program. Despite this discouraging data, we are very excited that our Latino students are persisting, that they are retained, and that they are completing in our programs.

2. What are some strategies your department has or will implement to improve student access to your program?:

Currently, we have 95% of our faculty Canvas-certified and 100% of our courses online most offered in an asynchronous format with optional lectures/study groups and one-on-one meetings throughout the week. Previously, some in-person classes were only offered at certain campuses at specific times. For students that have transportation challenges, work, or are caregivers the location or class time was a barrier that was very difficult for them to overcome. Since going online, many students, teachers from San Diego Unified Adult Education, and CE counselors have commented that online access to our courses has made it possible for students to return to school and complete their diplomas and certificates with a flexibility that we did not have previously. One faculty provided this anecdotal observation about a student, who dropped the course three times while on campus but is now able to complete because of the online access and the flexibility.

To support student success, particularly those individuals who desire to take multiple classes at the same time, faculty in each program have collaborated and developed a matrix that displays non-overlapping zoom times for all current and ongoing courses in a particular program, delivering day and evening optional lectures to make sure that student needs are being met. Doing this has allowed students to take up to three courses at the same time in our High School Equivalency Preparation Program (HSEP) without concern about missing optional lectures or study groups and thereby reaching their goals sooner.
Our program is also offering High School Equivalency Preparation (HSEP) in both English and Spanish. Prior to Summer 2021, our High School Equivalency program was divided into GED Mathematics and GED Prep (4-subjects: Math, English Language Arts, Science, Social Studies). Students can either choose to take GED math if that is all that is needed, or they can take GED Prep regardless of whether they needed one or all subject areas to pass a GED exam for upwards of 18 weeks. This was an internal barrier that could lead to student frustration due to the length of time to completion and minimal entry points. Faculty have worked diligently to develop new curriculum to address this, with our newly state-approved HSEP Certificate Programs, HSEP1, and HSEP2. The implementation of this new certificate program, offered in both English and Spanish, in an online format, improves student access by allowing students to take only what they need, courses are short-term (9 weeks), online flexibility, and competency-based, to help students know when they are ready to move to level 2 (HSEP2) or take their exams.

Faculty that teach High School Equivalency (HSE) in Spanish have taken it upon themselves to actively recruit students to the program by creating flyers, speaking at various community points of contact (grocery stores, churches, community events), and "word of mouth". Their efforts have contributed to our HSE program accounting for 68% of our total enrollments.

We are hopeful that marketing strategies will be developed to specifically target the population of potential students that need our services, highlighting the diversity and complex issues our High School Diploma/High School Equivalency/Basic Skills student population faces and how we can partner with them to reach their goals. For example, since much of the decline in District enrollment may be partially due to increased employment opportunities for potential students, it may be possible to identify where some demographic groups are finding employment and reaching out to employers with information about how these employees can continue working a job and at the same time complete their HSE or High School Diploma credits. We look to strengthen our partnership with Reading San Diego and San Diego Council for Literacy to either develop a student pipeline into our program or investigate ways to support our low-level literacy students while helping them learn the digital literacy skills needed to survive and thrive in the world today. Bridging the digital divide for such students will not only support their academic goals but give students confidence and the skills to obtain gainful employment, and handle personal business that requires computer knowledge.

Another way we support student success and access is by adding qualified faculty and staff (NANCE employees/ Contract IA's to replace retirees), we have added one adjunct faculty to join the HSEP program that is taught in English and interviewed and selected a new contract faculty member for the HSEP program that is taught in Spanish. Additionally, one contract faculty was transferred from the Accelerated High School Diploma program to provide instruction and support in the HSEP program.

The Accelerated High School Diploma Program (AHSP) faculty are now looking to grow the AHSP and are meeting to discuss marketing strategies like and in addition to what is being done within our High School Equivalency program.

The Accelerated High School Program and High School Equivalency worked extremely hard to develop enrollment processes to smoothly transition students from one class to the other and from the counselor to the classroom. This was an arduous task, but faculty leadership in the AHSP used lessons learned in AHSP to train two new HSE coordinators (Spanish HSEP and English HSEP) in coordinating with counseling, student support services, and faculty to ensure that we don't lose students simply because they can't get enrolled. We are equally excited about the work that is being done under the leadership of the new Vice President of Support Services and enrollment management over the last year. We eagerly look forward to the development of enrollment systems that contain consistent student-friendly attributes while providing departmental-specific elements that escort the student step-by-step toward enrollment in the programs of their choosing.

As a program, we are very encouraged. We have waitlists in both the Accelerated High School Diploma and High School Equivalency (HSE) programs for our online course offerings. HSE often has waitlist numbers in the triple digits for several courses in each offering cycle. This is exciting and definitely warrants the hiring of more faculty. To plan for Fall 2022, we queried our current students in spring 2022 to determine what modality would best meet student needs, 67% of our students requested to remain fully online (see graphs below under question #5) This is great, however, the reality is we don't know how many students don't have access because online classes ARE a barrier for them. Going forward we may have to consider offering hybrid or HyFlex courses to meet those needs. Another option would be to offer tutoring at an on-campus tutoring center for those students that need to interact with a physical person, but may not have the flexibility to commit to 6- or 9- weeks in an in-person class.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

Faculty in the High School Diploma/ High School Equivalency/ Basic Skills department are very much aware that creating a nurturing and cooperative community of learners is fundamental to everything that is involved in our classrooms, virtual or in-person. CE and the district have become increasingly more aware of the challenges traditionally underrepresented groups face and are actively promoting professional development opportunities such as lectures, workshops, and other activities to raise awareness and develop a response to support all of our students with an emphasis on special populations. One idea that many of our faculty have rallied behind is the idea of "belongingness" and creating space for students to build a learning community. In order to develop belongingness in our classrooms there must be mutual trust, safety, understanding, empathy, and transparency. Some of the ways we are doing this is by:

- Equitizing syllabi and ensuring our canvas shells are welcoming in language, content, and appearance by utilizing images, course content and materials that represent diverse backgrounds.
- Presenting content, feedback, and comments in various ways to support students who need different learning modalities to be successful.
- Offering multiple opportunities for students to correct and resubmit for greater learning.
- Offer High School Equivalency in both English and Spanish
- Provided equipment such as laptops and hotspots to students during the early stages of the pandemic to assist them with meeting their academic goals
- Text Book pick-ups
- ePubs in English and Spanish
- Referrals and notices for resources (Job postings, DSPS, Mental Health Services, Food and shelter, financial assistance)
- Developing a point person for AHSP student support
- Strong connections with DSPS, the Accelerated High School Program (AHSP) has forged an ongoing relationship with DSPS where Resource Specialists regularly work with AHSP students. This same relationship is being fostered for our new HSEP certificate program for both English and Spanish. One challenge is the need for DSPS services in Spanish. DSPS is a relatively small program and does not have a dedicated resource specialist that can support our Spanish-speaking population.
- Offering the flexibility of online courses, this option is very important for students needing to work or are caregivers but still want to pursue their diploma or High School Equivalency.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Creating a positive, welcoming, and open learning environment is key for many students, especially in an online format. It is also important to consider the emotional, physical, and financial toll that the local and national uncertainty is having on individuals.

Departmental

Offering 9 ICOM courses
HSEP (Level 1 and Level 2), first offered Summer '21
Reading 1 and Reading 2
Mathematics 1 and Mathematics 2
Writing 1 and Writing 2
Science
Social Studies
Career and College Readiness, first offered Fall '20

- All courses are offered online including courses from the Accelerated High School Program, with and without set meeting times.
- Developing streamlined and standardized enrollment (in collaboration with Support Services) and instructional processes across our department's programs.
- Faculty engage in student study groups, one-on-one meetings, and optional lectures
- Google sheets that can be accessed by both faculty and counseling identifying at-risk students 'at a glance' for counseling staff intervention.
- Strengthening peer-peer interactions, increasing classroom community & inclusivity (discussion boards, breakout rooms, small group meetings via synchronous meeting opportunities).
- Development of a Tutoring center
- Cross-program training of IA's/Tutors/ Project Assistants

High School Equivalency

Given the nature of current distance learning, some High School Equivalency students are more concerned with test-taking skills and strategies as opposed to content. Students now have more options for programs in institutions that offer these types of courses. There appears to be a need to explore deeply what students want versus what we as educators believe they need to be successful while opening more doors of opportunity after they leave our institution. This discussion is evolving and this year we anticipate solid student-benefitting changes to the curriculum and course content.

- Courses are content-specific to each of the 5 subject areas on the High School Equivalency (HiSET/GED), allowing students flexibility in their path selection. Students can earn certificates for completion of our High School Equivalency Certificate Levels 1 and Level 2 or take the specific content area needed to pass a specific exam.
- Providing an opportunity to take short-term accelerated discipline-specific courses to achieve students' academic goals:
  - High School Equivalency Prep, 9-week classes

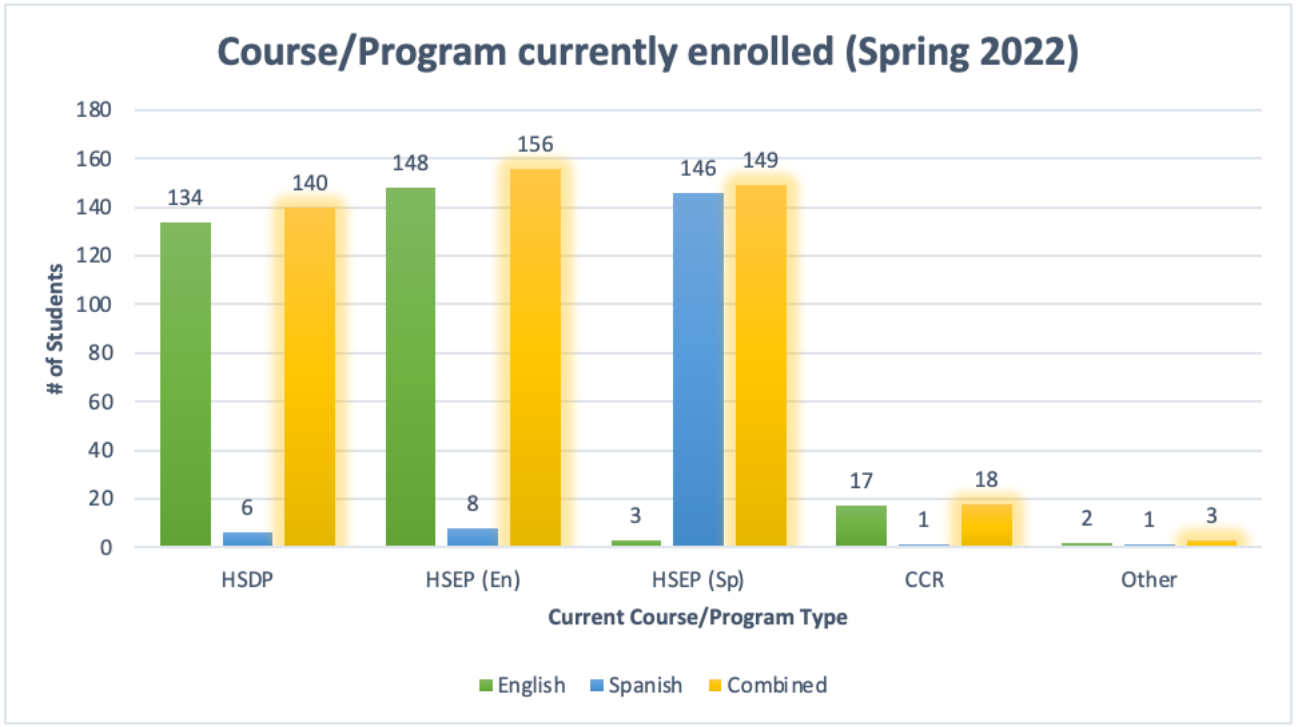
Accelerated High School Diploma (AHSP)

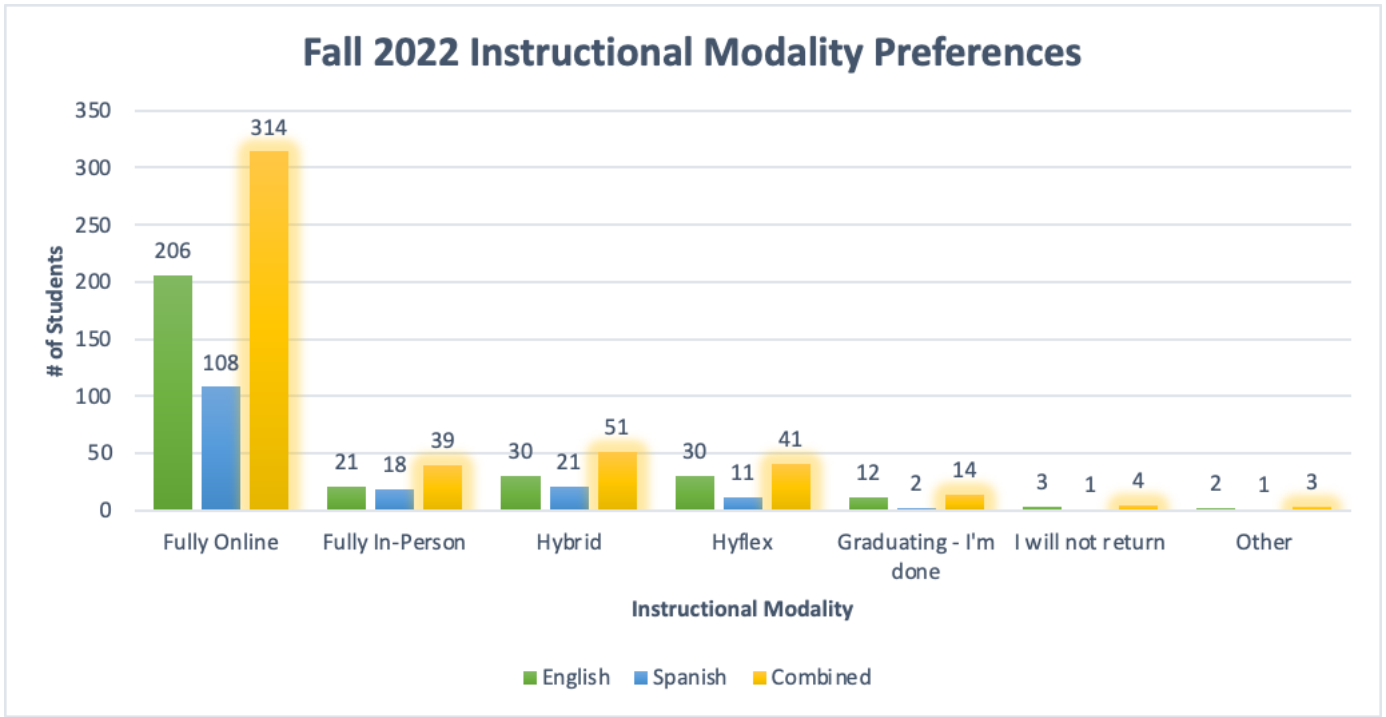
- Facilitating regular student check-ins and following up with at-risk students.
- Understanding that we serve adult learners and offering extensions with reasonable deadlines to accommodate them as needed.
- AHSP Mid and end-course surveys to determine if there are any gaps in student learning due to the curriculum/lesson plan that can be corrected and mitigated before the end of the course. End surveys inform faculty of the overall student experience and offer insight from the student's perspective.
- New Student Information Session, specific for students new to the program and online education.
- Welcome Videos and Welcome Sessions establish a connection between faculty and student, as well as discusses student and faculty expectations to ensure a successful class.
- Providing an opportunity to take short-term accelerated discipline-specific courses to achieve students' academic goals:
  - Accelerated High School Program, 6-week classes

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Our data is showing great growth in our HSEP certificate programs and the need to accommodate that growth with additional faculty (contract and adjunct). There is also a need for marketing strategies that are supportive, relevant and welcoming to potential students of diverse backgrounds.

It is difficult to ascertain what unenrolled students need. Unenrolled and non-registered students are less likely to respond to the usual data-gathering methods at our disposal. In looking toward Fall enrollment the leadership designed a short survey in the Spring of 2022 to administer to our currently enrolled students. Students enrolled in Spring courses were asked a series of simple questions ranging from *what course/program type are currently enrolled in*, *what instructional modalities would best serve their needs for Fall 2022*, for those who want to be on campus *in any capacity*, *what campus*, and *do they prefer day or evening courses*. Since we have a large proportion of students that speak Spanish in our program, students were allowed to choose if they wanted to take the survey in Spanish or English. A total of 466 students responded in their language of choice once. The data is presented according to the student's language of choice, however, the combined data for the department is also shown in yellow. As discussed above, this data does not tell us anything about the students we do not have in our program, but it does indicate there is a preference amongst current students for online instruction. Follow-up surveys can address how online instruction has or has not supported their student goals as well as what other supports are needed to help students in online courses.





There is a lot of work to be done in our department to meet the student need. The amount of effort should be compensated. We have many adjuncts that have great ideas to sustainably grow our program's enrollment numbers as well as develop rigorous and relevant curriculum, content, and support programs, however, space and/or compensation should be made available to do this work.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

Our leadership team, which includes our contract faculty and 1 adjunct that serves as a coordinator, to the data coaching sessions for the new Power BI Data Dashboard. A Microsoft Teams folder was made to house the program review documents and updates, and to facilitate communication between the leadership team with regard to the Program Review.

7. Include your program's mission statement(s)::

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

8. Provide a brief summary statement for your program.:

The High School Diploma/High School Equivalency/Basic Skills Program offers students multiple pathways to obtain a high school diploma or the skills required to receive a high school equivalency certificate from the State of California in a flexible online format. Students requiring remediation in reading, spelling, communication, math, writing, and critical thinking can be supported in the Level 1 High School Equivalency Preparation (HSEP) certificate program.

The adult Basic Education (ABE) program provides instruction in basic reading, writing, and math. ABE is designed to serve native English speakers with limited literacy or math skills (below 7th -grade level), English as a Second Language (ESL) transition students, concurrently enrolled high school diploma students, and concurrently enrolled Career and Technical Education (CTE) students. Students may be placed by counselor referral into ABE courses for remediation before transferring into GED/HSE or HSDP programs. ABE faculty utilize research-based teaching methodology to develop critical reading, math, writing, thinking, and problem-solving skills; using individual, small-group, and whole-group instructional platforms.

The High School Equivalency Preparation (HSEP) Certificate Program is offered in both Spanish and English, online, at two levels, and is designed to prepare students to pass the five High School Equivalency (HSE) or General Education Development (GED) exams. Students develop the skills and knowledge base necessary to take and pass the High School Equivalency Test (HiSET) or GED exams in the subject areas of Writing and Language Arts, Social Studies, Mathematics, Science, and Reading. Students who successfully pass HiSET or GED exams open the door to opportunity, they qualify for employment, advancement, and matriculation into CTE, 2-yr and 4-yr colleges.

The Accelerated High School Program (AHSP) is a flexible online program designed to deliver subject-based content to cohorts of adult secondary students in six weeks of engaging, asynchronous instruction. Key tenets of the Accelerated High School model include rigorous research-based college prep curricula, managed attendance, digital literacy, reflective practices, and social justice emphasis. Now in its 7th year, the program has seen a transformative shift in school culture amongst the highly diverse student populations we serve. Since its inception, there have been significant gains in student outcomes, specifically with regard to persistence and retention. An intentional focus on social justice, equity, and inclusivity issues throughout the curricula has resulted in more engaging student experiences and community building within the classroom, contributing to increased student retention.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

This past year, beginning Summer 2021, our program rolled out 5 new certificate programs. Two High School Equivalency Certificate Programs (HSEP1 and HSEP2) and three Workforce Prep Certificate Programs are the first of their kind for our institution: Introduction to Hospitality and Careers, Introduction to Childcare and Careers, and Introduction to Career and College Readiness. As discussed throughout the Program Review, these new certificate programs, Primarily HSEP1 and HSEP2 have contributed to increased student enrollment, completions, and waitlists. The workforce prep certificates are still a work in process that requires ample and strategic marketing and close coordination between the various departments and the counselors that support them.

HSEP1 Certificate Program

HSEP Math 1

HSEP Reading 1

HSEP Writing 1

HSEP2 Certificate Program

HSEP Math 2

HSEP Reading 2

HSEP Writing 2

HSEP Science

HSEP Social Science

Introduction to Hospitality Industry

- FDNT 501 Intro to Hospitality Careers

- INTD 500 Career and College Readiness

Introduction to Career and College Readiness

- INTD 500 Career and College Readiness
- INTD 501 Career Development

Introduction to Child Care Careers Certificate

- INTD 500 Career and College Readiness
- HMDV 575A Foundations of Childcare

10. Highlight your department's most significant accomplishments this past year.:
This past year, beginning Summer 2021, our program rolled out 5 new certificate programs. Two High School Equivalency Certificate Programs (HSEP1 and HSEP2) and three Workforce Prep Certificate Programs are the first of their kind for our institution and promote collaboration across and between CTE and the High School Diploma program: Introduction to Hospitality and Careers, Introduction to Childcare and Careers, and Introduction to Career and College Readiness.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:
HSEP 403 - Reading 2

Course Outcome #9

Determining the author's or speaker's purpose or viewpoint

Our High School Diploma (HSD) and High School Equivalency (HSE) programs have established a best practice by aligning grades with course competencies such that student grades are determined by student performance on course competency assessments that tie to course student learning outcomes. Using the Student Learning Outcome for HSEP 403 listed above faculty and students can easily track student progress and expectations are clear. Students know what the minimum score is to pass each competency and what is required to retake and pass the competency if needed. Additionally, if faculty notice that a large number of students are struggling with a particular competency they can revisit, revise and or supplement the course material to support student success in the course.

The results of the 2021-2022 SLO Assessment week indicate that 111 students participated, 88.3% Met or exceeded the SLO and 12.6% did not.

This is an encouraging SLO result, that indicates that many students are receiving the level and kind of instruction to sufficiently meet this SLO. For those students who are struggling to meet the SLO, instructors are forming study groups and one-on-ones. Faculty can also suggest DSPS support as well as integrate alternative teaching styles to complement the diverse types of learners we have. Our program is in the process of developing a tutoring network to support all of our students. We hope to partner with the Mesa Tutoring center.

12. What is your process for regularly reviewing curriculum?:
The Accelerated High School Program reviews the curriculum bi-annually as courses are offered. Currently, the High School Diploma/High School Equivalency/Basic Skills (HSD/HSE/BS) is in the process of developing a program-wide curriculum/(liquid/transparent)syllabi repository allowing us to review our curriculum making changes or updates as needed. We have also instituted an Equity workgroup to review our course outlines of record, syllabi, canvas shells, and other programmatic practices to ensure our department is inclusive, welcoming, and equitable.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :
Changing demographics drive reflection on culturally-relevant studies on social and global justice discussions. Science instruction revolves around research-based, hands-on/virtual demonstrations and student activities that fully immerse students in the discipline of study providing an important sense of relevancy to our adult learners in a format that is relatable and welcoming.

14. How is the program/department engaged in integrating new technology into the instructional program?:
Faculty are Online Certified and are teaching fully online courses, using the district's learning management system (LMS) Canvas. Faculty are constantly seeking ways to improve our students' online experience. Utilizing enhanced features in Zoom, DesignPlus, Studio, Screencast-o-matic, OER (Open Educational Resources), YouTube, and Aztec. Our faculty are enriching the online space making it more welcoming and easier to navigate.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:
We have instituted a Faculty-lead Equity workgroup to review our course outlines of record, syllabi, canvas shells, and other instructional practices to ensure our department is inclusive, welcoming, and equitable. This practice is also in alignment with institution-wide initiatives. Some of our faculty have attended professional development that supports equity-minded practices in the classroom over the last couple of years and have presented their findings at department meetings. Faculty have also attended the Faculty Institute to drill down on specific courses to understand how to best support student retention, success, and persistence for all students. Faculty regularly attend curriculum committee meetings where intense discussion is being held about how to infuse diversity, equity, and inclusion into the curriculum from the highest level, starting with curriculum development.

16. How is the program/department engaged in integrating new distance education instruction into the program?:
95% of our department is Online Certified. Many faculty are involved in professional development to support the continued delivery of distance education in the High School Diploma/High School Equivalency/Basic Skills department either as facilitators, mentors, coordinators, Distance Edcuation committee members. These individuals serve as support for both the department and the college. Our department additionally hosts meetings where faculty regularly showcase the Canvas shell for the course they are teaching, sharing best practices, online engagement ideas, and resources. The High School Diploma (HSD)/High School Equivalency (HSE)/Basic Skills (BS)department currently has 2 certificate programs and 9 courses (8 HSEP and 1 HSD) in ICOM Academy. The faculty that participated in the development of the 9 ICOM course engaged in critical pedagogy development from an online design perspective.

17. What methods of teacher-student contact (interaction) are utilized? :
The High School Diploma/High School Equivalency/Basic Skills department utilizes a variety of methods to interact with students in our current online environment: CANVAS, Zoom, Campus Solutions, email, and Google phone.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
Needed staffed Computer Resource Lab: our department and other SDCCE Programs urgently need additional appropriate and adequate technical support for faculty and students at one or all of the SDCCE campuses.

Similar to THE LOFTat Mesa College, students and faculty need onsite and in-person staff that can help in real-time with devices, course content/assignments, course design/development, and navigation of online courses.

Student and faculty comfort levels with online instruction and their digital literacy skills will improve significantly in an environment where they feel supported. The support services should be two-fold: to solve technical issues and as appropriate to show the user how to solve their technical problems.

Tutoring services to support all students - faculty or NANCE staffed (online and in-person)

Additional faculty, NANCE, and Contract IA's are needed to support the growth of our new HSEP certificate programs.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
The High School Diploma/High School Equivalency/Basic Skills department promotes and supports the professional development of both adjunct and contract faculty, and classified staff. Courses and conferences from a range of PD providers such as Stanford Online, California Adult Literacy Professional Development Project (CALPRO), Coalition on Adult Basic Education (COABE), Association of Community and Continuing Education (ACCE), and others. Dominican University of California (https://dominicancaonline.com/) offers many professional development courses for educators. Although in the last year conferences have begun to hold in-person meetings, many are still being held virtually. A few conferences were attended, however, most faculty sought out in-house professional development that was geared toward our college and our student populations. Ongoing PD activities are essential to remaining current in teaching and now more than ever for online student engagement and retention. Now that COVID-related restrictions are minimal, conference attendance is expected to return to pre-COVID levels.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
Many of our computers, podiums, and classroom technology are out of date or need updating/repairs. The College of Continuing Education has seven campuses but does not have sufficient onsite technology support. This directly hinders instruction and student learning. Additionally, many faculty that teach remotely, are using their own equipment to serve students. Other Institutions provide their faculty with up-to-date devices to deliver content to the students. We are providing devices albeit, low quality to students to support them, however, this is not the case for faculty. Providing faculty with the equipment they need to serve students promotes trust and understanding between the faculty and the institution.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
Our courses are still online, however, the idea of having stable WIFI, more computers, and a designated place of study for students would assist students greatly.

A staffed computer lab, with areas for quiet study, group work, and desks for students who choose to bring their own devices. An in-house library that supports student research These types of facilities will make the transition from our college to our sister colleges smoother and students will enter into college having a foundation of how to use typical college resources.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
Laptops were purchased specifically for CASAS administration, proctoring, and for specifically for CASAS test taking due to the stringent technical requirements to that must be met for students to CASAS test remotely. Funding supported non-classroom assignments that supported translating ICOM courses into Spanish, as well as new HSEP program coordination and guidance. In the new HSEP program funding was used to purchase supplemental instructional material such as the Aztec Learning System to augment the great instructional work being done in HSEP for English and Spanish.

Non-classroom assignments also supported the promotion and development of our new Workforce Prep and Career Bridge certificate programs for the Introduction to Hospitality Industry, Introduction to Career and College Readiness, and Introduction to Childcare Careers. These new Workforce Prep certificate programs give students, especially those from San Diego Unified, a broad view of work opportunities in their chosen field of study.

Program Chair: Enter date completed and email Dean for notification: 10/31/2022

Hospitality and Culinary Arts

HOSPITALITY AND CULINARY ARTS Instructional Review and Improvement

Program / Unit: Hospitality and Culinary Arts

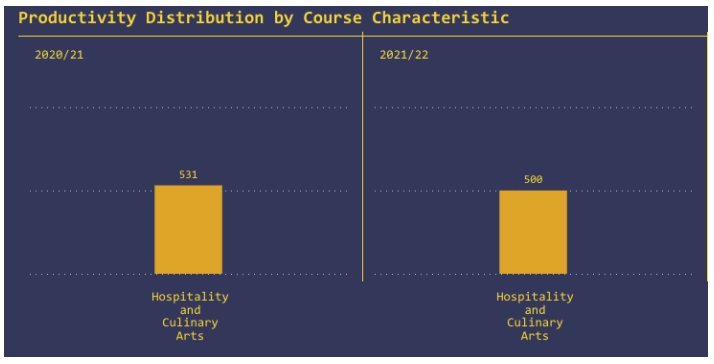
Dean: Dean Lorie Crosby Howell

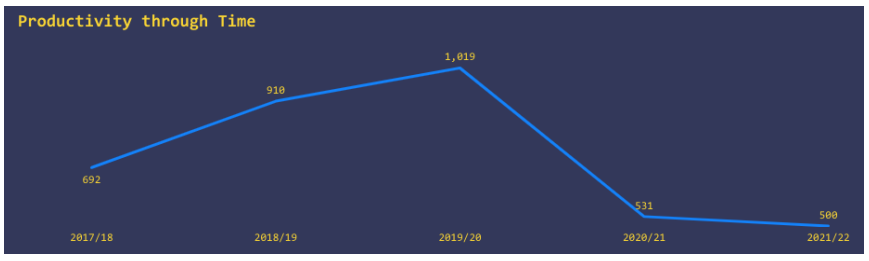
Lead Writer: Megan Leppert

a. Enrollment by Discipline:
2021/2022 Program Review Narrative

Hospitality and Culinary Arts Department Enrollments

Enrollment Overall Department Data



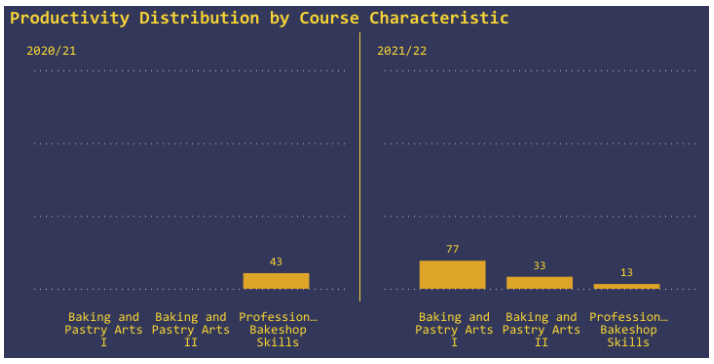


Enrollments stabilized and only decreased 6% between academic year 2020/21 and 2021/22. We believe that enrollment decreased in 2021/2022 because the student vaccine mandate was lifted, and some students are still concerned about attending classes on-campus because of the health and safety concerns associated with COVID-19. We believe that over the next two (2) to three (3) years, we will be able to increase enrollment numbers because of the new programs that we have rolled out and will continue to develop. Our department is also developing and participating in various targeted outreach initiatives in order to increase enrollment across the board in all of our programs.

Covid-19 Impact

- Due to the Covid-19 Pandemic overall program enrollments for the Hospitality and Culinary Arts department saw an decrease of 48% over the course of two (2) years from 1,019 in 2019/2020 to 531 in 2020/2021. Enrollment stabilized with only a decrease in enrollments by thirty-one (31) enrollments in 2021/22.
- Although we are one of the smaller departments at the San Diego College of Continuing Education, we have stabilized and maintained enrollment numbers in the aftermath of the COVID-19 pandemic. In order to regrow our enrollments we believe it is imperative for us to market our program through outreach both at the district and program level. The district's rebranding and outreach through different social media and increased marketing modalities will help to keep our institution and programs out in front of the community we serve.
    - At the program level, we plan use our Strong Workforce Round 6 funding to help fund a non-classroom assignment to help with industry advisory board outreach, industry outreach and partnership building, and tutoring support for students to increase retention and completion rates. This position will be responsible for determining the needs of our students as well as act as an industry liaison. This person will tailor the best approach for marketing our services to students through industry pipelines like high schools, hotels, restaurants, and industry partners looking to have employees trained with higher level skills. We believe that these efforts will help to create enrollment growth in our department over the next few years.

*Baking and Pastry Arts Programs & Professional Bakeshop Skills Program Enrollments



The Bakeshop Skills Program ended in Fall 2021 with a small cohort of thirteen (13) students taking FDNT 628 Advanced Bakeshop Skills, which allowed them to complete their Professional Bakeshop Skills certification after being impacted by COVID-19 in 2020. We were unable to move the Advanced Bakeshop Skills sections online that were being offered during Spring 2020 because students would not have the equipment needed in their homes to demonstrate the competencies for a certificate. Now that the outstanding students that needed the last course in this program set have completed this course, we no longer offer the Professional Bakeshop Skills program as of Spring 2022.

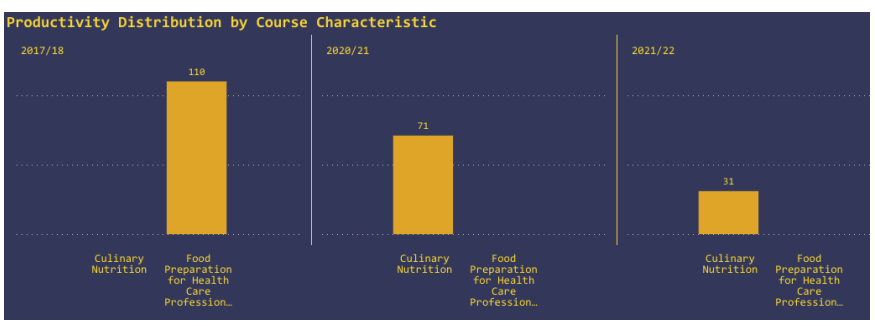
The two (2) new 225 hour Baking and Pastry Arts programs were launched in the Fall of 2021 replacing the Professional Bakeshop Skills Program. Please keep in mind, as this is a new program, there will be no other years to draw comparisons to in this Program Review except to use data from the older Bakeshop Skills Program as starting point in our narratives. Baking and Pastry Arts I program began in the Fall of 2021 with seventy-seven (77) which is much lower than our pre-pandemic numbers (we lost 3 bakeshop instructors at the beginning of the pandemic). The first course FDNT 661 Baking & Pastry Essentials had an enrollment total of forty (40), and the second course in the program FDNT 662 Baking and Artisanal Breads had an enrollment total of thirty-seven (37). This program only had an 8% decrease in enrollments after the completion of the first course, which seems decent and was not a significant impact on our program.

Baking and Pastry Arts II began in the Spring of 2022 with thirty-three (33) enrollments. The data indicates that about half of the students who completed the first program, which is more entry-level, in the Fall of 2021 with Baking and Pastry Arts I carried over to enroll in the second program (Baking and Pastry Arts II), which is more of an advanced level program, in the Spring of 2022. The first course FDNT 663 Advanced Pastries & Cakes had an enrollment total of twenty (20), and the second course in the program FDNT 664 Chocolate & Sugar Confections had an enrollment total of thirteen (13). Many students are only interested in cake decorating which is a contributing factor to the 35% reduction in enrollment between courses in this program.

Covid-19 Impact

- Enrollments are down in this program as in most all programs in the College of Continuing Education, due the the impact of Covid-19 on the college systems. Marketing our programs and staying current as to the emerging needs of our students will be key to increasing enrollments. Our new career pathways for this program is a major step in our effort to meet the current and future needs of our students and thereby increase our enrollments.

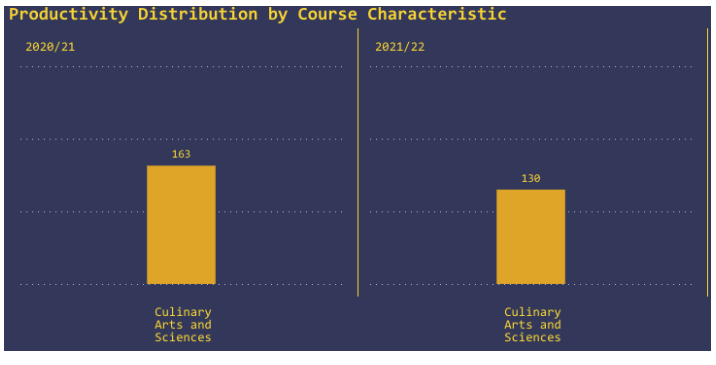
*Culinary Nutrition Program & Food Preparation for Healthcare Professionals Enrollments

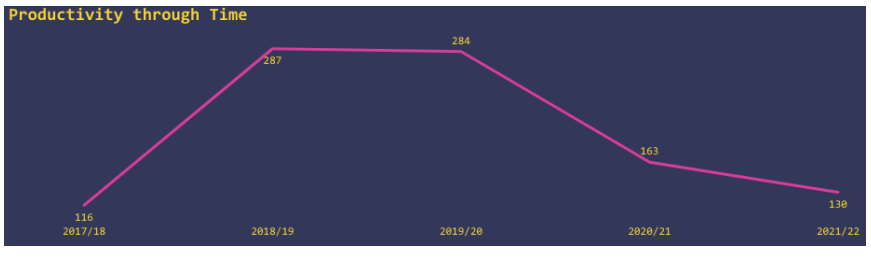


Culinary Nutrition had large enrollments in spring 2021 with forty (40) enrollments in FDNT 618 Nutrition Essentials and thirty-one (31) enrollments in FDNT 619 Meal Planning Essentials. This course was taught fully online and students were looking for online classes during the pandemic. In spring 2022 we experienced a dramatically lower enrollment with twenty-three (23) enrollments in FDNT 618 Nutrition Essentials and eight (8) enrollments in FDNT 619 Meal Planning Essentials.

- Instructors for these classes surveyed the students in order to understand why enrollment declined in 2021/2022 opposed to 2020/2021. The student survey responses showed told us that students preferred online for both FDNT 618 & 619, two-days a week with a Zoom lecture during the week was too demanding/time consuming, students would have preferred to attend class over the full 18 week semester opposed to 9 weeks, and students were concerned about their healthy and safety returning to on-campus classes.
- When we looked at 2017/2018 data for the Food Prep program, we averaged the amount of enrollments per class, and it was lower than the new program (27.5 students (FP) vs. 35.5 students (CN) which is a difference of 16 students enrolled in two (2) courses).
    - Our department believes if we transition back to this program being offered fully online or in a HyFlex format, there will be a significant increase in enrollment to bring this program back to its 2020/2021 enrollment numbers.
    - It is also important to note that our Culinary Nutrition numbers are only for 1 semester each academic year, and our Food Prep program enrollment numbers reflect 2 semester plus the summer session. This shows us that this new Culinary Nutrition program has the potential to be more successful for our department compared to the Food Prep program.

*Culinary Arts and Sciences (900 Hour) Enrollments

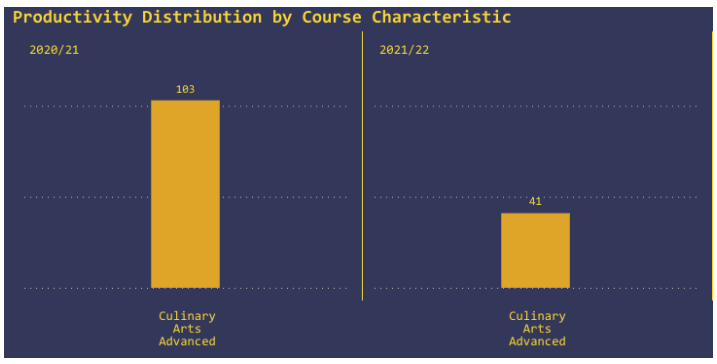


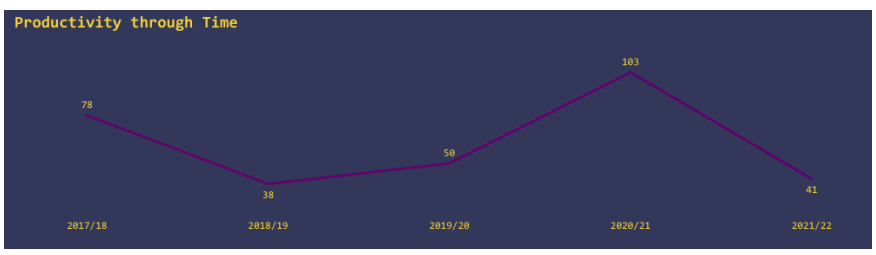


There was a decrease of 21% in student enrollment in 2021/2022 compared to 2020/2021; however, we noticed that our 130 total enrollments for this academic year is still higher than the 116 enrollments in 2017/2018 (11% increase in 2021/2022). We only saw an increase in 2018/2019-2019/2020 because the ECC kitchen re-opened, and we were able to add a 3rd Culinary Arts and Sciences program. Our department believes that this program's enrollment numbers continued to decrease this year because we returned back to campus, and students were not ready to come back to campus because of the lack of schedule flexibility. Our students are still concerned about COVID-19 and more people are going back to work after 2 years of the pandemic.

- *Covid-19 Impact*
  - In 2021/2022, we struggled with marketing these programs to the public, and the orientation/enrollment was extremely difficult due to the lack of process that our district has in place. This was incredibly frustrating for both the students and faculty, and we received feedback from potential students that they were giving up because of the process.

*Culinary Arts Advanced Enrollments

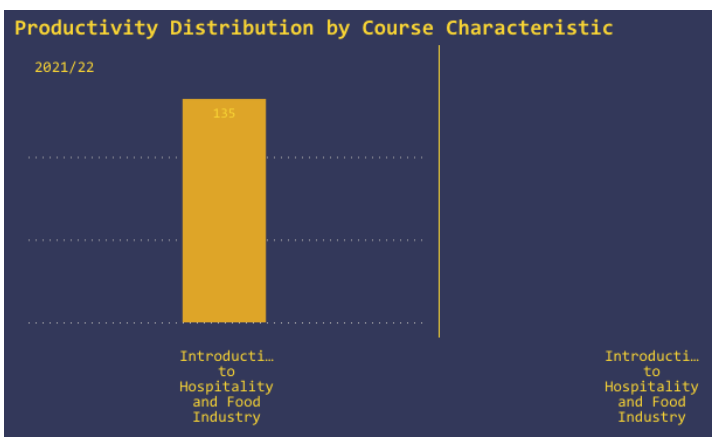




There was a 61% decrease in enrollment during 2021/2022 compared to 2020/2021, and the main factors that contributed to this decrease in Advanced Culinary Arts enrollments:

- While the online modality proved to attract and retain students better than some of our on-campus sessions in the past, the 900 hour Culinary Arts & Sciences program that was fully online did not have as high of enrollment numbers compared to our on-campus sessions in previous years.
  - Fully online programming for this program does seem to help mitigate the "burn-out" felt by students in previous years; however, students did have online burn-out and needed to return to work.

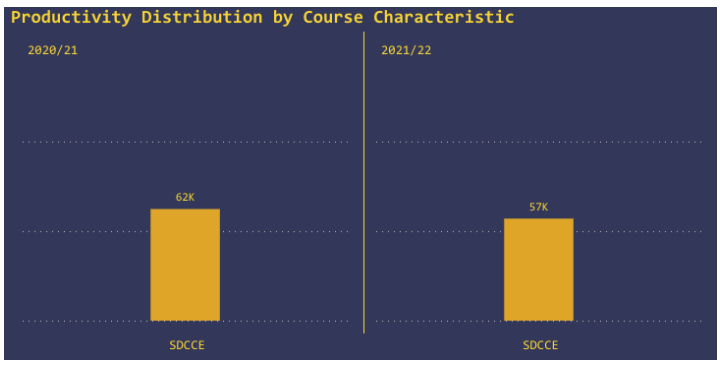
*Introduction to Hospitality and Food Industry Enrollments

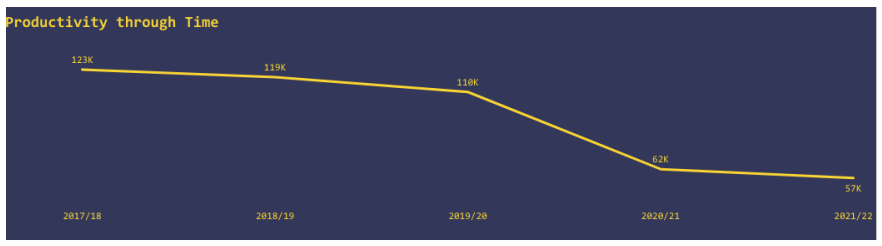


The narrative for this section will be brief because we only have one (1) year's worth of data to look at. Based on the data provided, it seems that the PRIE department was able to separate the INTD 500 enrollment numbers that were specific to our Intro program. Of the 135 total program enrollments, only forty-seven (47) are assigned to College and Career Readiness in Summer 2021, and these enrollments should all be students entering Hospitality and Consumer Science program courses. The Introduction to Hospitality Careers course is offered during both semesters as well as the summer session, and those enrollments were eighty-eight (88).

- Since this program is our entry point for our entire department, it is essential that we are able to schedule more INTD 500 classes so students can receive this certificate before enrolling in their program of choice. Currently, there are only three (3) instructors who are eligible to teach INTD 500 because these instructors need to pass FELI training and meet the minimum qualifications for the ABE/ASE department.
  - Once more department's implement these workforce prep certificates, there will be a necessity for more instructors to teach the INTD 500 course.

*SDCCE Overall Enrollments





When comparing our data to SDCCE's overall enrollment data, we have seen a 6% decrease in student enrollment over the last year while SDCCE has seen a decrease of 9% over the same period. This last academic year has shown us that there is a population of students in the county that we have not reached before, but we were able to during this pandemic. In order to increase enrollment in the future and continue to grow, we need to push more as an institution to meet these students, increase institution and departmental marketing efforts, and most importantly, the enrollment process needs to be improved upon and streamlined in order to better serve our current and future SDCCE students.

2020/2021 Program Review Narrative Roll Over

Hospitality & Culinary Arts Programs Enrollment

Table 2. Enrollments by Program

Program	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Culinary Arts	0	0%	0	0%	0	0%	0	0%	151	18.37%	151	---	151	---
Culinary Arts Advanced	78	9.21%	78	11.27%	38	4.18%	46	6.19%	103	12.53%	25	32.05%	57	123.91%
Culinary Arts and Sciences	75	8.85%	116	16.76%	287	31.54%	202	27.19%	163	19.83%	88	117.33%	-39	-19.31%
Culinary Arts Courses	137	16.17%	76	10.98%	115	12.64%	79	10.63%	0	0%	-137	-100%	-79	-100%
Culinary Nutrition	0	0%	0	0%	0	0%	0	0%	71	8.64%	71	---	71	---
Food Preparation for Health Care Professionals	247	29.16%	110	15.90%	0	0%	0	0%	0	0%	-247	-100%	0	---
Introduction to Hospitality and Food Industry	0	0%	0	0%	0	0%	0	0%	291	35.40%	291	---	291	---
Professional Bakeshop Skills	310	36.60%	312	45.09%	470	51.65%	416	55.99%	43	5.23%	-267	-86.13%	-373	-89.66%
Total	**847**	**100%**	**692**	**100%**	**910**	**100%**	**743**	**100%**	**822**	**100%**	**-25**	**-2.95%**	**79**	**10.63%**

Enrollments for the Hospitality and Culinary Arts department saw an increase of 10.63% over the course of two (2) years from 743 in 2019/2020 to 822 in 2020/2021. Although we are one of the smaller departments at the San Diego College of Continuing Education, we have maintained enrollment numbers in the wake of the COVID-19 pandemic. With the new curriculum roll-out from 2020-2023, we will continue to see enrollment growth in our department.

Enrollment Data for On Campus vs. Online

Table 4. Enrollments by On-Campus/Online by Program

Program	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Culinary Arts	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	151	100%	151	---	151	---
	Subtotal	0	---	0	---	0	---	0	---	151	100%	151	---	151	---
Culinary Arts Advanced	On-Campus	78	100%	78	100%	38	100%	46	100%	0	0%	-78	-100%	-46	-100%
	Online	0	0%	0	0%	0	0%	0	0%	103	100%	103	---	103	---
	Subtotal	78	100%	78	100%	38	100%	46	100%	103	100%	25	32.05%	57	123.91%
Culinary Arts and Sciences	On-Campus	75	100%	116	100%	287	100%	202	100%	0	0%	-75	-100%	-202	-100%
	Online	0	0%	0	0%	0	0%	0	0%	163	100%	163	---	163	---
	Subtotal	75	100%	116	100%	287	100%	202	100%	163	100%	88	117.33%	-39	-19.31%
Culinary Arts Courses	On-Campus	137	100%	76	100%	115	100%	79	100%	0	---	-137	-100%	-79	-100%
	Online	0	0%	0	0%	0	0%	0	0%	0	---	0	---	0	---
	Subtotal	137	100%	76	100%	115	100%	79	100%	0	---	-137	-100%	-79	-100%
Culinary Nutrition	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	71	100%	71	---	71	---
	Subtotal	0	---	0	---	0	---	0	---	71	100%	71	---	71	---
Food Preparation for Health Care Professionals	On-Campus	247	100%	110	100%	0	---	0	---	0	---	-247	-100%	0	---
	Online	0	0%	0	0%	0	---	0	---	0	---	0	---	0	---
	Subtotal	247	100%	110	100%	0	---	0	---	0	---	-247	-100%	0	---
Introduction to Hospitality and Food Industry	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	291	100%	291	---	291	---
	Subtotal	0	---	0	---	0	---	0	---	291	100%	291	---	291	---
Professional Bakeshop Skills	On-Campus	310	100%	312	100%	470	100%	416	100%	0	0%	-310	-100%	-416	-100%
	Online	0	0%	0	0%	0	0%	0	0%	43	100%	43	---	43	---
	Subtotal	310	100%	312	100%	470	100%	416	100%	43	100%	-267	-86.13%	-373	-89.66%
Total		**847**	**100%**	**692**	**100%**	**910**	**100%**	**743**	**100%**	**822**	**100%**	**-25**	**-2.95%**	**79**	**10.63%**

As stated in a previous section, it is hard to analyze on-campus vs. online data. When looking at online vs. on-campus enrollments, it is hard to compare them because 2020/2021 is the online year that we have online data for, and we did not offer any on-campus classes during that time. With external factors (i.e. COVID-19 pandemic) in play, it is hard to analyze if our on-campus vs. online data reflects student enrollment and retention patterns accurately. We do believe that our department should offer more online programming once we transition back to on-campus learning, which should provide us with a more accurate enrollment snapshot in a couple of years.

Culinary Arts Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Culinary Arts I (FDNT671)	On-Campus	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Online	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Subtotal	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Culinary Arts V (FDNT675)	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	113	100%	113	---	113	---
	Subtotal	0	---	0	---	0	---	0	---	113	100%	113	---	113	---
Culinary Arts VI (FDNT676)	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	38	100%	38	---	38	---
	Subtotal	0	---	0	---	0	---	0	---	38	100%	38	---	38	---
Culinary Arts II (FDNT672)	On-Campus	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Online	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Subtotal	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Total		**0**	---	**0**	---	**0**	---	**0**	---	**151**	**100%**	**151**	---	**151**	---

COVID-19 Impact

- In 2020/2021, we used two (2) of the courses in the culinary arts program to support both culinary and bakeshop students when we had to transition online in 2020 due to COVID-19. Since we were unable to offer the Advanced Bakeshop Skills course online, FDNT 675 was able to act as a bridge for students who needed to wait until the return to campus in order to complete their Professional Bakeshop Skills certificate.
- We may continue to see enrollment numbers in this program if we decide to move forward with course revisions and implement this Culinary Arts program as a fully online CDCP program in 2022.

Advanced Culinary Arts Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Culinary Arts Advanced I (FDNT683)	On-Campus	60	100%	63	100%	26	100%	20	100%	0	0%	-60	-100%	-20	-100%
	Online	0	0%	0	0%	0	0%	0	0%	58	100%	58	---	58	---
	Subtotal	60	100%	63	100%	26	100%	20	100%	58	100%	-2	-3.33%	38	190%
Culinary Arts Advanced II (FDNT684)	On-Campus	18	100%	15	100%	12	100%	26	100%	0	0%	-18	-100%	-26	-100%
	Online	0	0%	0	0%	0	0%	0	0%	45	100%	45	---	45	---
	Subtotal	18	100%	15	100%	12	100%	26	100%	45	100%	27	150%	19	73.08%
Total		**78**	**100%**	**78**	**100%**	**38**	**100%**	**46**	**100%**	**103**	**100%**	**25**	**32.05%**	**57**	**123.91%**

There was a 123.91% increase in enrollment over the past two (2) year period, and this is due to two (2) main factors in play:

- The online modality proved to attract and retain more students after completing the long, 900 hour Culinary Arts & Sciences program.
  - Fully online programming for this program helped to mitigate the "burn-out" felt by students in previous years.
- 2019/2020 course rosters were submitted on or edited after the fiscal year end date of June 30th, or the classes began on or after the fiscal year end date of June 30th.

Culinary Arts & Sciences Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Culinary Arts and Sciences I (FDNT681)	On-Campus	69	100%	74	100%	155	100%	116	100%	0	0%	-69	-100%	-116	-100%
	Online	0	0%	0	0%	0	0%	0	0%	67	100%	67	---	67	---
	Subtotal	69	100%	74	100%	155	100%	116	100%	67	100%	-2	-2.90%	-49	-42.24%
Culinary Arts and Sciences II (FDNT682)	On-Campus	6	100%	42	100%	132	100%	86	100%	0	0%	-6	-100%	-86	-100%
	Online	0	0%	0	0%	0	0%	0	0%	96	100%	96	---	96	---
	Subtotal	6	100%	42	100%	132	100%	86	100%	96	100%	90	1,500%	10	11.63%
Total		**75**	**100%**	**116**	**100%**	**287**	**100%**	**202**	**100%**	**163**	**100%**	**88**	**117.33%**	**-39**	**-19.31%**

There was a decrease of 19.31% in student enrollment in 2020/2021 compared to 2019/2020; however, we noticed that 116 is comparable to 2016/2017 and 2017/2018. We only saw an increase in 2018/2019-2019/2020 because the ECC kitchen re-opened, and we were able to add a 3rd Culinary Arts and Sciences program. Even though our awards number decreased in 2020/2021, our program completion percentage actually was higher than all previous years, which shows an increase in our student retention rate.

- *Covid-19 Impact*
  - Culinary Arts & Sciences saw a significant decrease in their FTES because some students do not want to take a culinary arts program online and were waiting for fully in-person classes.
    - In 2020/2021, we struggled with marketing these programs to the public, and the orientation/enrollment was extremely difficult due to the lack of process that our district has in place. This was incredibly frustrating for both the students and faculty, and we received feedback from potential students that they were giving up because of the process.

Culinary Nutrition Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Meal Planning Essentials (FDNT619)	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	31	100%	31	---	31	---
	Subtotal	0	---	0	---	0	---	0	---	31	100%	31	---	31	---
Nutrition Essentials (FDNT618)	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	40	100%	40	---	40	---
	Subtotal	0	---	0	---	0	---	0	---	40	100%	40	---	40	---
Total		**0**	---	**0**	---	**0**	---	**0**	---	**71**	**100%**	**71**	---	**71**	---

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Eat for a Healthy Lifestyle (FDNT605)	On-Campus	81	100%	16	100%	0	---	0	---	0	---	-81	-100%	0	---
	Online	0	0%	0	0%	0	---	0	---	0	---	0	---	0	---
	Subtotal	81	100%	16	100%	0	---	0	---	0	---	-81	-100%	0	---
Menu Planning (FDNT610)	On-Campus	47	100%	26	100%	0	---	0	---	0	---	-47	-100%	0	---
	Online	0	0%	0	0%	0	---	0	---	0	---	0	---	0	---
	Subtotal	47	100%	26	100%	0	---	0	---	0	---	-47	-100%	0	---
Nutrition Basics (FDNT601)	On-Campus	25	100%	42	100%	0	---	0	---	0	---	-25	-100%	0	---
	Online	0	0%	0	0%	0	---	0	---	0	---	0	---	0	---
	Subtotal	25	100%	42	100%	0	---	0	---	0	---	-25	-100%	0	---
Time-Saving Cooking (FDNT615)	On-Campus	94	100%	26	100%	0	---	0	---	0	---	-94	-100%	0	---
	Online	0	0%	0	0%	0	---	0	---	0	---	0	---	0	---
	Subtotal	94	100%	26	100%	0	---	0	---	0	---	-94	-100%	0	---
Total		**247**	**100%**	**110**	**100%**	**0**	---	**0**	---	**0**	---	**-247**	**-100%**	**0**	---

Enrollment numbers for the Culinary Nutrition program are strong considered this is the first time that we are offering this program. When comparing this program's data to the old Food Preparation for the Healthcare Professional program data, the new program is showing strong numbers for only one (1) semester being captured when the older program is showing data for both Fall and Spring semesters.

- When we looked at 2017/2018 data for the Food Prep program, we averaged the amount of enrollments per class, and it was lower than the new program (27.5 students (FP) vs. 35.5 students (CN) which is a difference of 16 students enrolled in two (2) courses).

Intro to Hospitality Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Career & College Readiness (INTD500)	On-Campus	0	---	0	---	0	---	0	---	0	0%	0	---	0	---
	Online	0	---	0	---	0	---	0	---	291	100%	291	---	291	---
	Subtotal	0	---	0	---	0	---	0	---	291	100%	291	---	291	---
Intro To Hospitality Careers (FDNT501)	On-Campus	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Online	0	---	0	---	0	---	0	---	0	---	0	---	0	---
	Subtotal	0	---	0	---	0	---	0	---	0	---	0	---	0	---
Total		**0**	---	**0**	---	**0**	---	**0**	---	**291**	**100%**	**291**	---	**291**	---

Enrollment numbers for the Intro to Hospitality Industry program is currently inflated because it is taking into account all of the enrollments that INTD 500 College & Career Readiness had in 2020/2021. Since this course is used in this program and the ABE/ASE programs, we need to be able to separate the enrollment data so there is an accurate picture of what each department's enrollment numbers are. Intro to Hospitality Career numbers will reflect in the 2021/2022 program review as those course started after June 30, 2021.

- Since this program is our entry point for our entire department, it is essential that we are able to schedule more INTD 500 classes so students can receive this certificate before enrolling in their program of choice. Currently, there are only three (3) instructors who are eligible to teach INTD 500 because these instructors need to pass FELI training and meet the minimum qualifications for the ABE/ASE department.
  - Once more department's implement these workforce prep certificates, there will be a necessity for more instructors to teach the INTD 500 course.

Professional Bakeshop Skills Enrollment

Table 4. Enrollments by On-Campus/Online by Course

Course	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
Advanced Bakeshop Skills (FDNT628)	On-Campus	110	100%	173	100%	204	100%	180	100%	0	---	-110	-100%	-180	-100%
	Online	0	0%	0	0%	0	0%	0	0%	0	---	0	---	0	---
	Subtotal	110	100%	173	100%	204	100%	180	100%	0	---	-110	-100%	-180	-100%
Professional Bakeshop Skills (FDNT627)	On-Campus	200	100%	139	100%	266	100%	236	100%	0	0%	-200	-100%	-236	-100%
	Online	0	0%	0	0%	0	0%	0	0%	43	100%	43	---	43	---
	Subtotal	200	100%	139	100%	266	100%	236	100%	43	100%	-157	-78.50%	-193	-81.78%
Total		**310**	**100%**	**312**	**100%**	**470**	**100%**	**416**	**100%**	**43**	**100%**	**-267**	**-86.13%**	**-373**	**-89.66%**

There was a large decrease (89.66%) in our student enrollments for this program because in 2020/2021, we were going to launch the two (2) new Baking & Pastry programs after we wrapped up the Spring 2020 Bakeshop Skills cohort, but COVID-19 delayed the implementation of these programs. This enrollment data also decreased severely because we lost three (3) out of the four (4) bakeshop instructors between 2019-2020, and we are currently looking for instructors to fill these positions. Once the two (2) new Baking & Pastry programs launch, we believe that we will see an increase in bakeshop enrollment.

COVID-19 Impact

- Due to COVID-19, we were unable to move all of the bakeshop skills students online, and we were unable to offer Advanced Bakeshop Skills because the equipment and ingredients needed were not conducive with an in-home lab environment.
- In Fall 2021, we are offering the Advanced Bakeshop Skills course for students who were impacted by COVID-19 in 2020. This will be the last time we offer this program before launching the two (2) new Baking & Pastry programs in November 2021 and Spring 2022.

SDCCE Overall Enrollment

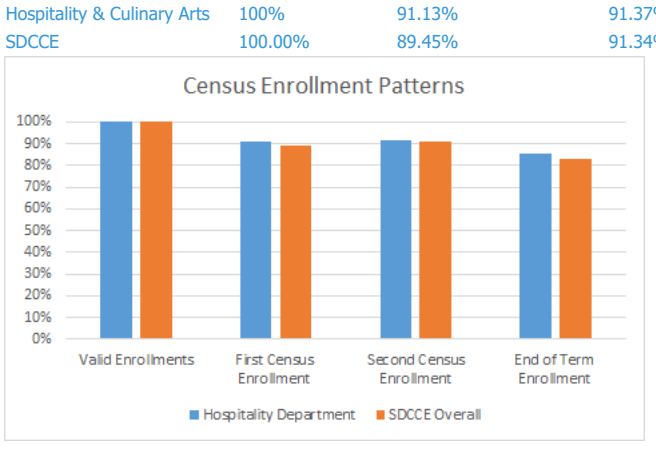
Table 2. Enrollments by On-Campus/Online

College	Format	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21		5 Yr Diff	5 Yr Diff %	2 Yr Diff	2 Yr Diff %
SDCCE	On-Campus	123,330	95.50%	115,800	94.01%	108,482	91.52%	75,239	89.24%	532	0.86%	-122,798	-99.57%	-74,707	-99.29%
	Online	5,818	4.50%	7,378	5.99%	10,052	8.48%	9,071	10.76%	61,529	99.14%	55,711	957.56%	52,458	578.30%
Total		**129,148**	**100%**	**123,178**	**100%**	**118,534**	**100%**	**84,310**	**100%**	**62,061**	**100%**	**-67,087**	**-51.95%**	**-22,249**	**-26.39%**

When comparing our data to SDCCE's overall enrollment data, we have seen a 2.95% decrease in student enrollment over the last five (5) years while SDCCE has seen a decrease of 51.95% over the last five (5) years. This last academic year has shown us that there is a population of students in the county that we have not reached before, but we were able to during this pandemic. In order to increase enrolment in the future and continue to grow, we need to push more as an institution to meet these students, increase institution and departmental marketing efforts, and most importantly, the enrollment process needs to be improved upon and streamlined in order to better serve our current and future SDCCE students.

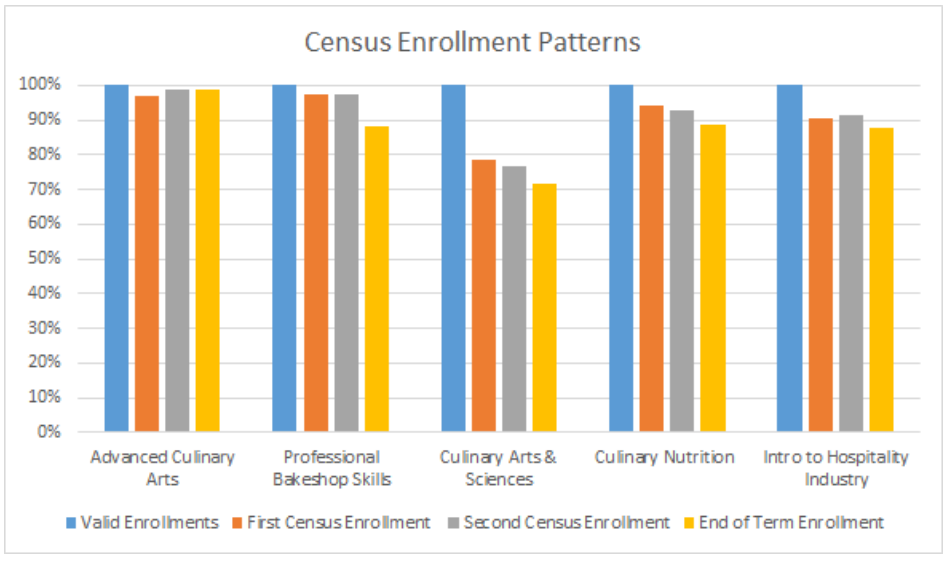
Census Enrollment Patterns

Department	Valid Enrollments	First Census Enrollment	Second Census Enrollment	End of Term Enrollment
Hospitality & Culinary Arts	100%	91.13%	91.37%	85.42%
SDCCE	100.00%	89.45%	91.34%	83.12%



When analyzing the census enrollment patterns for 2020/2021, we made valid enrollments 100% in order to properly evaluate the census patterns that were present amongst our department and SDCCE overall. When looking at the census pattern percentages that were calculated above, we are on par with SDCCE; however our department's retention rate does seem to be slightly higher than SDCCE overall.

Program	Valid Enrollments	First Census Enrollment	Second Census Enrollment	End of Term Enrollment
Advanced Culinary Arts	100%	97.09%	99.03%	99.03%
Professional Bakeshop Skills	100.00%	97.67%	97.67%	88.37%
Culinary Arts & Sciences	100%	78.53%	76.69%	71.78%
Culinary Nutrition	100%	94.37%	92.96%	88.73%
Intro to Hospitality Industry	100%	90.41%	91.44%	88.01%



This data set shows that the majority of our programs tend to have a high retention rate, and four (4) out of five (5) programs have a higher end of term enrollment percentage than SDCCE overall. The only program that fell below average was Culinary Arts & Sciences, and this is usually due to the amount of hours it takes for a student to complete a certificate and the large homework/workload that is associated with the program. We usually lose our largest group of students in the first few weeks once they realize that the class has a decent amount of book work, and it is not just cooking.

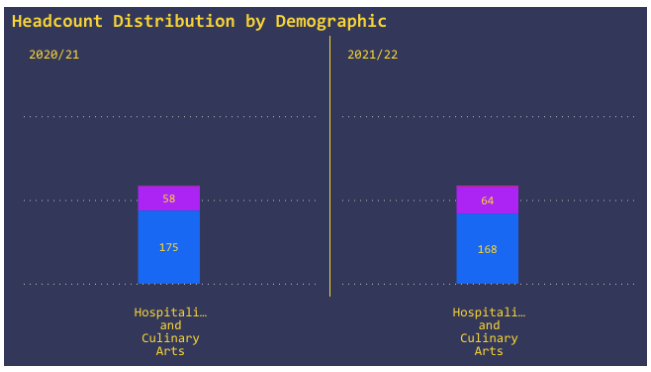
- In order to reduce our attrition rate for the Culinary Arts and Sciences program, we have an instructor from the program attend every student orientation in order to explain the course content, assignments, and expectations. We participate in these orientations in hopes to elevate some of these drops that occur in the first three (3) weeks of class.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

2021/2022 Program Review Narrative

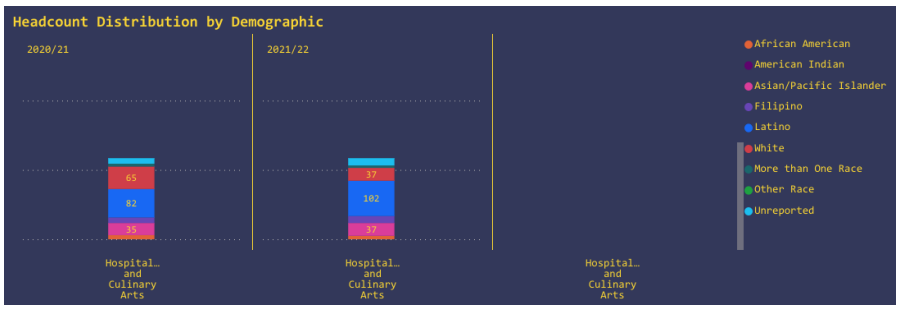
Discipline Data

Gender



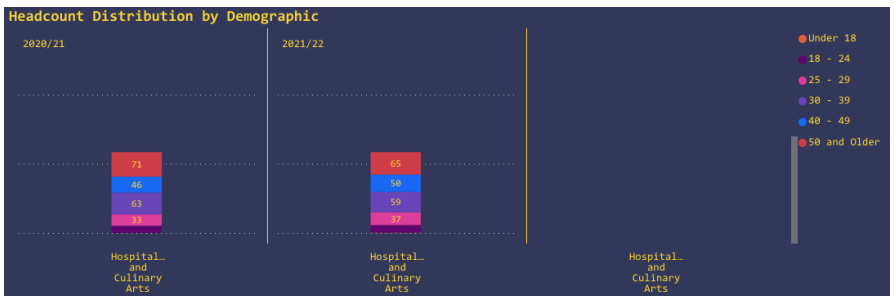
- The Hospitality and Culinary Arts department continues to have a strong female population of 62%, while CE's female population was 51% this year and decreased by 3% in 2021/2022. Our male population grew by 13% during the 2021/2022 academic year, and this demographic makes up 38% of our total headcount. This percentage is the highest that we we have seen in this demographic over the last five (5) years. The data that we are looking at in this section is for all of the programs that we offer in our department, and a few of those programs are heavily attended by female students.

Ethnicity



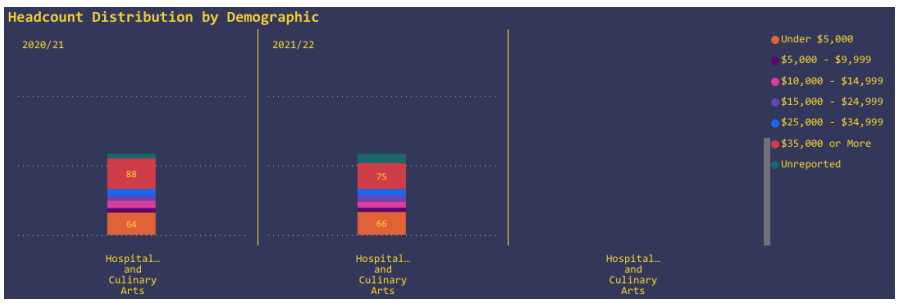
- The Hospitality and Culinary Arts discipline and SDCCE both saw increases to their overall total headcount for Latinx and Unreported students. The Hospitality and Culinary Arts discipline and SDCCE both saw decreases to their overall total headcount for White and More the One Race students. In terms of percentages, our department continues to see LatinX students as our largest group of students by ethnicity followed by White (which declined by 44% this academic year) and Asian Pacific Islander (which increased by 5% this academic year). Our department has seen a significant percentage increase (25%) to our Filipino student population, while our African American population saw a decrease by 17% and SDCCE saw a 7% increase in this population.

Age



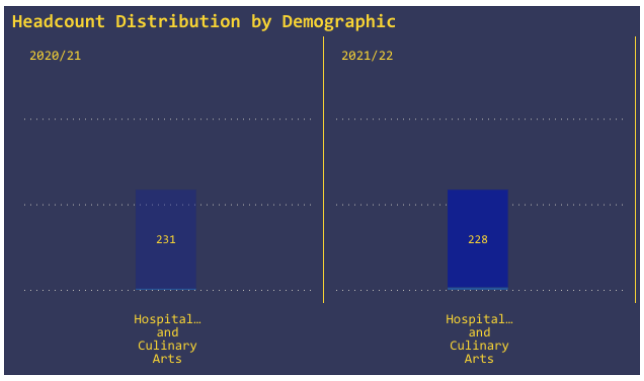
- In the Hospitality and Culinary Arts discipline overall, our largest segment by age are students age 50 and older with 28% of our total student population being in that category. This age group has always been our largest population by age, and we continue to see strong numbers in the 30-39 and 40-49 age groups.
  - We believe that we have a higher student population in these age brackets due to the fact that individuals are changing careers and are looking to acquire new skills to change their career path.
- Our department saw a slight increase of 12% in the 25-29 year old age bracket, which is a positive change for us because we have been wanting to increase student enrollment in this age demographic.
  - We were also able to increase our 18-24 year old age bracket by 4%. We hope in years to come that we continue to see an increase in students aged 18-29 years old as this is a population that we have not been able to tap in to.

Income



- In terms of income levels, our department's largest group is "$35,000 or More" at 32% and our second largest group is "Under $5,000" at 28%. This is on par with the SDCCE's overall data for income level and shows that in our classes, there is a large income inequality gap.
  - In order to get a more accurate data set, perhaps it would be good to expand the income level categories.

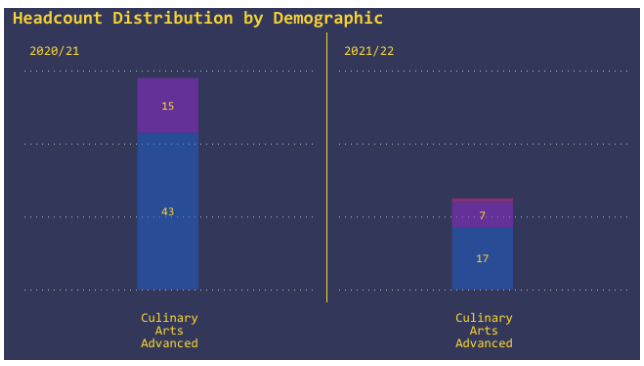
DSPS



- Our department's DSPS student population has decreased by 58% in the two (2) years during the COVID-19 pandemic. We believe that we lost DSPS students in the transition to online, and it was harder to provide the proper resources needed for these students to succeed during the pandemic.
- Only 3% of our department's students utilize DSPS services, which is slightly lower than SDCCE's average of 5%.
- As mentioned in previous program reviews, we strongly feel that our discipline has more students who do not self-identify but could benefit from DSPS services.

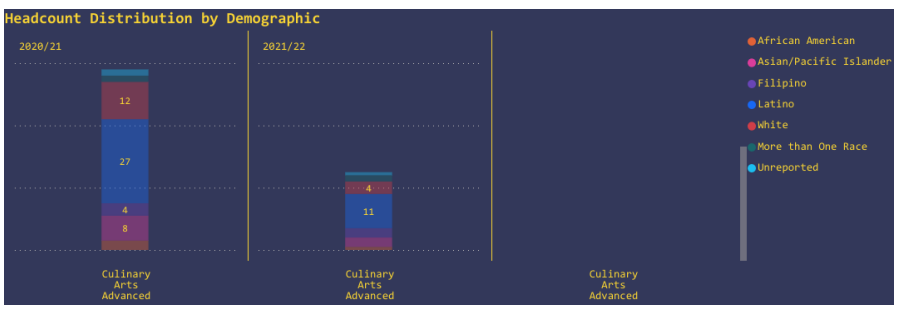
Advanced Culinary Arts Program Data

Gender



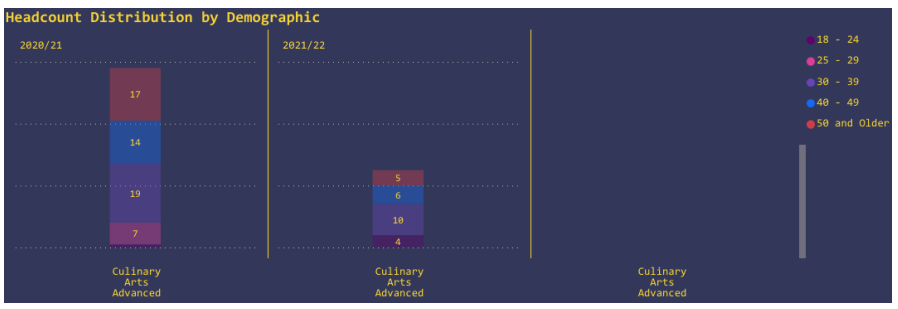
- Our Advanced Culinary Arts program headcount by gender numbers continue to fluctuate between years but in 2020/2021, we had more women enroll in this program when it moved to fully online.
  - Our numbers went from 50% female and 50% male in 2019/2020 to 74.14% female and 25.86% male in 2020/2021. In 2021/2022, our percentage of female students reduced by 15%, which still made them our more dominant gender demographic at 59%.

Ethnicity



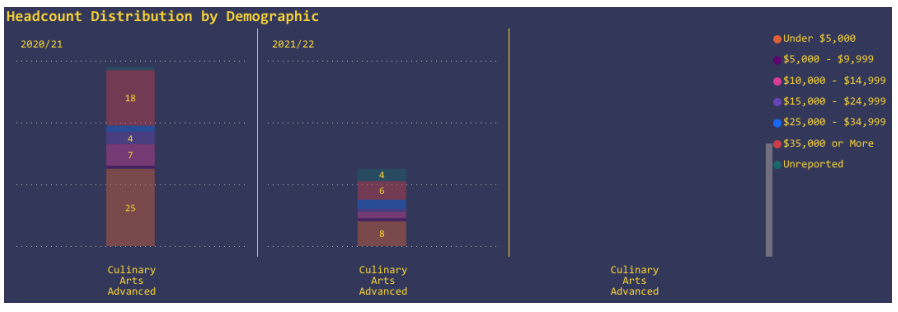
- The Culinary Arts and Sciences program usually feeds into the Advanced Culinary Arts program. We have noticed that some of our Culinary Arts and Sciences students want to take this course, but tend to "burnout" towards the end of their first program.
  - In 2021/2022, Latinx students were our largest demographic in this program at 44% and White students were the second largest group at 16%. The African American student population decreased by two (2) enrollments which was a 67% decrease from 2021/2022, and the Asian Pacific Islander student population decreased by five (5) enrollments which was a 63% decrease.
- We have noticed that the majority of the students who take this program already work in the industry and are looking to gain more advanced skills and techniques that other culinary and/or job training programs do not offer.

Age



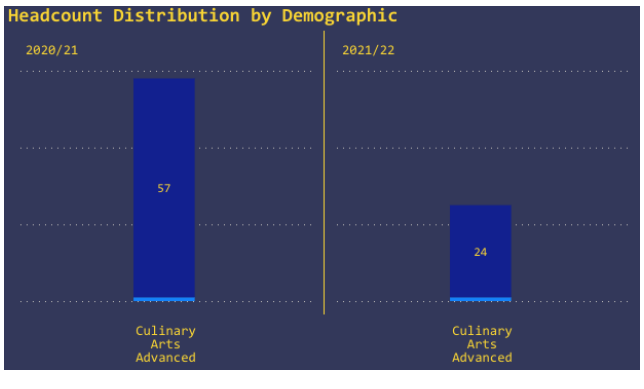
- In 2021/2022, the largest age demographic groups were 30-39 with 40% and 40-49 year olds with 24% of the total program population. In 2021/2022, our students in the 18-24 year old age bracket increased by three (3) enrollments, but students age 25-29 decreased seven (7) back down to zero (0) in 2021/2022.
- We believe that older students tend to be more successful in this program because of how robust the academic content and coursework demands are in this eight (8) week program. We have also noticed that younger students tend to "burnout" towards the end of the 900 hour Culinary Arts and Sciences program, and they either want a break from school or need to re-enter the workforce.

Income



- In terms of income levels, this program continues to see polarization between the highest and lowest income groups. The largest group is "Under $5,000" at 32% and our second largest group is "$35,000 or More" at 24%.

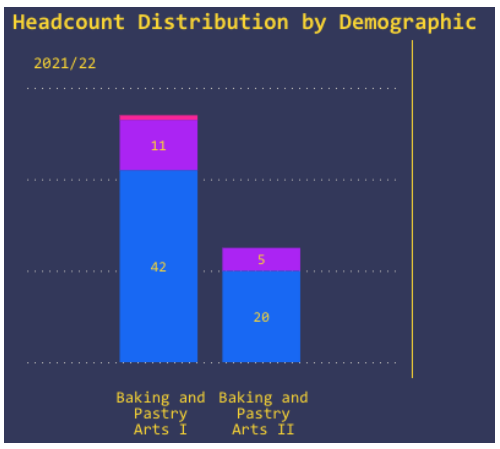
DSPS



- In 2021/2022, we only had one (1) DSPS student continue on to the Advanced Culinary Arts program. Since this program tends to be quite rigorous, DSPS students tend to more apprehensive about joining the program after learning about the coursework load and content.

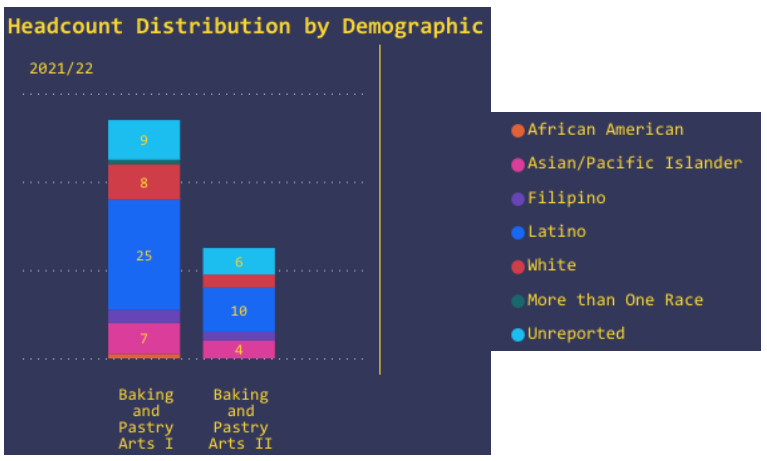
Baking and Pastry Arts Program & Bakeshop Skills Program

Gender



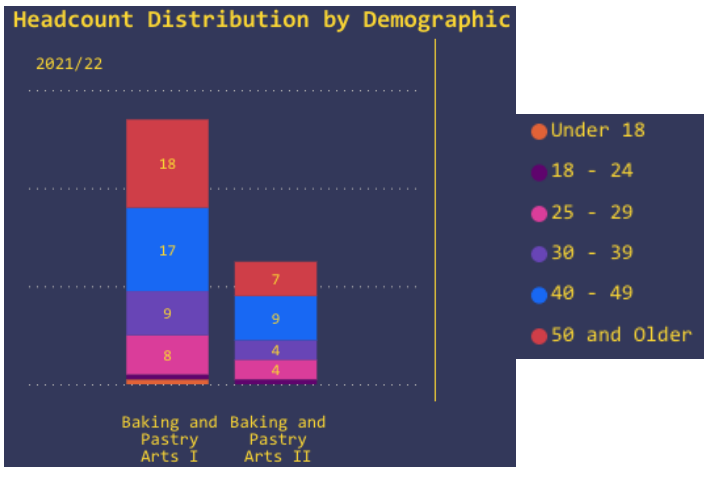
- As the data shows above, we have an overwhelming large female population in this program compared to males because baking and pastry in our industry tends to be predominantly female. Across most years we have seen a consistent percentage of 80% female students and 20% male students even when enrollments have fluctuated the gender percentages have remained constant.

Ethnicity



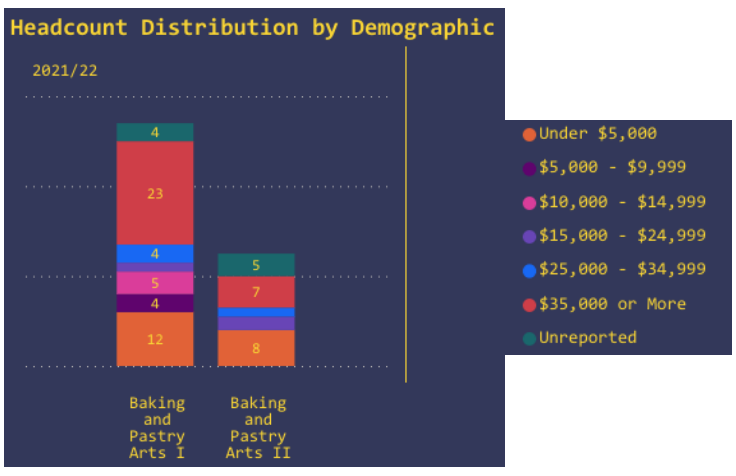
- Latinx students have always been the predominant ethnicity in the Professional Bakeshop Skills with 43% of the headcount in 2019/2020 and now the new Baking and Pastry Arts I & II programs with 46% in 2021/2022. This trend only changed in the pandemic for academic year 2020/2021 when Latinx headcount was at 35% and white was at 37%.
  - We believe that the gap between Latinx and White students was narrowed due to the fact that our program was taught fully online during the 2020/2021 academic year. It may be that Latinx students were disproportionately disadvantaged with technology and internet access for the fully online teaching modality while more white students had better access to those resources.

Age



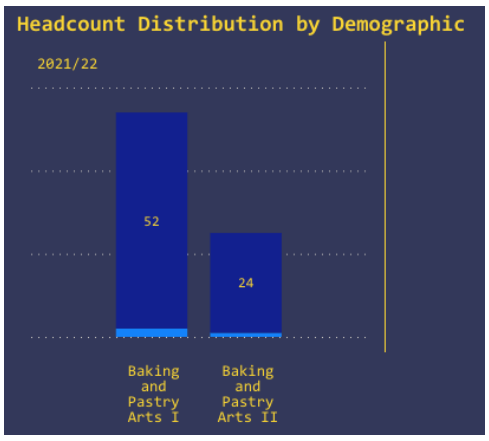
- Comparing the 2019/2020 academic year to the 2021/2022 academic year is the best comparison of age with the fluctuation we experienced due to low enrollment with Covid-19 and our new program. The 2019-2020 year saw 50 and over students at 29% of enrollment where the 2021/2022 year saw that figure jump to over 33% and being the largest age group for enrollments. The 40-49 age bracket also saw an increase with the respective academic years going from 23% up to 31%. The 25-29 bracket also saw a slight increase from 12% to 15% in the same respective academic years. The 30-39 age bracket saw a dramatic loss from 25% to 17% in the respective academic years. This was also the cases with the 18-29 age bracket which fell from 11% down to 2%. It would appear that older learners have increased in headcount overall while younger learners have declined. We can speculate that younger students my have entered the workforce or choose not to attend school while older students had more means and motivation to be in school and engage with others after the height of the Covid-19 pandemic.

Income



- This program's largest income group was "$35,000 and More" at 43% in academic year 2021/2022. This is an increase from 32.56% in academic year 2020/2021. The second largest income group was "Under $5,000" at 22% in academic year 2021/2022 which was a decrease from 30.23% in academic year 2020/2021.
  - We believe that we saw an increase in "$35,000 or More" students in 2020/2021 because we were fully online, and the program was more conducive to the schedule of working professionals. This trend may have increased in 2021/2022 as students with more income can afford more time away from work in order to pursue academic endeavors. Although the "Under $5,000" income group remained the second largest group its percentage fell most likely from younger students returning to work or not motivated to attend classes.
  - As an institution, we need to ensure that students have access to resources such as technology to help bridge this income inequality gap.

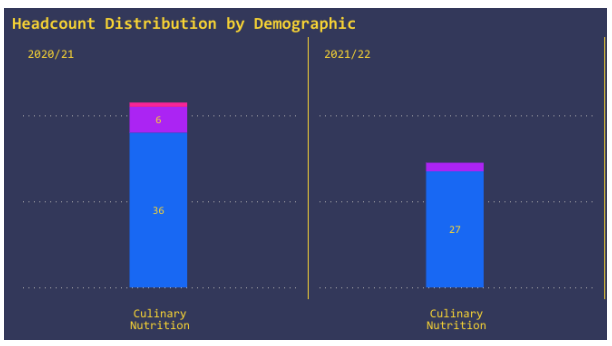
DSPS



- In 2020/2021 we saw a decrease of five (5) DSPS students in this program, and we attribute this to how low our enrollments were for this program that year. Our student headcount dropped from 295 in 2019/2020 to 43 in 2020/2021. This trend continues in academic year 2021/2022 with two (2) students or 4% of headcount utilizing DSPS services. Access and utilization of our program and DSPS services most likely have remained the same over time but with lower enrollments we naturally see less students in this demographic.

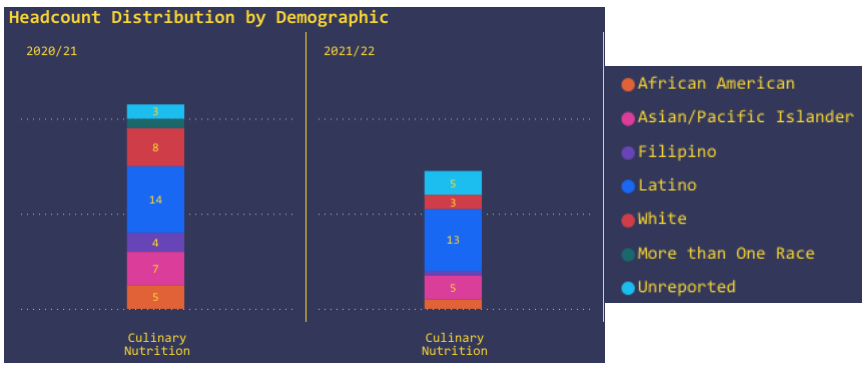
*Culinary Nutrition Program & Food Preparation for Healthcare Professionals

Gender



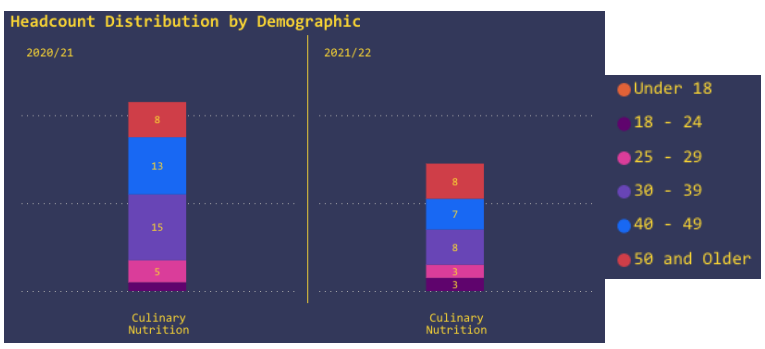
- This program was predominantly female compared to our other programs with twenty-seven (27) female students (93%) and only two (2) male students (7%). When comparing this data to the original Food Preparation for the Healthcare Professional program, the gender demographics tend to be the same with an overwhelmly female population of 86%.

Ethnicity



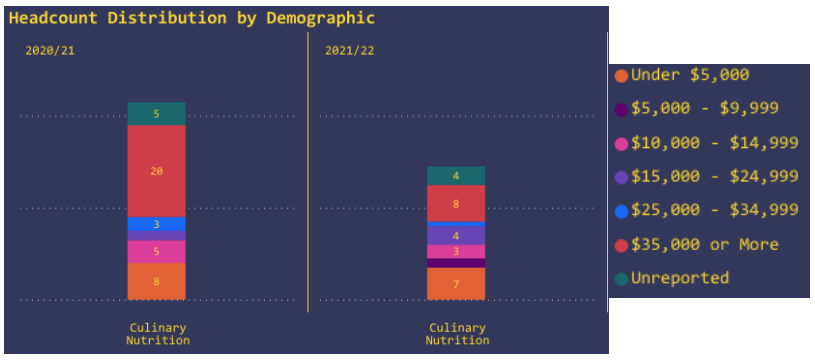
- As we have seen in our other department's programs, the largest group of students are Latinx students with 45% of the total student population. The second highest groups were Asian Pacific Islander and Unreported students at 17% each followed by White students at 10%. When comparing this data to the original Food Preparation for the Healthcare Professional program, our student demographic that we are serving has shifted vastly.
  - Food Preparation for the Healthcare Professional program data:
    - White: 48%
    - Asian/Pacific Islander: 20%
    - Latinx: 20%
    - African American: 2%
  - We believe this shift in the student population is due to a) more working professionals in our industry attending these classes, b) students from the Culinary Arts & Sciences program enrolling to earn another certificate, and c) elimination of out-dated non-CDCP courses.

Age



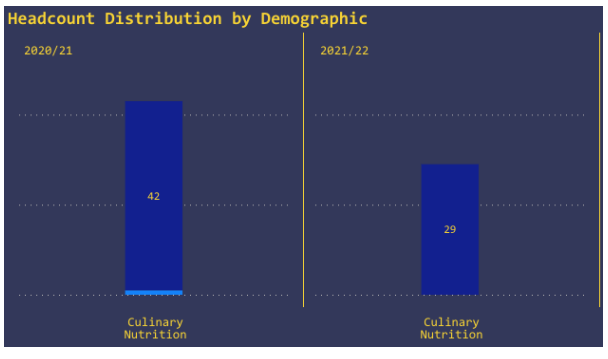
- Our Culinary Nutrition program's age demographics is on par with our overall discipline data as students age 30-39 and 50 and older are the majority with 28% each of the total population. Our second largest group is 40-49 with 24% of the total population. The age demographic captured is a departure from the original program whose main demographic was 50 and Older making up 54.65% of the total population and was not leading to jobs.
  - We attribute this to students from our Culinary Arts & Sciences program enrolled in this program, and these students are interested in looking for job training that can also assist them in operating their own catering/personal chef business.

Income



- This program's largest income group was "$35,000 and More" at 28%, and the second largest income group was "Under $5,000" at 24% of the total population.
  - We believe that we saw an increase in "$35,000 or More" students because we were fully online, and the program was more conducive to the schedule of working professionals.
  - As an institution, we need to ensure that students have access to resources such as technology to help bridge this income inequality gap.

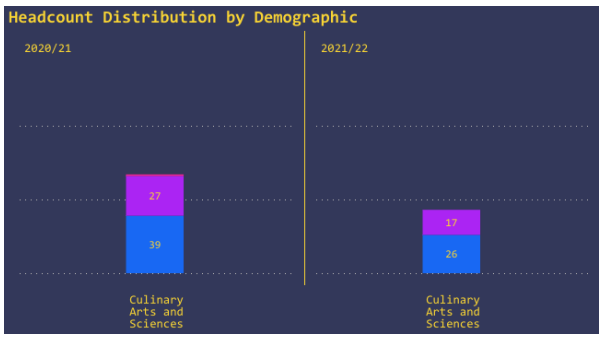
DSPS



- In 2021/2022, we did not have any DSPS student enroll in to the Culinary Nutrition program. When looking at the data for the food prep program, there was only one (1) DSPS student reported in two (2) years.

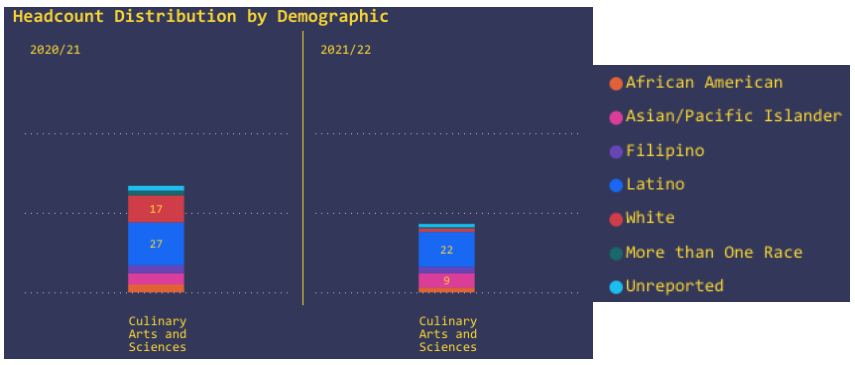
*Culinary Arts and Sciences (900 Hour)

Gender



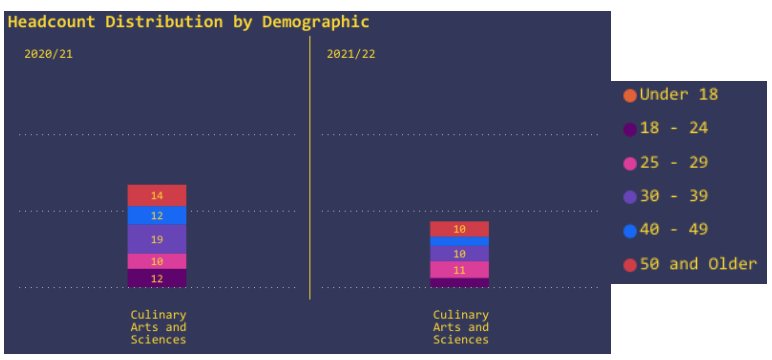
- From academic year 2016/2017-2018/2019, our Culinary Arts and Sciences program headcount by gender has always been fairly even with our largest female population at 53.6% in 2016/2017. However since 2019/2020, we have seen a larger percentage of female students enrolling in the Culinary Arts and Sciences programs, and we had a total of 60% female students in 2021/2022. This is a little surprising since our industry is predominantly male, but we are seeing an increase of women entering the food industry.

Ethnicity



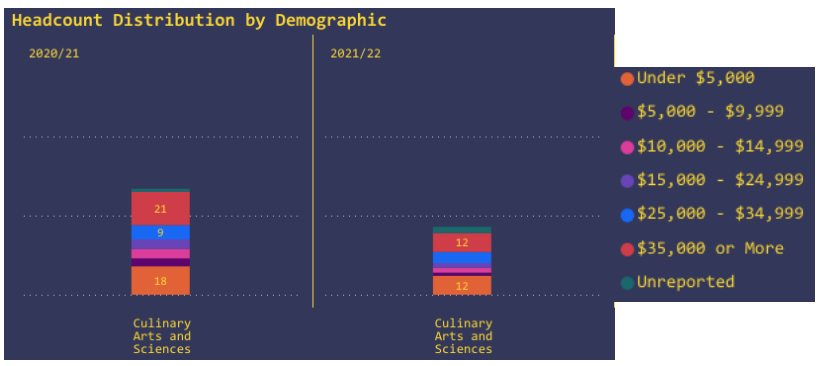
- Since last academic year, our Asian Pacific Islander population was the only ethnic population that grew in 2021/2022, and it grew by 28%. Our Culinary Arts & Sciences program still shows that Latinx students are our largest demographic with 51% of enrollments. This is not surprising because the hospitality and food service industry as a whole is predominantly Latinx.
- We noticed a significant decrease in this year's population percentage of White students with a decrease of 89%.
    - We have never seen numbers this low in this specific ethnic population as this demographic has averaged seventeen (17) students for the past three (3) years.

Age



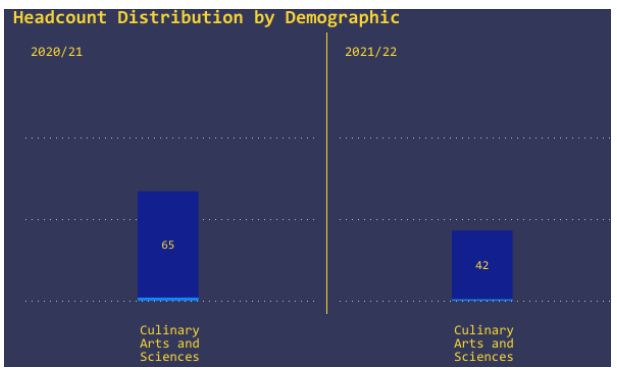
- Our Culinary Arts and Sciences program's age demographics shifted this year with students age 25-29 years old being our largest demographic at 26%. Our population numbers in all of the age categories saw a decrease in 2021/2022 because our enrollment numbers were down due to COVID-19.
    - In order to capture more students in various age ranges, we need to increase our marketing efforts and tailor them to specific channels to attract these individuals (i.e. high school hospitality career fairs, create industry partnerships, and social media).

Income



- In terms of income levels, this program continues to see polarization between the highest and lowest income groups. The largest groups are "$35,000 or More" and "Under $5,000" at 28% each.
    - We believe that we continue to see the "$35,000 or More" student income bracket as one of our largest groups because we were fully online, and the program was more conducive to the schedule of working professionals.

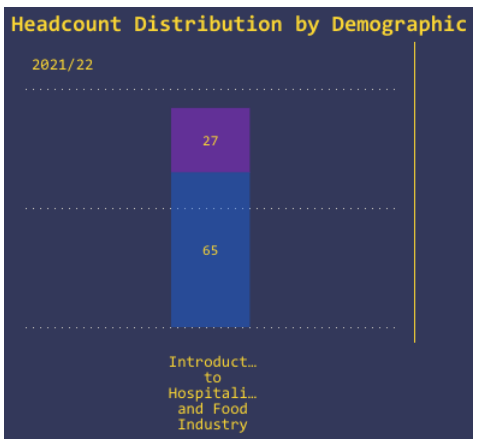
DSPS



- Our DSPS student population in this program declined by 50% in 2021/2022; mostly due to the fact that our DSPS students tend to feel more comfortable in on-campus classes. It also seemed like our DSPS students received more help on-campus than they did online in the Zoom classes.

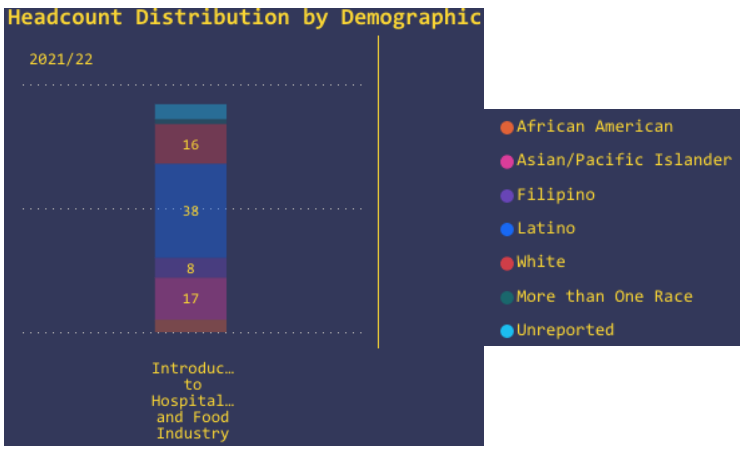
*Introduction to Hospitality and Food Industry

Gender



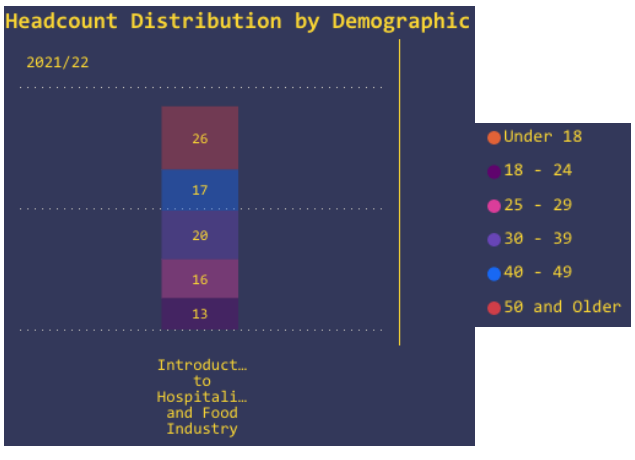
- The Introduction program shows similar data to the rest of our department in that the gender population is more female at 71% than male at 29%. This seems to be the program seems to have one of the largest female percentages, and we believe this is because every student needs to take this program is the entry point for all of the other Hospitality and Culinary Arts programs. Therefore, Baking and Culinary Nutrition students would be part of this tally, and those programs were predominately female during the 2021/2022 academic year.

Ethnicity



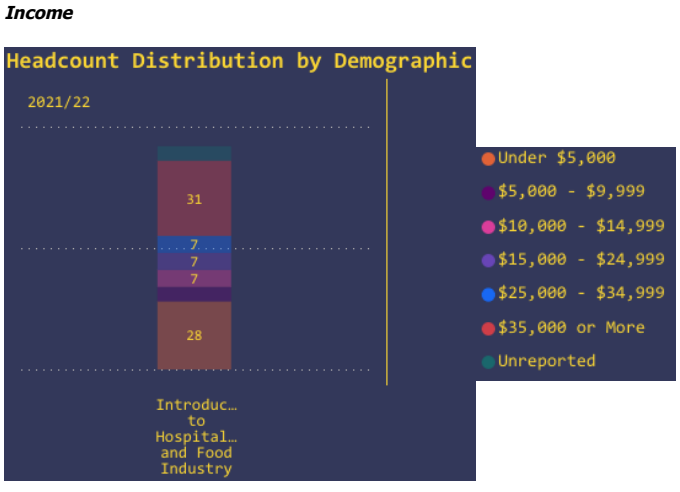
- As we have seen in our other department's programs, the largest group of students are Latinx students with 41% of the total student population. The second highest groups were Asian Pacific Islander students with 18% and White students at 17% during the 2021/2022 academic year.
- As we have seen in our other Hospitality and Culinary Arts courses, the African American student population continues to be underrepresented and underserved with only 5% of the total population for this program.

Age



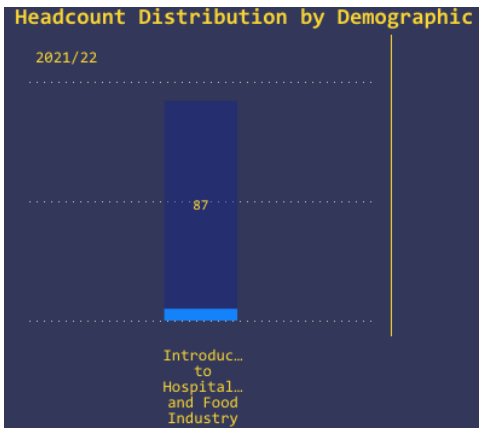
- The data presents 50 and Older students as the largest group at 28% and 30-39 year olds as our second largest population at 22%, which is in line with our overall department demographics.
- This program does seem to have the most diverse age ranges with decent representation of all age groups compared to our other programs and overall department demographics.
  - This trend could be because of College and Career Readiness data.

Income



- The income level of "$35,000 or More" makes up the largest population with 34% and the second largest income bracket is "Under $5,000" at 30%. This data is in line with what we have seen across all of our programs and overall department data.

DSPS



- The program had a total of five (5) DSPS students, which is higher than what our programs traditionally sees. This program has the highest DSPS student population in our department, but that is not surprising as this is our entry point program where all of our Hospitality and Culinary Arts students start before entering into their respective discipline of study.

2020/2021 Program Review Narrative Roll Over

Discipline Data

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
Gender	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Female	394	78.80%	320	76.37%	353	72.93%	327	73.98%	285	65.22%
Male	106	21.20%	99	23.63%	131	27.07%	115	26.02%	151	34.55%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	0	0%	1	0.23%
Ethnicity										
African American	29	5.80%	32	7.64%	48	9.92%	37	8.37%	39	8.92%
American Indian	0	0%	1	0.24%	0	0%	1	0.23%	2	0.46%
Asian/Pacific Islander	81	16.20%	64	15.27%	62	12.81%	49	11.09%	46	10.53%
Filipino	24	4.80%	22	5.25%	18	3.72%	31	7.01%	19	4.35%
Latino	172	34.40%	171	40.81%	226	46.69%	186	42.08%	186	42.56%
White	158	31.60%	117	27.92%	108	22.31%	116	26.24%	97	22.20%
Other	16	3.20%	6	1.43%	11	2.27%	15	3.39%	15	3.43%
Unreported	20	4%	6	1.43%	11	2.27%	7	1.58%	33	7.55%
Age Group										
Under 18	0	0%	0	0%	0	0%	1	0.23%	5	1.14%
18 - 24	54	10.80%	34	8.11%	57	11.78%	51	11.54%	110	25.17%
25 - 29	70	14%	58	13.84%	69	14.26%	49	11.09%	69	15.79%
30 - 39	91	18.20%	70	16.71%	122	25.21%	110	24.89%	105	24.03%
40 - 49	105	21%	88	21%	77	15.91%	92	20.81%	62	14.19%
50 and Older	180	36%	169	40.33%	159	32.85%	139	31.45%	86	19.68%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Income Level										
Under $5,000	159	31.80%	147	35.08%	171	35.33%	130	29.41%	148	33.87%
$5,000 - $9,999	26	5.20%	22	5.25%	31	6.40%	23	5.20%	23	5.26%
$10,000 - $14,999	47	9.40%	30	7.16%	46	9.50%	30	6.79%	37	8.47%
$15,000 - $24,999	57	11.40%	45	10.74%	53	10.95%	58	13.12%	30	6.86%
$25,000 - $34,999	54	10.80%	38	9.07%	49	10.12%	29	6.56%	31	7.09%
$35,000 or More	156	31.20%	136	32.46%	134	27.69%	109	24.66%	111	25.40%
Unreported	1	0.20%	1	0.24%	0	0%	63	14.25%	57	13.04%
DSPS Status										
DSPS Services	12	2.40%	6	1.43%	14	2.89%	13	2.94%	14	3.20%
No DSPS Services	488	97.60%	413	98.57%	470	97.11%	429	97.06%	423	96.80%
Total	**500**	**100%**	**419**	**100%**	**484**	**100%**	**442**	**100%**	**437**	**100%**

- Gender
  - The Hospitality and Culinary Arts department continues to have a strong female population of 65.22%, while CE's female population grew to 68.13%. Our male population grew by 31.30% over the last two (2) years, and it is currently the highest that it has been in over five (5) years. The data that we are looking at in this section is for all of the programs that we offer in our department, and a few of those programs are heavily attended by female students.
    - Our total female student population has decreased during the 2020/2021 academic year due to the reduction in Professional Bakeshop Skills class and not being able to offer the Advanced Bakeshop Skills program because of COVID-19.
  - While we did not have a student this year identify as non-binary, we are glad to see that this year's program review gender identification category is inclusive of all individuals who identify as gender fluid, gender neutral, and non-binary.
- Ethnicity
  - The Hospitality and Culinary Arts discipline is currently on par with SDCCE's overall totals for American Indian, Filipino, Other, and Unreported as our percentages mirror SDCCE within 1%. In terms of percentages, our department continues to see LatinX students as our largest group of students by ethnicity followed by White (which declined by 16.38% in the last two (2) years). We have seen a decrease in our Filipino and Asian Pacific Islander population, which we attribute to the reduction in the bakeshop classes. Our department has also seen a slight increase of 5.41% in our African American population, which has seen a 34.48% increase over the last five (5) year period.
- Age
  - In the Hospitality and Culinary Arts discipline overall, our largest segment by age are students age 30 to 39 with 24.03% of our total student population being in that category. This age group has always been our second largest population by age, and we attribute the influx of these students to moving all of our programming to fully online in 2020/2021.
    - The data shows the largest segment by age being 18-24 year olds; however, we do not believe that this is accurate for our department because this is taking into account INTD 500, and the ABE/ASE department has a large number of students in this age bracket.
  - Students age 50 and older make up our second largest population in 2020/2021, but we did see a decrease of 38.13% over the last two (2) years. We attribute this steep decline to our programming being offered fully online.
  - We believe that we have a higher student population in these age brackets due to the fact that individuals are changing careers and are looking to acquire new skills to change their career path.
- Income
  - In terms of income levels, our department's largest group is "Under $5,000" at 33.87% and our second largest group is "$35,000 or More" at 25.40%. This is on par with the SDCCE's overall data for income level and shows that in our classes, there is a large income inequality gap.
    - In order to get a more accurate data set, perhaps it would be good to expand the income level categories.
- DSPS
  - Although our number of DSPS students has maintained an average of about fourteen (14) students per year, we believe that we lost DSPS students in the transition to online but gained DSPS students in the INTD 500 class.
  - Only 3.2% of our department's students utilize DSPS services, which is slightly lower than SDCCE's average of 5.43%.
  - As mentioned in previous program reviews, we strongly feel that our discipline has more students who do not self-identify but could benefit from DSPS services.

Program Data

Advanced Culinary Arts

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	19	55.88%	26	60.47%	10	37.04%	13	50%	43	74.14%
Male	15	44.12%	17	39.53%	17	62.96%	13	50%	15	25.86%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Ethnicity										
African American	1	2.94%	8	18.60%	5	18.52%	6	23.08%	3	5.17%
American Indian	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	6	17.65%	5	11.63%	7	25.93%	1	3.85%	8	13.79%
Filipino	1	2.94%	5	11.63%	0	0%	3	11.54%	4	6.90%
Latino	17	50%	19	44.19%	7	25.93%	14	53.85%	27	46.55%
White	4	11.76%	5	11.63%	6	22.22%	1	3.85%	12	20.69%
Other	3	8.82%	1	2.33%	2	7.41%	0	0%	2	3.45%
Unreported	2	5.88%	0	0%	0	0%	1	3.85%	2	3.45%
Age Group										
Under 18	0	0%	0	0%	0	0%	0	0%	0	0%
18 - 24	7	20.59%	4	9.30%	3	11.11%	5	19.23%	1	1.72%
25 - 29	7	20.59%	10	23.26%	7	25.93%	0	0%	7	12.07%
30 - 39	9	26.47%	10	23.26%	9	33.33%	7	26.92%	19	32.76%
40 - 49	8	23.53%	9	20.93%	3	11.11%	5	19.23%	14	24.14%
50 and Older	3	8.82%	10	23.26%	5	18.52%	9	34.62%	17	29.31%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Income Level										
Under $5,000	10	29.41%	18	41.86%	12	44.44%	12	46.15%	25	43.10%
$5,000 - $9,999	1	2.94%	2	4.65%	2	7.41%	1	3.85%	1	1.72%
$10,000 - $14,999	3	8.82%	4	9.30%	7	25.93%	2	7.69%	7	12.07%
$15,000 - $24,999	6	17.65%	2	4.65%	2	7.41%	4	15.38%	4	6.90%
$25,000 - $34,999	5	14.71%	4	9.30%	0	0%	0	0%	2	3.45%
$35,000 or More	9	26.47%	13	30.23%	4	14.81%	4	15.38%	18	31.03%
Unreported	0	0%	0	0%	0	0%	3	11.54%	1	1.72%
DSPS Status										
DSPS Services	1	2.94%	0	0%	0	0%	0	0%	1	1.72%
No DSPS Services	33	97.06%	43	100%	27	100%	26	100%	57	98.28%
Total	**34**	**100%**	**43**	**100%**	**27**	**100%**	**26**	**100%**	**58**	**100%**

- Gender
  - Our Advanced Culinary Arts program headcount by gender numbers continue to fluctuate between years but in 2020/2021, we had more women enroll in this program when it moved to fully online.
    - Our numbers went from 50% female and 50% male in 2019/2020 to 74.14% female and 25.86% male in 2020/2021, which is a 230.77% increase over the last two (2) years.
- Ethnicity
  - The Culinary Arts and Sciences program usually feeds into the Advanced Culinary Arts program. We have noticed that some of our Culinary Arts and Sciences students want to take this course, but tend to "burnout" towards the end of their first program.
    - In 2020/2021, we saw an increase in Latinx students and White students in this program, but the African American student population decreased by three (3) enrollments which was a 50% decrease from 2019/2020.
  - We have noticed that the majority of the students who take this program already work in the industry and are looking to gain more advanced skills and techniques that other culinary and/or job training programs do not offer.
- Age
  - In 2020/2021, the largest age demographic groups were 30-39 with 32.76% and 50 and Older with 29.31% of the total program population. In 2020/2021, we only had a single student in the age bracket of 18-24 and students age 25-29 increased from zero (0) in 2019/2020 to seven (7) in 2020/2021.
  - We believe that older students tend to be more successful in this program because of how robust the academic content and coursework demands are in this eight (8) week program. We have also noticed that younger students tend to "burnout" towards the end of the 900 hour Culinary Arts and Sciences program, and they either want a break from school or need to re-enter the workforce.
- Income
  - In terms of income levels, this program continues to see polarization between the highest and lowest income groups. The largest group is "Under $5,000" at 43.10% and our second largest group is "$35,000 or More" at 31.03%.
- DSPS
  - In 2020/2021, we only had one (1) DSPS student continue on to the Advanced Culinary Arts program. Since this program tends to be quite rigorous, DSPS students tend to more apprehensive about joining the program after learning about the coursework load and content.

Culinary Arts & Sciences

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	37	53.62%	39	52%	71	51.45%	68	60.18%	39	58.21%
Male	32	46.38%	36	48%	67	48.55%	45	39.82%	27	40.30%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	0	0%	1	1.49%
Ethnicity										
African American	11	15.94%	16	21.33%	33	23.91%	19	16.81%	5	7.46%
American Indian	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	9	13.04%	8	10.67%	11	7.97%	10	8.85%	8	11.94%
Filipino	2	2.90%	3	4%	6	4.35%	8	7.08%	5	7.46%
Latino	24	34.78%	36	48%	64	46.38%	54	47.79%	27	40.30%
White	18	26.09%	8	10.67%	17	12.32%	16	14.16%	17	25.37%
Other	3	4.35%	4	5.33%	4	2.90%	5	4.42%	2	2.99%
Unreported	2	2.90%	0	0%	3	2.17%	1	0.88%	3	4.48%
Age Group										
Under 18	0	0%	0	0%	0	0%	0	0%	0	0%
18 - 24	22	31.88%	10	13.33%	23	16.67%	16	14.16%	12	17.91%
25 - 29	12	17.39%	16	21.33%	23	16.67%	17	15.04%	11	16.42%
30 - 39	11	15.94%	19	25.33%	34	24.64%	34	30.09%	18	26.87%
40 - 49	12	17.39%	12	16%	24	17.39%	21	18.58%	12	17.91%
50 and Older	12	17.39%	18	24%	34	24.64%	25	22.12%	14	20.90%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Income Level										
Under $5,000	27	39.13%	35	46.67%	59	42.75%	49	43.36%	19	28.36%
$5,000 - $9,999	4	5.80%	8	10.67%	9	6.52%	6	5.31%	5	7.46%
$10,000 - $14,999	8	11.59%	7	9.33%	13	9.42%	10	8.85%	6	8.96%
$15,000 - $24,999	7	10.14%	11	14.67%	19	13.77%	13	11.50%	6	8.96%
$25,000 - $34,999	8	11.59%	3	4%	16	11.59%	10	8.85%	8	11.94%
$35,000 or More	15	21.74%	10	13.33%	22	15.94%	17	15.04%	20	29.85%
Unreported	0	0%	1	1.33%	0	0%	8	7.08%	3	4.48%
DSPS Status										
DSPS Services	4	5.80%	1	1.33%	7	5.07%	6	5.31%	2	2.99%
No DSPS Services	65	94.20%	74	98.67%	131	94.93%	107	94.69%	65	97.01%
Total	**69**	**100%**	**75**	**100%**	**138**	**100%**	**113**	**100%**	**67**	**100%**

- Gender
  - From academic year 2016/2017-2018/2019, our Culinary Arts and Sciences program headcount by gender has always been fairly even with our largest female population at 53.6% in 2016/2017. However since 2019/2020, we have seen a larger percentage of female students enrolling in the Culinary Arts and Sciences programs, and we had a total of 58.21% female students in 2020/2021. This is a little surprising since our industry is predominantly male, but we are seeing an increase of women entering the food industry.
- Ethnicity
  - Since last academic year, our White population was the only ethnic population that grew in 2020/2021, and it grew by 6.25%. Our Culinary Arts & Sciences program still shows that Latinx students are our largest demographic with 40.30% of enrollments. This is not surprising because the hospitality and food service industry as a whole is predominantly Latinx. We noticed a decrease in this year's population percentages for the following ethnicity groups: African American, Asian/Pacific Islander, Filipino, Latinx, White, and Other.
- Age
  - Our Culinary Arts and Sciences program's age demographics is on par with our overall discipline data as students age 30-39 are the majority with 26.87% of the total population. Our population numbers in all of the age categories saw a decrease in 2020/2021 because our enrollment numbers were down due to COVID-19.
    - In order to capture more students in various age ranges, we need to increase our marketing efforts and tailor them to specific channels to attract these individuals (i.e. high school hospitality career fairs, create industry partnerships, and social media).

- Income
  - In terms of income levels, this program continues to see polarization between the highest and lowest income groups. The largest group is "$35,000 or More" at 29.85% and our second largest group is "Under $5,000" at 28.36%.
    - We believe that we saw an increase in "$35,000 or More" students because we were fully online, and the program was more conducive to the schedule of working professionals.
- DSPS
  - Our DSPS student population in this program declined by 16.67% in 2020/2021; mostly due to the fact that our DSPS students tend to feel more comfortable in on-campus classes. It also seemed like our DSPS students received more help on-campus than they did online in the Zoom classes.

Culinary Nutrition

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	0	---	0	---	0	---	0	---	36	83.72%
Male	0	---	0	---	0	---	0	---	6	13.95%
Non-binary	0	---	0	---	0	---	0	---	0	0%
Unreported	0	---	0	---	0	---	0	---	1	2.33%
Ethnicity										
African American	0	---	0	---	0	---	0	---	5	11.63%
American Indian	0	---	0	---	0	---	0	---	0	0%
Asian/Pacific Islander	0	---	0	---	0	---	0	---	8	18.60%
Filipino	0	---	0	---	0	---	0	---	4	9.30%
Latino	0	---	0	---	0	---	0	---	14	32.56%
White	0	---	0	---	0	---	0	---	8	18.60%
Other	0	---	0	---	0	---	0	---	1	2.33%
Unreported	0	---	0	---	0	---	0	---	3	6.98%
Age Group										
Under 18	0	---	0	---	0	---	0	---	0	0%
18 - 24	0	---	0	---	0	---	0	---	2	4.65%
25 - 29	0	---	0	---	0	---	0	---	5	11.63%
30 - 39	0	---	0	---	0	---	0	---	15	34.88%
40 - 49	0	---	0	---	0	---	0	---	13	30.23%
50 and Older	0	---	0	---	0	---	0	---	8	18.60%
Unreported	0	---	0	---	0	---	0	---	0	0%
Income Level										
Under $5,000	0	---	0	---	0	---	0	---	8	18.60%
$5,000 - $9,999	0	---	0	---	0	---	0	---	0	0%
$10,000 - $14,999	0	---	0	---	0	---	0	---	5	11.63%
$15,000 - $24,999	0	---	0	---	0	---	0	---	3	6.98%
$25,000 - $34,999	0	---	0	---	0	---	0	---	2	4.65%
$35,000 or More	0	---	0	---	0	---	0	---	20	46.51%
Unreported	0	---	0	---	0	---	0	---	5	11.63%
DSPS Status										
DSPS Services	0	---	0	---	0	---	0	---	1	2.33%
No DSPS Services	0	---	0	---	0	---	0	---	42	97.67%
Total	**0**	---	**0**	---	**0**	---	**0**	---	**43**	**100%**

- Gender
  - This program was predominantly female compared to our other programs with thirty-six (36) female students (83.72%) and only six (6) male students (13.95%). When comparing this data to the original Food Preparation for the Healthcare Professional program, the gender demographics tend to be the same with an overwhelmly female population of 84.32%.
- Ethnicity
  - As we have seen in our other department's programs, the largest group of students are Latinx students with 32.56% of the total student population. The second highest groups were White and Asian Pacific Islander students at 18.60% each followed by African American students at 11.63%. When comparing this data to the original Food Preparation for the Healthcare Professional program, our student demographic that we are serving has shifted vastly.
    - Food Preparation for the Healthcare Professional program data:
      - White: 46.61%
      - Asian/Pacific Islander: 20.34%
      - LatinX: 18.22%
      - African American: 2.12%
    - We believe this shift in the student population is due to a) more working professionals in our industry attending these classes, b) students from the Culinary Arts & Sciences program enrolling to earn another certificate, and c) elimination of out-dated non-CDCP courses.
- Age
  - Our Culinary Nutrition program's age demographics is on par with our overall discipline data as students age 30-39 are the majority with 34.88% of the total population. Our second largest group is 40-49 with 30.23% of the total population, and the third largest group is 50 and Older with 18.60% of the total population. The age demographic captured is a departure from the original program whose main demographic was 50 and Older making up 54.65% of the total population and was not leading to jobs.
    - We attribute this to students from our Culinary Arts & Sciences program enrolled in this program, and these students are interested in looking for job training that can also assist them in operating their own catering/personal chef business.
- Income
  - This program's largest income group was "$35,000 and More" at 46.51%, which is the largest of any of our programs. The second largest income group was "Under $5,000" at 18.60% of the total population.
    - We believe that we saw an increase in "$35,000 or More" students because we were fully online, and the program was more conducive to the schedule of working professionals.
    - As an institution, we need to ensure that students have access to resources such as technology to help bridge this income inequality gap.
- DSPS
  - In 2020/2021, we only had one (1) DSPS student enroll in to the Culinary Nutrition program. When looking at the data for the food prep program, there was only one (1) DSPS student reported in two (2) years.

Introduction to Hospitality

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	0	---	0	---	0	---	0	---	113	54.85%
Male	0	---	0	---	0	---	0	---	93	45.15%
Non-binary	0	---	0	---	0	---	0	---	0	0%
Unreported	0	---	0	---	0	---	0	---	0	0%
Ethnicity										
African American	0	---	0	---	0	---	0	---	27	13.11%
American Indian	0	---	0	---	0	---	0	---	2	0.97%
Asian/Pacific Islander	0	---	0	---	0	---	0	---	10	4.85%
Filipino	0	---	0	---	0	---	0	---	4	1.94%
Latino	0	---	0	---	0	---	0	---	106	51.46%
White	0	---	0	---	0	---	0	---	32	15.53%
Other	0	---	0	---	0	---	0	---	8	3.88%
Unreported	0	---	0	---	0	---	0	---	17	8.25%
Age Group										
Under 18	0	---	0	---	0	---	0	---	5	2.43%
18 - 24	0	---	0	---	0	---	0	---	89	43.20%
25 - 29	0	---	0	---	0	---	0	---	35	16.99%
30 - 39	0	---	0	---	0	---	0	---	44	21.36%
40 - 49	0	---	0	---	0	---	0	---	18	8.74%
50 and Older	0	---	0	---	0	---	0	---	15	7.28%
Unreported	0	---	0	---	0	---	0	---	0	0%
Income Level										
Under $5,000	0	---	0	---	0	---	0	---	86	41.75%
$5,000 - $9,999	0	---	0	---	0	---	0	---	9	4.37%
$10,000 - $14,999	0	---	0	---	0	---	0	---	15	7.28%
$15,000 - $24,999	0	---	0	---	0	---	0	---	16	7.77%
$25,000 - $34,999	0	---	0	---	0	---	0	---	14	6.80%
$35,000 or More	0	---	0	---	0	---	0	---	25	12.14%
Unreported	0	---	0	---	0	---	0	---	41	19.90%
DSPS Status										
DSPS Services	0	---	0	---	0	---	0	---	11	5.34%
No DSPS Services	0	---	0	---	0	---	0	---	195	94.66%
Total	**0**	---	**0**	---	**0**	---	**0**	---	**206**	**100%**

This will be a brief analysis as there is no way to bifurcate our department's 500 data from ABE/ASE 500 data in this table. This skews the data in this table too much to be relevant to speak to our department's program data alone.

- Gender
  - The Introduction program shows similar data to the rest of our department in that the gender population is more female at 54.85% than male at 45.15%. This seems to be the program with the smallest gap between genders, but this is probably because all INTD 500 courses are represented in this data.
- Ethnicity
  - As we have seen in our other department's programs, the largest group of students are Latinx students with 51.46% of the total student population. The second highest groups were White students with 15.53% and African American students at 13.11% each.
    - We believe these percentages reflect more on ABE/ASE's INTD 500 than the Intro program INTD 500.
- Age
  - The data presents 18-24 year olds as the largest group at 43.20%, but this seems to be more geared towards ABE/ASE while the students 30-39 (21.36%), 40-49 (8.74%), and 50 and Older (7.28%) tend to be more in line with the demographics that our department traditionally serves.
- Income
  - The income level of "Under $5,000" makes up the largest population with 41.75%, which seems to be attributed to the INTD 500 class in ABE/ASE. However, it is hard to tell because we do not have the INTD 500 data from previous years or FDNT 501 data for this year.
- DSPS
  - The program had a total of eleven (11) DSPS students, which is higher than what our programs traditionally sees. Based on the students who enrolled in our classes in Fall 2021 that were graduates of this program, we have not had a student identify as DSPS.

Professional Bakeshop Skills

Table 5. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	181	83.41%	172	82.30%	256	82.58%	237	80.34%	37	86.05%
Male	36	16.59%	37	17.70%	54	17.42%	58	19.66%	6	13.95%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Ethnicity										
African American	15	6.91%	12	5.74%	15	4.84%	15	5.08%	1	2.33%
American Indian	0	0%	0	0%	0	0%	1	0.34%	0	0%
Asian/Pacific Islander	38	17.51%	30	14.35%	37	11.94%	38	12.88%	5	11.63%
Filipino	8	3.69%	13	6.22%	9	2.90%	24	8.14%	2	4.65%
Latino	99	45.62%	113	54.07%	170	54.84%	128	43.39%	15	34.88%
White	48	22.12%	37	17.70%	67	21.61%	73	24.75%	16	37.21%
Other	5	2.30%	1	0.48%	5	1.61%	10	3.39%	0	0%
Unreported	4	1.84%	3	1.44%	7	2.26%	6	2.03%	4	9.30%
Age Group										
Under 18	0	0%	0	0%	0	0%	1	0.34%	0	0%
18 - 24	19	8.76%	19	9.09%	32	10.32%	32	10.85%	3	6.98%
25 - 29	31	14.29%	29	13.88%	45	14.52%	35	11.86%	3	6.98%
30 - 39	49	22.58%	38	18.18%	87	28.06%	75	25.42%	6	13.95%
40 - 49	56	25.81%	54	25.84%	48	15.48%	67	22.71%	9	20.93%
50 and Older	62	28.57%	69	33.01%	98	31.61%	85	28.81%	22	51.16%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Income Level										
Under $5,000	78	35.94%	72	34.45%	108	34.84%	72	24.41%	13	30.23%
$5,000 - $9,999	19	8.76%	16	7.66%	20	6.45%	17	5.76%	4	9.30%
$10,000 - $14,999	25	11.52%	18	8.61%	29	9.35%	19	6.44%	4	9.30%
$15,000 - $24,999	25	11.52%	26	12.44%	35	11.29%	40	13.56%	4	9.30%
$25,000 - $34,999	15	6.91%	19	9.09%	29	9.35%	19	6.44%	2	4.65%
$35,000 or More	55	25.35%	58	27.75%	89	28.71%	76	25.76%	14	32.56%
Unreported	0	0%	0	0%	0	0%	52	17.63%	2	4.65%
DSPS Status										
DSPS Services	7	3.23%	5	2.39%	8	2.58%	6	2.03%	1	2.33%
No DSPS Services	210	96.77%	204	97.61%	302	97.42%	289	97.97%	42	97.67%
Total	**217**	**100%**	**209**	**100%**	**310**	**100%**	**295**	**100%**	**43**	**100%**

- Gender
  - As the data shows above, we have an overwhelming large female population in this program compared to males because baking and pastry in our industry tends to be predominantly female. Compared to 19.66% in 2019/2020, we have seen a decrease of 5.71% in male students attending the Professional Bakeshop Skills program in 2020/2021.
- Ethnicity
  - We tend to see high numbers of Latinx students in the Professional Bakeshop Skills program largely due to the fact that one instructor has a following of Latinx students because she conducted most of her class in Spanish. We lost quite a few Latinx students in Spring 2020 when this instructor did not migrate her class onto Canvas in March 2020, and we continued to see these enrollment numbers decrease once we moved to fully online in Fall 2020.
    - We believe that the gap between Latinx and White students was narrowed due to the fact that our program was taught fully online during the 2020/2021 academic year.
- Age
  - We saw a shift in the age group demographic in 2020/2021 with 50 and Older making up 51.16% of the total population and 40-49 being the second largest at 20.93%. This varies from last year's data which had more 30-39 year olds enrolled.
- Income
  - This program's largest income group was "$35,000 and More" at 32.56%, and the second largest income group was "Under $5,000" at 30.23% of the total population.
    - We believe that we saw an increase in "$35,000 or More" students because we were fully online, and the program was more conducive to the schedule of working professionals.

- As an institution, we need to ensure that students have access to resources such as technology to help bridge this income inequality gap.

- DSPS
  - We saw a decrease of five (5) DSPS students in this program, and we attribute this to how low our enrollments were for this program in 2020/2021. Our student enrollment dropped from 295 in 2019/2020 to 43 in 2020/2021.

SDCCE Overall Data

Table 3. Headcount by Age, Gender, Ethnicity, Income and DSPS Status

	Academic Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender										
Female	25,879	64.49%	25,069	64.76%	24,571	65.35%	20,106	65.18%	11,214	68.13%
Male	14,213	35.42%	13,500	34.87%	12,833	34.13%	10,467	33.93%	5,174	31.43%
Non-binary	0	0%	0	0%	0	0%	1	0%	2	0.01%
Unreported	39	0.10%	144	0.37%	193	0.51%	271	0.88%	70	0.43%
Ethnicity										
African American	3,166	7.89%	2,939	7.59%	2,793	7.43%	2,257	7.32%	1,106	6.72%
American Indian	119	0.30%	119	0.31%	102	0.27%	62	0.20%	33	0.20%
Asian/Pacific Islander	6,104	15.21%	5,989	15.47%	5,781	15.38%	4,761	15.44%	2,425	14.73%
Filipino	942	2.35%	984	2.54%	996	2.65%	911	2.95%	586	3.56%
Latino	13,765	34.30%	13,105	33.85%	12,814	34.08%	10,959	35.53%	5,802	35.25%
White	12,391	30.88%	11,959	30.89%	11,616	30.90%	10,199	33.07%	4,765	28.95%
Other	692	1.72%	667	1.72%	711	1.89%	661	2.14%	420	2.55%
Unreported	2,952	7.36%	2,951	7.62%	2,784	7.40%	1,035	3.36%	1,323	8.04%
Age Group										
Under 18	6	0.01%	13	0.03%	8	0.02%	45	0.15%	14	0.09%
18 - 24	4,431	11.04%	4,409	11.39%	3,986	10.60%	3,096	10.04%	1,524	9.26%
25 - 29	4,491	11.19%	4,162	10.75%	3,838	10.21%	3,094	10.03%	1,779	10.81%
30 - 39	8,717	21.72%	8,148	21.05%	7,674	20.41%	6,203	20.11%	4,197	25.50%
40 - 49	6,055	15.09%	5,628	14.54%	5,483	14.58%	4,441	14.40%	2,841	17.26%
50 and Older	16,428	40.94%	16,353	42.24%	16,605	44.17%	13,966	45.28%	6,105	37.09%
Unreported	3	0.01%	0	0%	3	0.01%	0	0%	0	0%
Income Level										
Under $5,000	19,315	48.13%	19,095	49.32%	18,413	48.97%	12,671	41.08%	4,954	30.10%
$5,000 - $9,999	1,971	4.91%	1,925	4.97%	1,748	4.65%	1,325	4.30%	877	5.33%
$10,000 - $14,999	3,123	7.78%	2,928	7.56%	2,795	7.43%	1,874	6.08%	995	6.04%
$15,000 - $24,999	4,193	10.45%	3,860	9.97%	3,459	9.20%	2,411	7.82%	1,452	8.82%
$25,000 - $34,999	2,647	6.60%	2,447	6.32%	2,420	6.44%	1,850	6%	1,115	6.77%
$35,000 or More	8,833	22.01%	8,217	21.23%	8,643	22.99%	6,810	22.08%	4,887	29.69%
Unreported	49	0.12%	241	0.62%	119	0.32%	3,904	12.66%	2,180	13.24%
DSPS Status										
DSPS Services	1,788	4.46%	1,780	4.60%	1,790	4.76%	1,359	4.41%	894	5.43%
No DSPS Services	38,343	95.54%	36,933	95.40%	35,807	95.24%	29,486	95.59%	15,566	94.57%
Total	**40,131**	**100%**	**38,713**	**100%**	**37,597**	**100%**	**30,845**	**100%**	**16,460**	**100%**

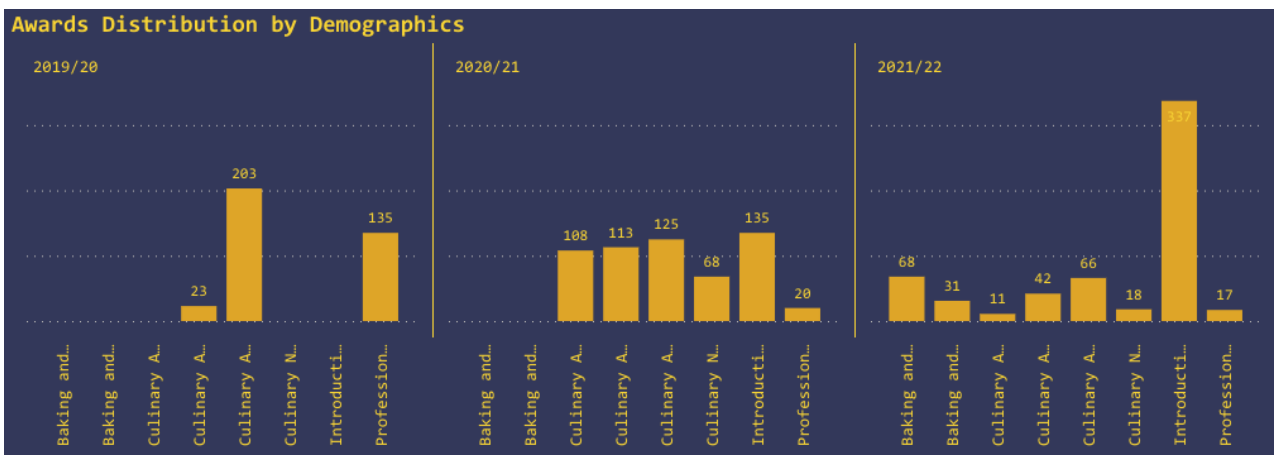
c. Certificates Awarded by Discipline :

2021/2022 Program Review Narrative

For the second year in a row, there does seem to be some discrepancies between our internal department data and the data that was provided to us by the PRIE department. We are missing a large amount of total certificates from our Culinary Nutrition course and program certificates. We also noticed that last year's data showed 578 total awards for our department awards total, but the new dashboard shows 434 total awards for 2020/2021. We bring this up because it is difficult to speak to the data effectively if the data sets are not completely accurate or at least within an acceptable margin of error.

- In order to ensure that our data sets are correct for next year's program review, we think that it would be a valuable exercise that each department's leadership team meet with the data analysts and researchers to compare the internal data that the departments have complied with the data that PRIE has for the academic year. I think this will be very beneficial especially leading up to our college's WASC accreditation visit.

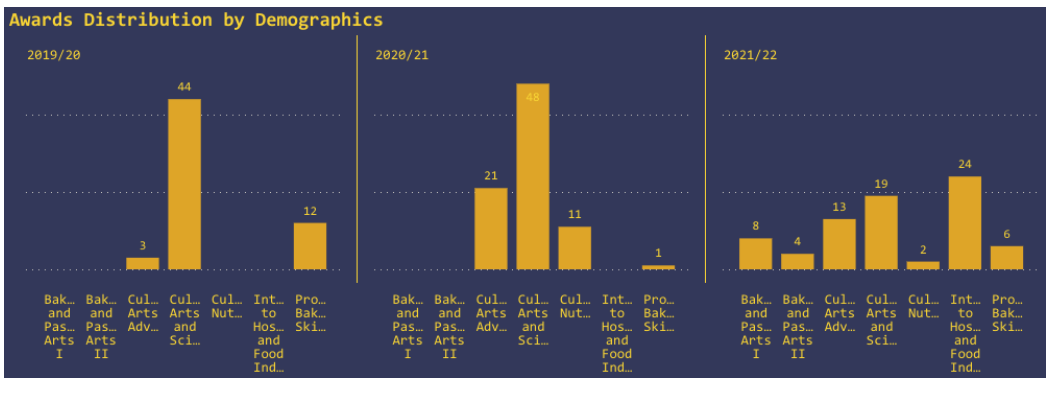
Disciple Awards



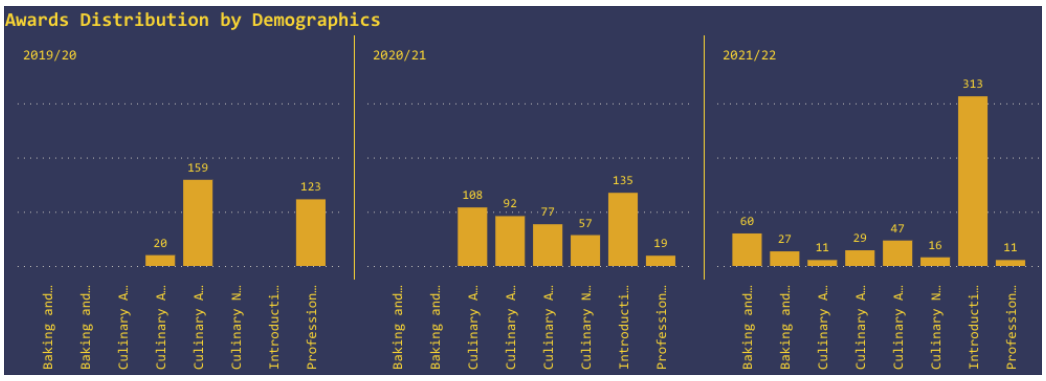
Total certificates awarded by discipline for our program were 590 in 2021/2022, which is a 2.1% increase from the year before. We do believe these numbers are a slightly skewed though because this is account for College and Career Readiness that is part of the Introduction program and the Culinary Nutrition data is lower than what our internal data shows. Our department's program awards have seen a drop of 6.13% this year compared to last year based on the numbers the PRIE provided to us. We had a 5.1% increase in course awards this year compared to last year and if we included our internal data, the increase would be 11.8%. There are a few factors that we believe are contributing to these numbers:

- We introduced four (4) new certificate programs in the 2020/2021 and 2021/2022 academic year. Culinary Nutrition launched in Spring 2021, Introduction to Hospitality Industry launched in Summer 2021, Baking & Pastry Arts I launched in Fall 2021, and Baking & Pastry Arts II launched in Spring 2022. We believe that these short, stackable programs are what is increasing our course and program awards because these shorter training programs meet our student's needs.
- In terms of course completions, the Introduction program has INTD 500 College and Career Readiness as part of it, which has a large amount of completers as this is a requirement in the ABE/ASE program. Therefore, that might be skewing our course completion levels.
- *COVID-19 Impact*
  - Our Culinary Arts & Sciences and Advanced Culinary Programs have been impacted the most during the 2021/2022 academic year, and we believe that this is due to use returning to on-campus learning in a hybrid format. When we were holding classes online and building ingredient boxes during the pandemic, we had a higher completion rate because a lot of the barriers that our students face (i.e. transportation, work schedules, child care, etc.) were alleviated due to being fully online.
  - We believe that completions have decreased because students were not ready to return to classes after being online for the last two (2) years. Students and faculty members are still concerned about COVID-19 and worry about the health and safety of their community. Based on some of the program data, we think it would have been better if we left some of the classes online instead of trying to transition them back because students just were not ready yet to return to on-campus learning. We also noticed that some of these students had to return to work or their work schedules were modified, which made attending classes on-campus more difficult for them.

Program Awards



Course Awards



Advanced Culinary Arts Awards

When looking at this data, we believe that advanced program completions were lower in 2021/2022 because we had less students interested in taking the class this year, and culinary arts & science enrollments were lower. There were 29 course awards, which was a significant decrease from 2020/2021.

COVID-19 Impact

- Students in 2019/2020 that were enrolled in Culinary Arts & Sciences prior to moving online in March 2020 due to the COVID-19 pandemic were more interested in continuing online in the Advanced Culinary Arts program because they heard the chefs talk about the program, and they were working on a final project that carried over to the advanced class. In 2021/2022, the enthusiasm was not the same for this program, and we saw more students have burnout like in previous years.

Culinary Arts & Sciences Awards

There was a significant decrease in our awards issued in 2021/2022 compared to 2020/2021. We only saw an increase in 2018/2019-2019/2020 because the ECC kitchen re-opened, and we were able to add a 3rd Culinary Arts and Sciences program. Even though our awards number decreased in 2021/2022, our program completion percentage actually was higher than all previous years, which shows an increase in our student retention rate.

COVID-19 Impact

- We saw a reduction in student enrollment when we transitioned back to campus in 2021, and we believe this is because students were not ready to return to campus due to health and safety concerns as well as students returning to the workforce after the pandemic.
- Since we were able to capture a new student population when we moved online, we should continue to offer some culinary programming fully online which in turn should increase our course and program award completions.

Culinary Nutrition Awards

The Culinary Nutrition program launched in Spring 2021 and replaced the older Food Preparation for the Healthcare Professional program. We did notice that the data shown on the Program Review Dashboard doesn't match out inner-departmental data for this program. The data shows that there were only two (2) program certificates, but we believe there should have been slightly more. We do believe that there was a decrease in program completions in 2021/2022, and we believe that is due to the meal planning essentials class moving back onto campus in a hybrid format instead of being fully online in Spring 2021.

- We believe that this program would be an excellent fit for HyFlex for Spring 2023 as this should help increase our enrollment and program completions because students could choose between which modality works best for them.

When we looked at the data for the old Food Preparation for the Healthcare Professional program, we only had three (3) program awards and fifteen (15) course awards in the last five (5) years. This new program has already surpassed the completion rate of previous nutrition program, and we believe that we will continue to see high numbers from this program because it is a short, stackable and allows our students to complete in one (1) semester opposed to four (4) semesters.

Intro to Hospitality and Food Industry Awards

The Introduction to Hospitality Industry program is the new entry point program for our department, and we believe in time this program will become our largest certificate generating program. In terms of course completions, the data table shows 313 completions for these courses but only 70 of those course completions are from the Introduction to Hospitality Careers course.

- Based on internal data that the Intro instructor provided, it seems like we should have 40 program, completions opposed to 24 for this program.
- We are noticing that course completions are high, but program completions are lower because students are choosing to only take the Intro to Hospitality Careers course each semester and forgo the College and Career Readiness course for the program certificate.
    - Reframing how we market this program to students may help increase our program completion rates. Students struggle with enrolling in a class that begins only in Summer session because they are used to Fall semester being the main entry point for the programs.
    - We also need to work with the High School department to help our students enroll in College and Career Readiness during the Fall and Spring semesters and not just the Summer session when we offer a dedicated College and Career Readiness session for our Intro course.

Baking and Pastry Arts Program & Bakeshop Skills Program

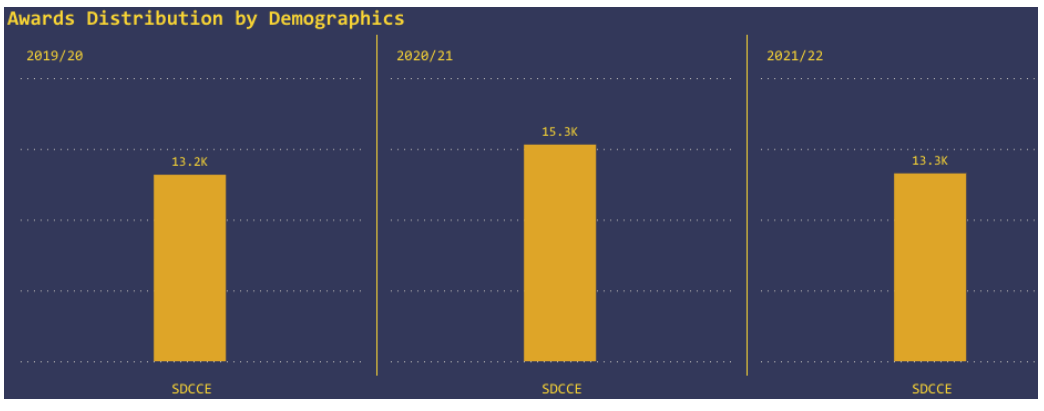
The new Baking and Pastry Arts Program was implemented in the 2021/2022 academic year. This breaks the program in to two (2) programs with two (2) courses each. We believe these short stackable course will lead to more program completions and learner persistence. We anticipate that the shift from two semester long course to two shorter stackable courses each semester will break up the program, give students a shorter goal to achieve and thereby increase learner persistence and retention, leading to more program completions.

While the program awards seem to be on-par with our Professional Bakeshop Skills completions in 2019/2020, our percentage of program completers compared to course completers is significant better in our new programs compared to the older bakeshop program. In 2019/2020, the program completion percentage compared to the course completion was 9.75%; whereas in 2021/2022, the program completion percentage compared to the course completion was 13.79%. We do think the program completion data for these programs are skewed because the instructors are not accurately reporting who the program completers were, and we are currently developing a spreadsheet that will help us to track course and program completions internally amongst the instructors that teache these courses.

COVID-19 Impact

- Due to COVID-19, we were unable to move all of the Professional Bakeshop Skills students online in 2020/2021, and we were unable to offer Advanced Bakeshop Skills because the equipment and ingredients needed were not conducive with an in-home lab environment.
    - We were able to offer Advanced Bakeshop Skills in Fall 2021 so students that were displaced in March 2020 due to the COVID-19 pandemic could complete their program certificates before the full launch of the new Baking & Pastry Arts programs.
- Even though the Baking & Pastry Arts programs were approved by the state in Fall 2020, we were unable to launch the program online due to the ingredient and equipment needed for these programs. In Fall 2021, we launched the new Baking & Pastry Arts I program in November 2021 and Baking & Pastry II in Spring 2022.

SCDDE Overall Awards



When looking at our data compared to SDCCE overall data, we noticed that our two (2) year average for program awards is up 3.58% while SDCCE's is down by 8.4% over the same two (2) year period. We believe that the reason our program award numbers are up is due to a) Introduction to Hospitality and Food Industry program data from Summer 2021 and b) Baking and Pastry Arts I & II programs data is reflective.

While SDCCE's course awards two (2) year average has decreased by 14.08%, our department's course awards over the same two (2) year period have increased by 5.06%. We do believe this is because College and Career Readiness is currently reflected in those course awards numbers, but our course completion rate will continue to increase over the years as we move towards implementing more shorter/stackable programs with two courses.

2020/2021 Program Review Narrative Roll Over

Even though we received certificate award data this year from the PRIE department, there does seem to be some discrepancies between our inner-departmental data and the data that was provided in the data tables.

Department Awards

	Fiscal Year									
Award Type	2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	101	31.27%	85	24.78%	89	28.34%	67	18.16%	61	10.55%
Course Award	222	68.73%	258	75.22%	225	71.66%	302	81.84%	517	89.45%
Total	**323**	**100%**	**343**	**100%**	**314**	**100%**	**369**	**100%**	**578**	**100%**

Certificates awarded by discipline for our program were 578 in 2020/2021. Our department's program awards have seen a drop of 9.84% in the past 2 years, but we had a 41.59% increase in course awards in the past 2 years. There are a few factors that we believe are contributing to these numbers:

- We introduced two (2) new certificate programs in the 2020/2021 academic year. Culinary Nutrition launched in Spring 2021, and Introduction to Hospitality Industry launched in Summer 2021. We believe that these short, stackable programs are what is increasing our course awards because these shorter training programs meet our student's needs.
    - We are missing a total of 23 program awards from Culinary Nutrition in these completion numbers. If these were incorporated, we would have a total of eighty-four (84) program completions; which would have brought us back up to 2017-2019 numbers.
- The Introduction program has INTD 500 College and Career Readiness as part of it, which has a large amount of completers as this is a requirement in the ABE/ASE program. Of their 164 course completions, we only make up about 60 of those completions.
- *COVID-19 Impact*
    - Our program completion reduced in 2020/2021 because we were unable to move our Advanced Bakeshop Skills class to online because of the equipment and ingredients needed. Therefore, we only had 1 program completion in the bakeshop program.
    - We have also seen a reduction in program certificates because some students were unable to continue attending classes once the move to fully online instruction happened in 2020.

Advanced Culinary Arts Awards

Table 6. Total Awards Conferred

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	14	31.82%	15	31.91%	11	31.43%	3	13.04%	18	16.36%
Course Award	30	68.18%	32	68.09%	24	68.57%	20	86.96%	92	83.64%
Total	**44**	**100%**	**47**	**100%**	**35**	**100%**	**23**	**100%**	**110**	**100%**

When looking at this data, we believe the data shown for program awards in 2019/2020 and course awards from 2019-2021 is not accurate. This could be due to the fact that the classes are offered during the summer session, and the second course of the program is not completed until after the start of the new fiscal year.

COVID-19 Impact

- While other programs struggled during the pandemic, we noticed that this program seemed to do better in a fully online format this last year compared to other years on campus.
    - We believe that this is due to a) class hour flexibility on Zoom because instructors held day and evening sessions, b) they were able to complete the program in the comfort of their home, c) the students did not experience high levels of "burnout" like in previous years, and d) students did not experience interpersonal issues with one another as they usually do in on-campus, in-person labs.

Culinary Arts & Sciences Awards

Table 6. Total Awards Conferred

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	38	31.67%	36	32.14%	44	29.14%	52	24.64%	39	33.62%
Course Award	82	68.33%	76	67.86%	107	70.86%	159	75.36%	77	66.38%
Total	**120**	**100%**	**112**	**100%**	**151**	**100%**	**211**	**100%**	**116**	**100%**

There was a significant decrease in our awards issued in 2020/2021 compared to 2019/2020; however, we noticed that 116 is comparable to 2016/2017 and 2017/2018. We only saw an increase in 2018/2019-2019/2020 because the ECC kitchen re-opened, and we were able to add a 3rd Culinary Arts and Sciences program. Even though our awards number decreased in 2020/2021, our program completion percentage actually was higher than all previous years, which shows an increase in our student retention rate.

COVID-19 Impact

- We saw a reduction in student enrollment when we transitioned to fully online in 2020, and we believe this is because students wanted to take their culinary lab sections in-person.
- Since we were able to capture a new student population when we moved online, we should continue to offer some culinary programming fully online which in turn should increase our course and program award completions.

Culinary Arts Awards

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	0	---	0	---	0	---	0	---	0	0%
Course Award	0	---	0	---	0	---	0	---	108	100%
Total	**0**	**---**	**0**	**---**	**0**	**---**	**0**	**---**	**108**	**100%**

COVID-19 Impact

- There are no program awards for the Culinary Arts 600 hour program because we only offered two (2) of the six (6) courses. We offered FDNT 675 and FDNT 676 in 2020/2021 in order to provide additional resources to our students, which gave them additional support during the transition to fully online.

Culinary Nutrition Awards

Table 6. Total Awards Conferred

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	0	---	0	---	0	---	0	---	3	5%
Course Award	0	---	0	---	0	---	0	---	57	95%
Total	**0**	**---**	**0**	**---**	**0**	**---**	**0**	**---**	**60**	**100%**

The Culinary Nutrition program launched in Spring 2021 and replaced the older Food Preparation for the Healthcare Professional program. We did notice that the data shown on the Excel document doesn't match out inner-departmental data for this program. The data shows that there were only three (3) program certificates when there were actually twenty-six (26) program completions at the end of the Spring 2021 semester. We believe that the data doesn't not accurately reflect these numbers because there was an issue with class rosters, and the final roster was not finalized until on or after June 30, 2021.

When we looked at the data for the old Food Preparation for the Healthcare Professional program, we only had three (3) program awards and fifteen (15) course awards in the last five (5) years. This new program has already surpassed the completion rate of previous nutrition program, and we believe that we will continue to see high numbers from this program because it is a short, stackable and allows our students to complete in one (1) semester opposed to four (4) semesters.

Intro to Hospitality Industry Awards

Table 6. Total Awards Conferred

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	0	---	0	---	0	---	0	---	0	0%
Course Award	0	---	0	---	0	---	0	---	164	100%
Total	**0**	**---**	**0**	**---**	**0**	**---**	**0**	**---**	**164**	**100%**

The Introduction to Hospitality Industry program is the new entry point program for our department, and we believe in time this program will become our largest certificate generating program. Since we launched this program in Summer 2021, we are only seeing course award data for INTD 500 and not FDNT 501. If we include the inner-departmental data that we collect in the summer, we should have 40 course completions for FDNT 501 and 40 program completions.

- Next year's program review should show more data for this program as three (3) of the four (4) class offerings started after June 30, 2020.

Professional Bakeshop Skills Awards

Table 6. Total Awards Conferred

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	49	33.33%	32	17.58%	33	25.98%	12	8.89%	1	5%
Course Award	98	66.67%	150	82.42%	94	74.02%	123	91.11%	19	95%
Total	**147**	**100%**	**182**	**100%**	**127**	**100%**	**135**	**100%**	**20**	**100%**

There was a large decrease (85.19%) in our program and course awards for this program because in 2020/2021, we were going to launch the two (2) new Baking & Pastry programs after we wrapped up the Spring 2020 Bakeshop Skills cohort. The course awards that are captured here is reflective of our students that carried over from our Spring 2020 Professional Bakeshop Skills cohort.

COVID-19 Impact

- Due to COVID-19, we were unable to move all of the bakeshop skills students online, and we were unable to offer Advanced Bakeshop Skills because the equipment and ingredients needed were not conducive with an in-home lab environment.
- In Fall 2021, we are offering the Advanced Bakeshop Skills course for students who were impacted by COVID-19 in 2020. This will be the last time we offer this program before launching the two (2) new Baking & Pastry programs in November 2021 and Spring 2022.

SDCCE Overall Awards

	Fiscal Year									
Award Type	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Program Award	2,231	22.70%	2,367	24.24%	2,110	23.74%	1,418	10.67%	1,587	10.80%
Course Award	7,597	77.30%	7,397	75.76%	6,778	76.26%	11,873	89.33%	13,108	89.20%
Total	**9,828**	**100%**	**9,764**	**100%**	**8,888**	**100%**	**13,291**	**100%**	**14,695**	**100%**

When looking at our data compared to SDCCE overall data, we noticed that our two (2) year average for program awards is down 9.84% while SDCCE's is up by 10.65% over the same two (2) year period. We believe that the reason our program award numbers are down is due to a) the data not accurately reflecting the Culinary Nutrition data, b) Professional Bakeshop Skills program being phased out for the new Baking and Pastry Arts I & II programs, and c) not being able to offer certain classes during the COVID-19 pandemic due to them not being conducive to partial and/or fully online instruction.

- If we added the Culinary Nutrition program numbers to our data, our program award percentage would be 16.25% and this more accurately reflects our department's overall program awards for 2020/2021. This would also mean that our program award percentage from 2020/2021 would exceeds SDCCE's overall program awards percentage by over 5%.

While SDCCE's course awards two (2) year average has only increased by 9.42%, our department's course awards over the same two (2) year period increased by 25.06%. Our course completion rate will continue to increase over the years as we move towards implementing more shorter/stackable programs with two courses.

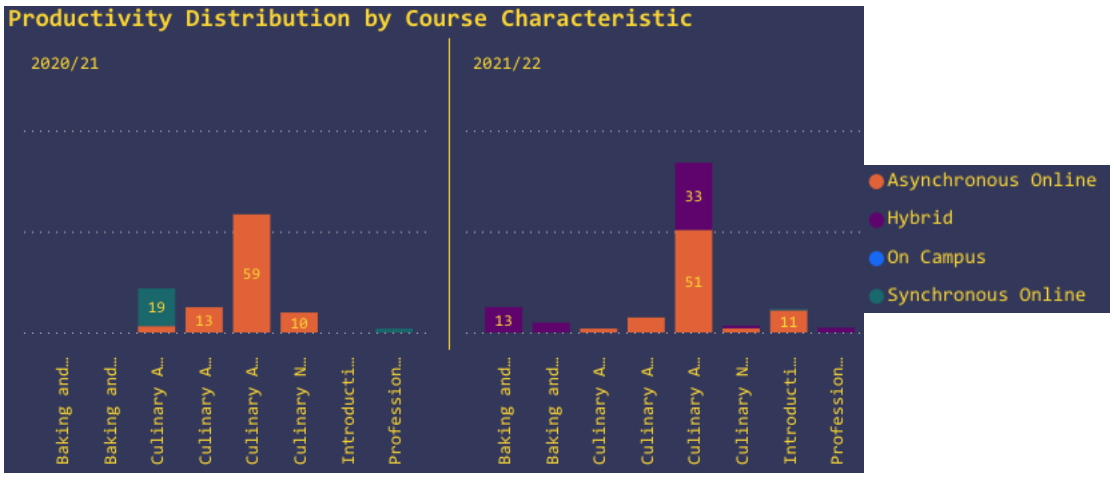
- Our data showed that our course awards increased by 41.59% of the two (2) year period; however, that included all of the course completions for INTD 500 College and Career Readiness. The CCR that ran in our entry point program had 50 course completions; therefore we need to remove the additional 114 course completions from our completion list as those are in ABE/ASE.

d. FTES by Discipline and class mode (online/on-campus):

2021/2022 Program Review Narrative

This section will be brief due to the fact that some of our department's programs launched during the 2021/2022 academic year so there is no comparative data from previous years, and there is limited comparative data between online and on-campus classes in 2020/2021 and 2021/2022.

Department FTES



Our department did see an increase of 22.98 FTES or 18.01% in our department's total FTES in 2021/2022. The two (2) main factors that contributed to the increase shown in the data presented were the two (2) Baking & Pastry Arts programs added 15.57 FTES and our Culinary Arts & Sciences increased by 25.58 FTES.

- Our new Baking & Pastry Arts programs are trying to rebuild back to our pre-pandemic FTES numbers like we had in 2019/2020, which was 57.27. During the 2021/2022 academic year, our baking FTES was at 30.61% of our 2019/2020 pre-pandemic FTES.
  - We believe that FTES will continue to increase in these programs as our 100% contract faculty member begins in Fall 2022, and students are encouraged to return to on-campus learning.
  - The Professional Bakeshop Skills as a program was beginning to be phased out in Spring 2020, which in turn lowered our student enrollment and completions in that program.
- *Covid-19 Impact*
  - When classes were moved to remote instruction in Spring 2020 because of the COVID-19 pandemic, we were only able to move two (2) Professional Bakeshop classes online. Many students were unable to continue with the program due to technology access issues.
  - Our Advanced Bakeshop Skills course was unable to move online due to the specialized equipment and ingredients utilized in the class. We ran one (1) Advanced Bakeshop Skills during the Fall 2021 semester to allow students to complete their certification that was delayed due to COVID-19.
  - Our programs continue to struggle with marketing to the community and student enrollment is down because students were not ready to return to campus in-person. We are also losing students to the workforce after the pandemic.

When looking at online vs. on-campus FTES, it is hard to compare the data between 2020/2021 and 2021/2022 because we only have online data for two (2) years, and we only offered online classes during the pandemic. The only program that has enough data to analyze for this data set is Culinary Arts & Sciences, and we believe that this data shows that students preferred to be online still since the pandemic was still in full effect. With external factors (i.e. COVID-19 pandemic) in play, it is hard to analyze if our on-campus vs. online data reflects student enrollment and retention trends accurately. We do believe that our department should expand our fully online programming as well as introduce HyFlex as a modality in our classes now that we have transitioned back to on-campus learning, which should provide us with a more accurate snapshot in a couple of years.

2020/2021 Program Review Narrative Roll Over

This section will be brief due to the fact that some of our department's programs launched during the 2020/2021 academic year so there is no comparative data from previous years, and there is no comparative data in 2020/2021 between online and on-campus classes.

Department FTES

Table 9. FTES by Program

Program	Fiscal Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Culinary Arts	0	0%	0	0%	0	0%	0	0%	21.83	16.26%
Culinary Arts Advanced	8.54	5.50%	4.37	3.42%	3.67	2.14%	8.99	4.98%	12.53	9.33%
Culinary Arts and Sciences	79.64	51.33%	69.30	54.19%	108.48	63.08%	108.50	60.09%	58.50	43.56%
Culinary Arts Courses	8.22	5.30%	7.01	5.48%	6.13	3.56%	5.42	3%	0	0%
Culinary Nutrition	0	0%	0	0%	0	0%	0	0%	9.90	7.37%
Food Preparation for Health Care Professionals	21.43	13.81%	8.77	6.86%	0.08	0.05%	0	0%	0	0%
Introduction to Hospitality and Food Industry	0	0%	0	0%	0	0%	0	0%	29.57	22.02%
Professional Bakeshop Skills	37.32	24.06%	38.43	30.05%	53.62	31.18%	57.64	31.92%	1.96	1.46%
Total	**155.15**	**100%**	**127.89**	**100%**	**171.97**	**100%**	**180.56**	**100%**	**134.30**	**100%**

Our department did see a decrease of 46.26 FTES or 35.16% in our department's total FTES in 2020/2021. There are many factors that are both COVID-19 and non-COVID related that we believe contributed to the decrease shown in the data presented.

- Professional Bakeshop Skills as a program was beginning to be phased out in Spring 2020, which in turn lowered our student enrollment and completions in that program.
  - When classes were moved to remote instruction in Spring 2020 because of the COVID-19 pandemic, we were only able to move two (2) Professional Bakeshop classes online. Many students were unable to continue with the program due to technology access issues.
  - Our Advanced Bakeshop Skills course was unable to move online due to the specialized equipment and ingredients utilized in the class. The instructors felt that it would be best for students to complete this course for their program certificate when we are able to return to campus in Fall 2021.
- *Covid-19 Impact*
  - Culinary Arts & Sciences saw a significant decrease in their FTES because some students do not want to take a culinary arts program online and were waiting for fully in-person classes.
    - In 2020/2021, we struggled with marketing these programs to the public, and the orientation/enrollment process was extremely difficult due to the lack of process that our district has in place. This was incredibly frustrating for both the students and faculty, and we received feedback from potential students that they were giving up because of the process.

When looking at online vs. on-campus FTES, it is hard to compare them because 2020/2021 is the only year that we have online data for, and we did not offer any on-campus classes during that time. With external factors (i.e. COVID-19 pandemic) in play, it is hard to analyze if our on-campus vs. online data reflects student enrollment and retention trends accurately. We do believe that our department should offer more online programming once we transition back to on-campus learning, which should provide us with a more accurate snapshot in a couple of years.

e. Cost by Discipline:

2021/2022 Program Review Narrative

San Diego College of Continuing Education
Financial Information for Program Review
Prepared September 23, 2022

PROGRAM TITLE	PROGRAM CODE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Culinary Arts (44550)						
Total FTES		297	329			
CULINARY ARTS	130630	745,740	1,046,673	922,425	864,686	978,070
INTERDISCIPLINARY STUDIES	499900	-	-	-	-	-
ACADEMIC ADMIN	601000	-	-	56,249	112,881	19,416
PROFESSIONAL DEVELOPMENT	603002	-	-	-	562	-
OTHER INST ADMN	609000	82,065	116,689	99,736	14,225	-
Total Program Expenditures		827,805	1,163,362	1,078,409	992,353	997,486
Cost Per FTES		2,783	3,539	#DIV/0!	#DIV/0!	#DIV/0!

Our department's narrative is going to be brief as the FTES data is missing for the 2021/2022 academic year, and the FTES data in the Program Review Dashboard does not seem to match to the FTES for the prior years displayed on this table. While our 130630 program costs have gone down since our most expensive year in 2018/2019 ($68,603.00 total decrease), our 130630 program costs did increase by $113,384.00 from the previous academic year. We believe this is due to the number of contract instructors that we have compared to previous years, grant funding that we received, and the rising costs of ingredients of supplies due to the supply chain issues during the COVID-19 pandemic.

We did notice that the total program expenditures has significantly decreased since the 2018/2019 academic year ($165,876 total decrease), and there was only a slight increase of $5,133.00 from the 2020/2021 academic year. We noticed that during the 2021/2022 academic year, we only had expenses in the culinary arts 130630 category and academic admin 601000 category compared to our previous academic years that had a large amount in the academic admin and other institution admin categories. In order to effectively speak to this data, it would be helpful to see what the expenditures were for each category of funds utilized by our program. It would be helpful if we were able to analyze a spreadsheet that reassembles a Life of Grant Report (like the ones we use for SWP and Perkins) as this would help us to understand the categorical funds breakdown mainly in the 130630 program category.

2020/2021 Program Review Narrative Roll Over

Our department is unable to provide a narrative based on Cost by Discipline this year because data for 2020/2021 was not provided to us in the data Excel document attached to our review.

f. Course Completion by Discipline (Retention and Success) :

2021/2022 Program Review Narrative

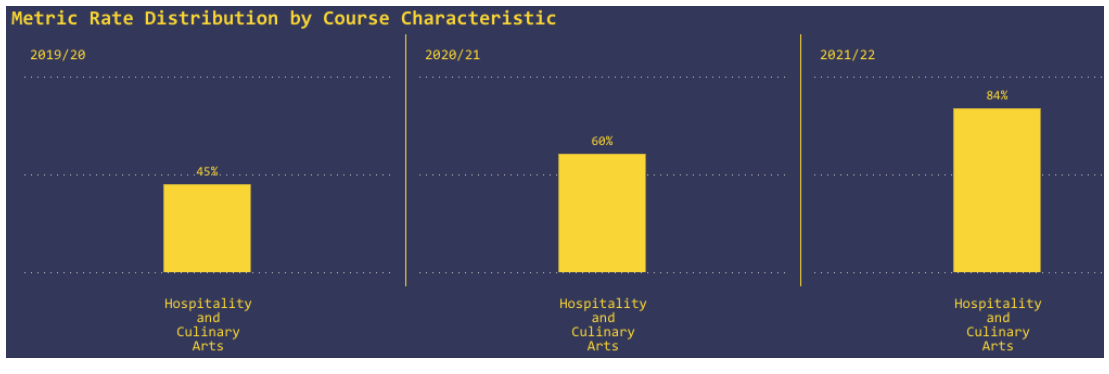
Department Overall Retention and Success Rate

Retention:



Our 2021/2022 course retention data by department has decreased of 3% compared to last year, which is a minimal decrease for our department's retention rate. Our department believes this is do to returning on-campus as well as student's concerns about health and safety. The district's vaccine and mask mandate deterred some students from coming back to campus, but the barriers that our on-campus students face were re-introduced again (i.e. transportation, child care, work schedules, etc.).

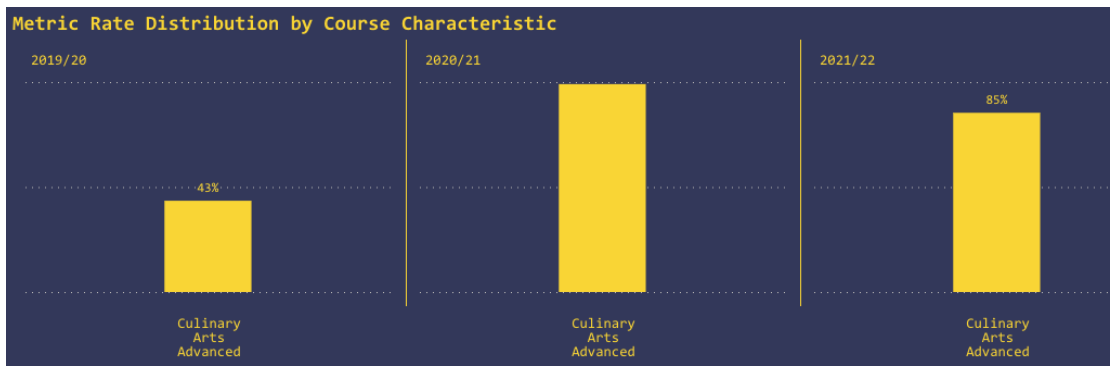
Success:



Even though our retention rate decreased, our completion/success rate actually increased in the 2021/2022 academic year by 24%. This is a significant increase compared to the success rate of the two (2) previous year provided in the data, and what this tells us is that students who show up and stay in class past the second census date tend to become program completers. The other program that may have helped increase this number was the new Introduction program because this is the class is an entry point to all of our programs, and they must complete the Introduction to Hospitality Careers course to enter any of the culinary programs because every student needs to have their county food handler's card.

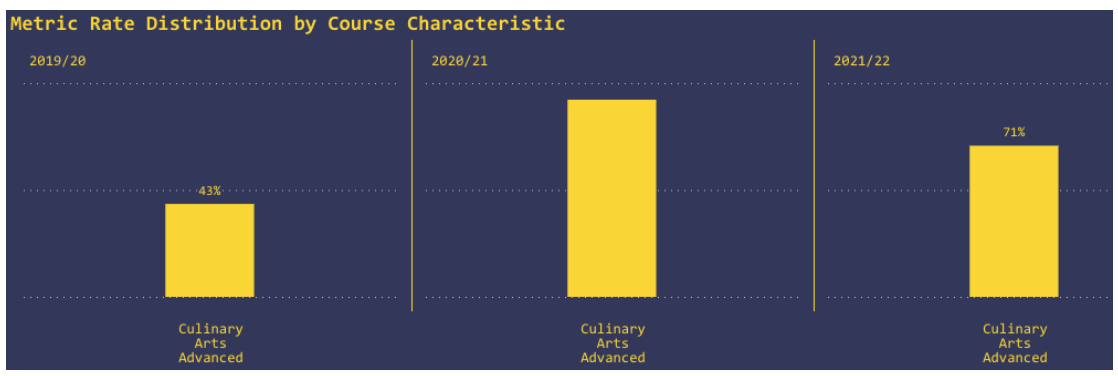
Advanced Culinary Arts Retention and Success Rate

Retention:



Our 2021/2022 course retention data in the Advanced Culinary Arts program has decreased by 14% compared to last year, which is a decent decrease in this program's retention rate. Our department believes this is do to student burn-out from being online in class for 9 months, and there was not the same amount of student interest in this program. However, if we compare our online Advanced Culinary Arts retention rates in 2021/2022 compared to when we were fully on-campus in 2019/2020, we have seen the significant increase in program retention by 42%. After reviewing this data, it may be beneficial to leave this program online or at least move it to a HyFlex learning modality in the Summer 2023 session as a pilot.

Success:

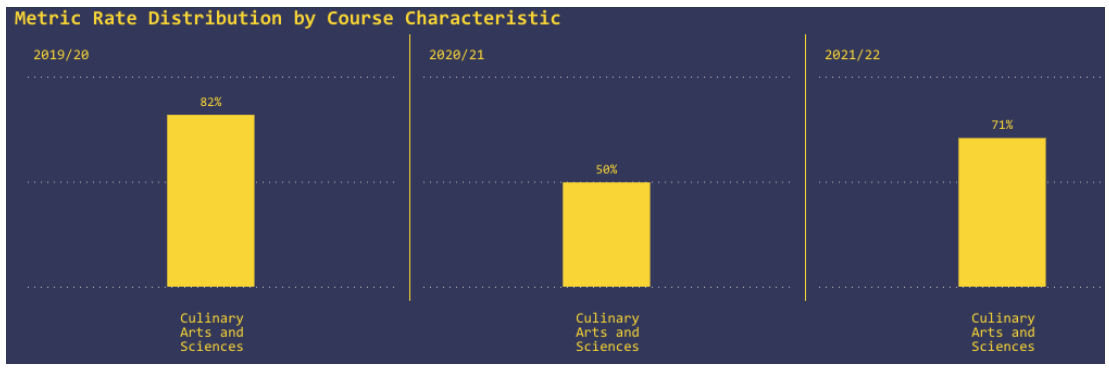


Our 2021/2022 course success data in the Advanced Culinary Arts has decreased by 21% compared to last year, which is a decent decrease in this program's success rate. Like we mentioned above, our department believes this is do to student burn-out from being online in class for 9 months, and there was not the same amount of student interest in this program. In 2020, students were enthusiastic to take this program during the 2020 summer session because the final project they worked on in Spring 2020 was tied to this program.

Like above, if we compare our online Advanced Culinary Arts success rates in 2021/2022 compared to when we were fully on-campus in 2019/2020, we have seen the significant increase in program success by 39.44%. After reviewing this data, it may be beneficial to leave this program online or at least move it to a HyFlex learning modality in the Summer 2023 session as a pilot.

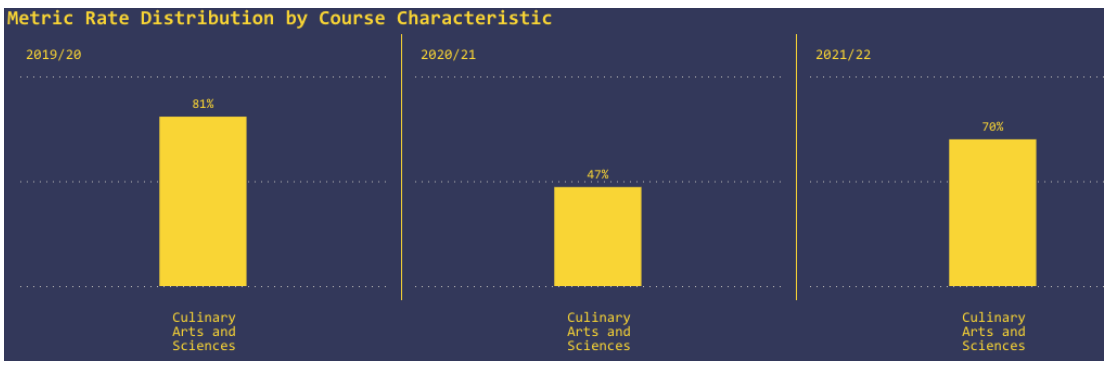
Culinary Arts & Sciences Retention and Success Rate

Retention:



Our 2021/2022 course retention data in the Culinary Arts & Sciences program has increased by 21% compared to last year, which is a decent increase in this program's retention rate. Our department believes this is do to moving our program back to campus and transitioning this program to a hybrid learning modality. However, if we compare our online Culinary Arts & Science retention rates in 2021/2022 compared to when we were fully on-campus in 2019/2020, we have seen a slight decrease in program retention by 11%. After reviewing this data, it seems that we need to evaluate how we can take positive aspects from the past and blend them with the post-pandemic class environment that we are currently facing.

Success:

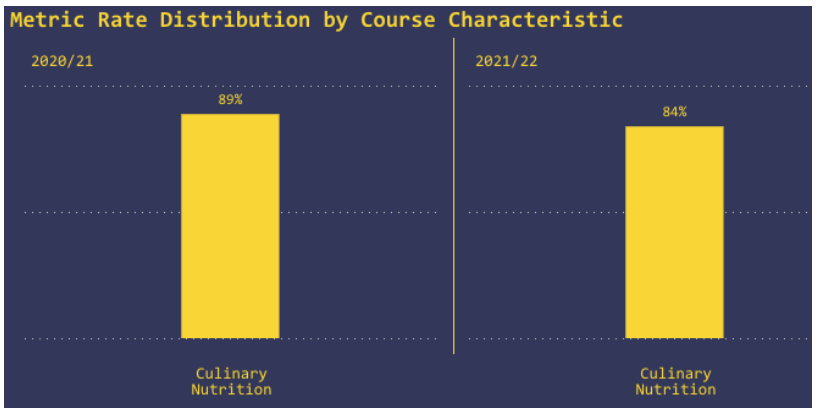


Our 2021/2022 course retention data in the Culinary Arts & Sciences program has increased by 23% compared to last year, which is a decent increase in this program's retention rate. Our department believes this is do to moving our program back to campus and transitioning this program to a hybrid learning modality. What this tells us is that students who show up and stay in class past the second census date tend to become program completers.

However, if we compare our online Culinary Arts & Science success rates in 2021/2022 compared to when we were fully on-campus in 2019/2020, we have seen a slight decrease in program success by 11%. After reviewing this data, it seems that we need to evaluate how we can take positive aspects from the past and blend them with the post-pandemic class environment that we are currently facing in order to get back to the success rate that we used to have prior to the COVID-19 pandemic.

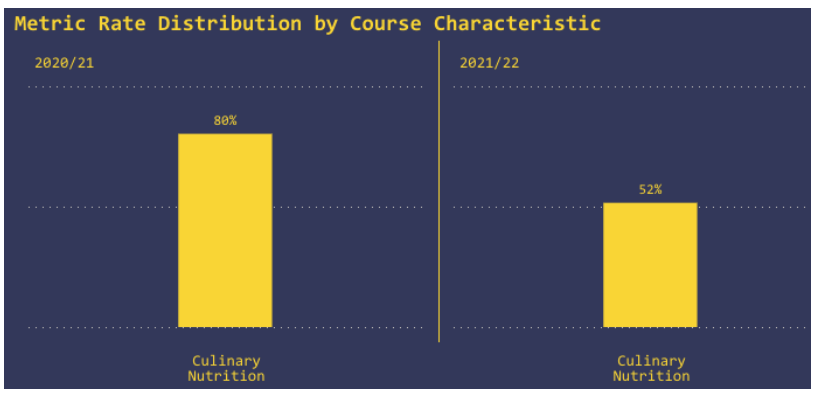
Culinary Nutrition Retention and Success Rate

Retention:



Our department did not have the retention data from the old Food Preparation for the Healthcare Professional program to compare to the Culinary Nutrition program; therefore, we can only speak to the two (2) years of data for the Culinary Nutrition program. Our 2021/2022 course retention data in the Culinary Nutrition program has decreased by 4% compared to last year, which is a minimal decrease in this program's retention rate. The instructors in this program believe that this is due to the Meal Planning Essentials class moving back to campus in a hybrid format. The data shows and the instructors noticed that this program would be a great fit to remain fully online or become a HyFlex pilot for our department in Spring 2023 because these students seem to prefer to stay on campus.

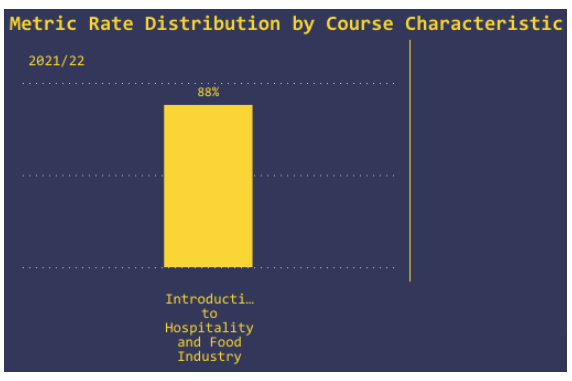
Success:



Our department did not have the success data from the old Food Preparation for the Healthcare Professional program to compare to the Culinary Nutrition program; therefore, we can only speak to the two (2) years of data for the Culinary Nutrition program. Our 2021/2022 course success data in the Culinary Nutrition program has decreased by 28% compared to last year, which is a significant decrease in this program's success rate. The instructors in this program believe that this is due to the Meal Planning Essentials class moving back to campus in a hybrid format, and the majority of the students would have preferred to stay online. The data shows and the instructors noticed that this program would be a great fit to remain fully online or become a HyFlex pilot for our department in Spring 2023 because these students seem to prefer to stay on campus.

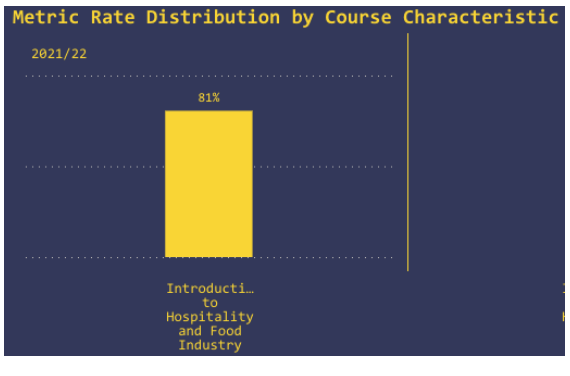
Intro to Hospitality & Food Industry Retention and Success Rate

Retention:



Our narrative for this program will be brief due to only have one (1) year of retention data to analyze. We believe that this program had a high retention rate because students need to take this program in order to enter any of the culinary courses. This program is also 4-weeks long and offered fully online, which makes this program easier for the majority of our student population to take these courses.

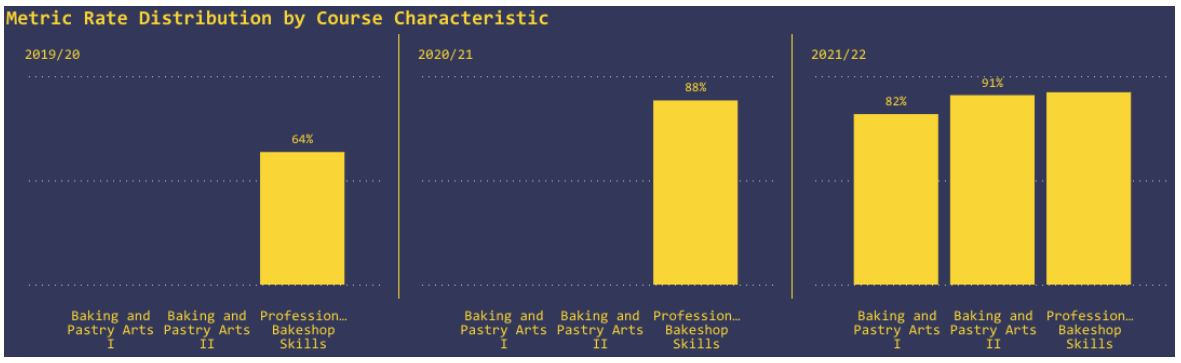
Success:



Our narrative for this program will be brief due to only have one (1) year of success data to analyze. We believe that this program had a high success rate because students need to take this program in order to enter any of the culinary courses. The program success rate is 7% lower than the program retention rate, which is not that surprising because there are students who did not take College & Career Readiness in Fall and/or Spring when our Introduction to Hospitality Careers courses were offered to students currently enrolling in Culinary and Baking.

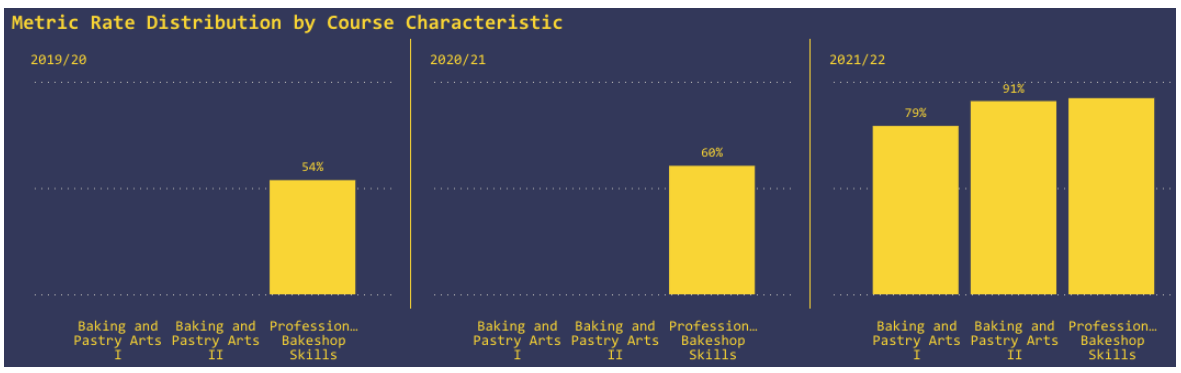
Baking and Pastry Arts Retention and Success Rate

Retention:



Our narrative for these programs are going to be brief as we only have one (1) academic year worth of data for the new Baking & Pastry Arts programs. The retention rate for the Professional Bakeshop Skills program was extremely high because Fall 2021 was the last time they could enroll in the Advanced Bakeshop Skills course to earn their program certificate. When we compare the 2021/2022 Baking & Pastry Arts programs to the 2019/2020 Professional Bakeshop Skills, the retention rate increased by 18%-27%. This is a significant increase, and we believe this is due to the Baking program become two (2) short, stackable programs, but the 2019/2020 Professional Bakeshop Skills data could be skewed because some classes and students were not able to transfer to the online learning modality during the COVID-19 pandemic.

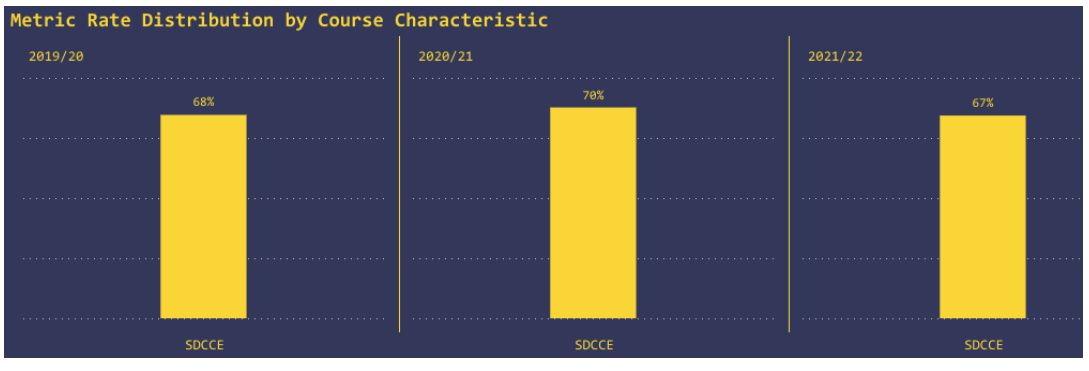
Success:



Our narrative for these programs are going to be brief as we only have one (1) academic year worth of data for the new Baking & Pastry Arts programs. The success rate for the Professional Bakeshop Skills program was extremely high because Fall 2021 was the last time they could enroll in the Advanced Bakeshop Skills course to earn their program certificate. When we compare the 2021/2022 Baking & Pastry Arts programs to the 2019/2020 Professional Bakeshop Skills, the success rate increased by 25%-37%. This is a significant increase, and we believe this is due to the Baking program become two (2) short, stackable programs, but the 2019/2020 Professional Bakeshop Skills data could be skewed because some classes and students were not able to transfer to the online learning modality during the COVID-19 pandemic.

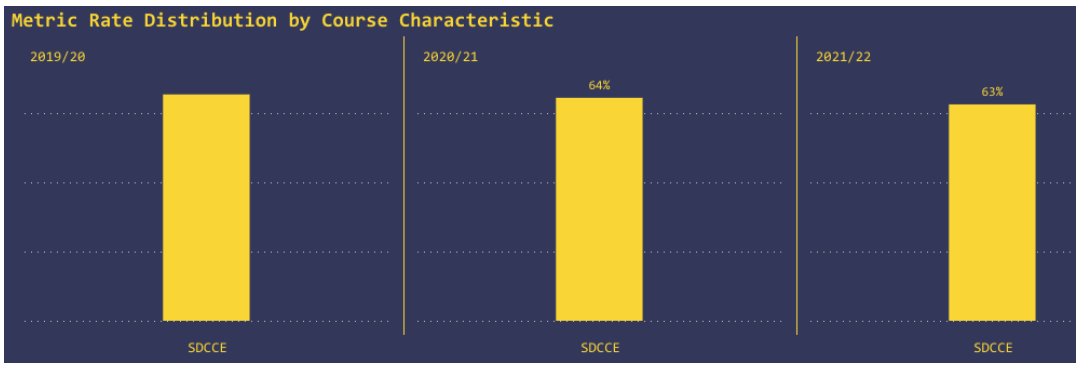
SDCCE Overall Retention and Success Rate

Retention



SDCCE's overall retention rate has decreased by 3% over the last year, which is probably in part to transitioning back to on-campus learning in addition to the vaccine and mask mandate that is in place. The institution's retention rate is also on par with our department's overall retention rate.

Success:



SDCCE's overall success rate has decreased by 1% over the last year, which is pretty strong in relation to the institution's overall retention rate. Like mentioned above, this is probably due to transitioning back to on-campus learning from online learning. This does show that students who joined programs and made it past the second census decided to stay and complete their program certificate for the most part. Our department's success rate percentage does exceed the institution's success rate by a decent amount, and we believe that is due to the new programs that were implemented this academic year.

2020/2021 Program Review Narrative Roll Over

Completion thresholds data excludes online sections as they have different attendance tracking mechanisms, which might have impacted trends observed in previous years due to the increase of online section in 2020.

Department Awards

	Fiscal Year									
Award Type	2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	101	31.27%	85	24.78%	89	28.34%	67	18.16%	61	10.55%
Course Award	222	68.73%	258	75.22%	225	71.66%	302	81.84%	517	89.45%
Total	**323**	**100%**	**343**	**100%**	**314**	**100%**	**369**	**100%**	**578**	**100%**

Our department saw a 41.59% increase in course awards during the 2020/2021 academic year due to two (2) main factors:

- The Introduction to Hospitality Industry program was launched in June 2021 and has INTD 500 College and Career Readiness as part of it, which has a large amount of completers as this is a requirement in the ABE/ASE program. Of their 164 course completions, we only make up about 60 of those completions, but our course completion data includes all INTD 500 completions.
  - As more workforce prep certificates are introduced, the PRIE department will want to separate the INTD 500 data by departments in order to create a more accurate depiction of the course award data.
- Our department introduced two (2) new short, stackable programs in 2020/2021, which increased our course completion rates because students were able to complete their programs in a semester and allowed for two (2) course completions in one (1) semester.
  - We foresee our course awards increasing at a steady rate for the upcoming years as we are moving forward with introducing two (2) short, stackable programs in 2021/2022 and two (2) additional short, stackable programs in 2022/2023.

Advanced Culinary Arts Awards

Table 7. Awards Conferred by Course

			Fiscal Year									
Award Type	Award Code	Award Name	2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4CULINARAD	Culinary Arts Advanced	14	31.82%	15	31.91%	11	31.43%	3	13.04%	18	16.36%
Course Award	4FDNT683CC	Culinary Arts Advanced I	15	34.09%	17	36.17%	13	37.14%	20	86.96%	50	45.45%
Course Award	4FDNT684CC	Culinary Arts Advanced II Cour	15	34.09%	15	31.91%	11	31.43%	0	0%	42	38.18%
Total			**44**	**100%**	**47**	**100%**	**35**	**100%**	**23**	**100%**	**110**	**100%**

When comparing the course award data for 2019/2020 to the data for 2020/2021, it seems the data provided is not accurate. 2020/2021 seems to have more course completions listed than it should, but this could be because a) 2019/2020 course rosters were submitted on or edited after the fiscal year end date of June 30th or b) the classes began on or after the fiscal year end date of June 30th.

- This program is offered during the summer session; therefore, the data will always look skewed.

Culinary Arts & Sciences Awards

Table 7. Awards Conferred by Course

Award Type	Award Code	Award Name	Fiscal Year									
			2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4CULINARSC	Culinary Arts and Science	38	31.67%	36	32.14%	44	29.14%	52	24.64%	39	33.62%
Course Award	4FDNT681CC	Culinary Arts and Science I	44	36.67%	40	35.71%	61	40.40%	84	39.81%	44	37.93%
Course Award	4FDNT682CC	Culinary Arts and Science II	38	31.67%	36	32.14%	46	30.46%	75	35.55%	33	28.45%
Total			**120**	**100%**	**112**	**100%**	**151**	**100%**	**211**	**100%**	**116**	**100%**

As stated in Section C, there was a significant decrease in our course awards issued in 2020/2021 compared to 2019/2020; however, we noticed that 77 course awards is comparable to 2016/2017 and 2017/2018. We only saw an increase in course awards in 2018/2019-2019/2020 because the ECC kitchen re-opened, and we were able to add a 3rd Culinary Arts and Sciences program.

COVID-19 Impact

- We saw a reduction in student enrollment when we transitioned to fully online in 2020, and we believe this is because students wanted to take their culinary lab sections in-person.
- In 2020/2021, we struggled with marketing this program to the public, and the orientation/enrollment was extremely difficult due to the lack of process that our district has in place. This was incredibly frustrating for both the students and faculty, and we received feedback from potential students that they were giving up because of the process.
- Since we were able to capture a new student population when we moved online, we should continue to offer some culinary programming fully online which in turn should increase our course and program award completions.

Culinary Arts Awards

Table 7. Awards Conferred by Course

Award Type	Award Code	Award Name	Fiscal Year									
			2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4CULINARYP	Culinary Arts	0	---	0	---	0	---	0	---	0	0%
Course Award	4FDNT671CC	Culinary Arts I	0	---	0	---	0	---	0	---	0	0%
Course Award	4FDNT675CC	Culinary Arts V	0	---	0	---	0	---	0	---	75	69.44%
Course Award	4FDNT676CC	Culinary Arts VI	0	---	0	---	0	---	0	---	33	30.56%
Course Award	4FDNT672CC	Culinary Arts II	0	---	0	---	0	---	0	---	0	0%
Course Award	4FDNT673CC	Culinary Arts III	0	---	0	---	0	---	0	---	0	0%
Course Award	4FDNT674CC	Culinary Arts IV	0	---	0	---	0	---	0	---	0	0%
Total			**0**	---	**0**	---	**0**	---	**0**	---	**108**	**100%**

COVID-19 Impact

- There are only course awards for the Culinary Arts 600 hour program because we only offered two (2) of the six (6) courses in 2020/2021. We offered FDNT 675 and FDNT 676 in 2020/2021 in order to provide additional resources to our students, which gave them additional support during the transition to fully online.
- Due to more students unable to attend 25 hours a week on campus post COVID-19 pandemic, we are currently exploring modifying this program in order to offer a fully online culinary arts program in conjunction with our Culinary Arts & Sciences programs.

Culinary Nutrition Awards

Table 7. Awards Conferred by Course

Award Type	Award Code	Award Name	Fiscal Year									
			2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4CULINARNT	Culinary Nutrition	0	---	0	---	0	---	0	---	3	5%
Course Award	4FDNT619CC	Meal Planning Essentials	0	---	0	---	0	---	0	---	29	48.33%
Course Award	4FDNT618CC	Nutrition Essentials	0	---	0	---	0	---	0	---	28	46.67%
Total			**0**	---	**0**	---	**0**	---	**0**	---	**60**	**100%**

Our Culinary Nutrition program launched in Spring 2021 and had a total of 57 course completions in just one (1) semester. If we continue to see the same high enrollment patterns as we did in Spring 2021, this program will generate a significant amount of course awards for our department as these courses are part of a short, stackable program.

When we looked at the data for the old Food Preparation for the Healthcare Professional program, we only had fifteen (15) course awards in the last five (5) years. This new program has already surpassed the course completion rate of previous nutrition program in one (1) semester, and we believe that we will continue to see high numbers from this program because it is a short, stackable program and allows our students to complete in one (1) semester opposed to four (4) semesters.

Intro to Hospitality Careers Awards

Table 7. Awards Conferred by Course

Award Type	Award Code	Award Name	Fiscal Year									
			2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4INTHOSIND	Introduction to Hospitality and Fo	0	---	0	---	0	---	0	---	0	0%
Course Award	4INTD500CC	College and Career Readines	0	---	0	---	0	---	0	---	164	100%
Course Award	4FDNT501CC	Intro to Hospitality Careers	0	---	0	---	0	---	0	---	0	0%
Total			**0**	---	**0**	---	**0**	---	**0**	---	**164**	**100%**

The Introduction to Hospitality Industry program is the new entry point program for our department, and we believe in time this program will become our largest course award generating program. Since we launched this program in Summer 2021, we are only seeing course award data for INTD 500 and not FDNT 501. If we include the inner-departmental data that we collected in the summer, we should have 40 course completions for FDNT 501.

- Next year's program review should show more data for this program as three (3) of the four (4) class offerings started after June 30, 2020.
- INTD 500 College and Career Readiness is one (1) of the two (2) courses in this program, and this course has a large amount of completers as this is a requirement in the ABE/ASE program. Of their 164 course completions, we only make up about 60 of those completions, but our course data includes all INTD 500 completions (both ABE/ASE and Intro to Hospitality program).
    - As more workforce prep certificates are introduced, the PRIE department will want to separate the INTD 500 data by departments in order to create a more accurate depiction of the course award data.

Professional Bakeshop Skills Awards

Table 7. Awards Conferred by Course

Award Type	Award Code	Award Name	Fiscal Year									
			2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	4PROFBAKES	Professional Bakeshop Skills Progr	49	33.33%	32	17.58%	33	25.98%	12	8.89%	1	5%
Course Award	4FDNT628CC	Advanced Bakeshop Skills	47	31.97%	90	49.45%	42	33.07%	64	47.41%	0	0%
Course Award	4FDNT627CC	Professional Bakeshop Skills	51	34.69%	60	32.97%	52	40.94%	59	43.70%	19	95%
Total			**147**	**100%**	**182**	**100%**	**127**	**100%**	**135**	**100%**	**20**	**100%**

There was a large decrease (-547.37%) in our course awards for this program because in 2020/2021, we were going to launch the two (2) new Baking & Pastry programs after we wrapped up the Spring 2020 Bakeshop Skills cohort. The course awards that are captured here is reflective of our students that carried over from our Spring 2020 Professional Bakeshop Skills cohort.

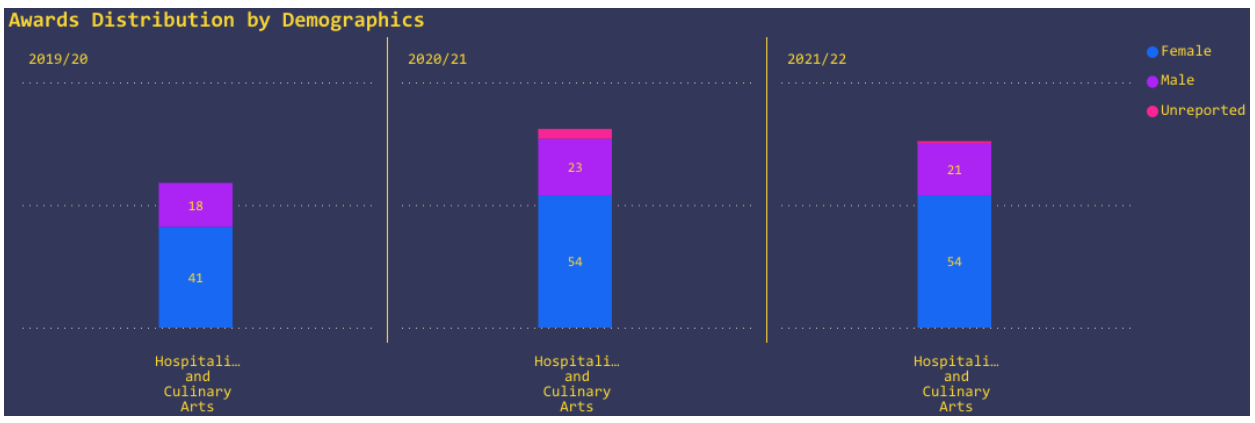
COVID-19 Impact

- Due to COVID-19, we were unable to move all of the bakeshop skills students online, and we were unable to offer Advanced Bakeshop Skills because the equipment and ingredients needed were not conducive with an in-home lab environment.
    - Many students struggle with not having the proper professional tools and equipment needed to be proficient for training for the specialized baking and pastry industry. These tools are not readily available and are expensive.
- In Fall 2021, we are offering the Advanced Bakeshop Skills course for students who were impacted by COVID-19 in 2020. This will be the last time we offer this program before launching the two (2) new Baking & Pastry programs in November 2021 and Spring 2022.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :
2021/2022 Program Review Narrative

Department Program Completions (Underrepresented Groups)

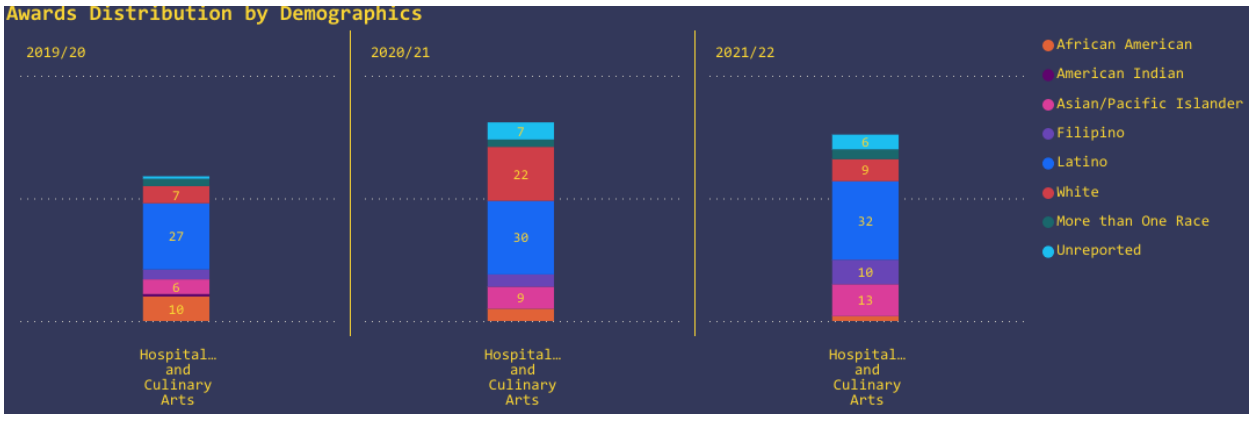
Program Completions by Gender



Program completions in the Hospitality and Culinary Arts department for 2021/2022 was overwhelmingly female with fifty-four (54) students being female and twenty-one (21) being male. When analyzing the female program completion percentage over the last three (3) years, it is evident that female completions are having a steady incline over the years (2019/2020: 56.1%, 2020/2021: 57.41%, and 2021/2022: 61.12%).

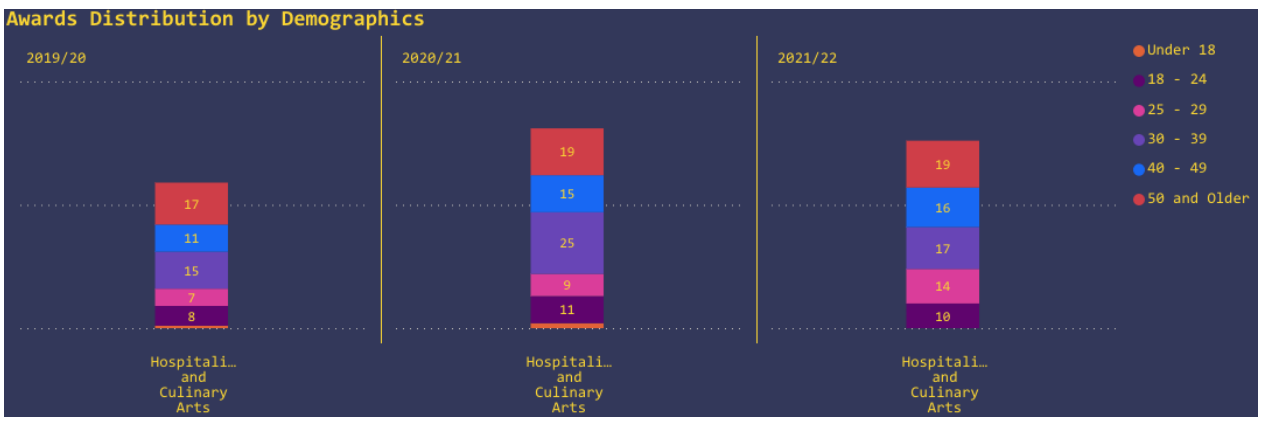
- This data continues to show that females are one of our largest student populations that we serve. Like in previous years, this shows that our department is excelling in educating female students to enter a male-dominated industry; which meets the current industry increase of female culinarians and hospitality professionals entering the workforce. We believe that this number will continue to increase because of the new Baking & Pastry Arts programs implemented this year and the upcoming Food Entrepreneurship program that will be launched within the next two (2) academic years.
    - Our department believes the Food Entrepreneurship will expand our female program completion percentage as the majority of our students that want to start their own business are our female students.

Program Completions by Ethnicity



- Latinx student completers have always been and continue to be the largest ethnic group we serve in the Hospitality and Culinary Arts department with thirty-two (32) program completions out of the seventy-six (76) total department program completions, which is 42.11% of all program completions. This program completion percentage is actually up 5.07% from 2020/2021.
  - We believe this trend will continue as this is the predominant population in our industry. It would be beneficial for our department to do more outreach with the Hospitality industry in order to attract more industry professionals to our program.
- White student completers used to be our second largest ethnic group in 2020/2021, which we believe was due to all programs being fully online, but slipped down out of the top three (3) in 2021/2022 when were returned to campus.
  - This group's completion percentage dropped by 59.09% this academic year.
- Filipino and Asian Pacific Islander were our second and third largest student completers groups with ten (10) and nine (9) students. Over the last three (3) years, we have continued to see an increase in program completions amongst these two (2) groups.
  - Filipino program completers increased by 50% in 2021/2022 compared to 2020/2021.
  - Asian Pacific Islander program completers increased by 30.77% in 2021/2022 compared to 2020/2021.
- African American strudent completers are our smallest ethnic groups with only two (2) student completers in 2021/2022, which is down 60% from 2020/2021.
  - We believe that your African American student population has been disproportionally impacted by the COVID-19 pandemic.
    - We mainly saw this with our African America female population that struggled with attending classes online while caring for their families at home.
  - This was one of the main student demographics that we focused on while participating in Faculty Institute this year in order to help increase enrollment, retention, and completion within this student demographic.
  - Our student headcount numbers for the African American community has always been underrepresented in our department, except in the 2018/2019 academic year.
  - As a department, we need to focus more of our outreach efforts to this community.

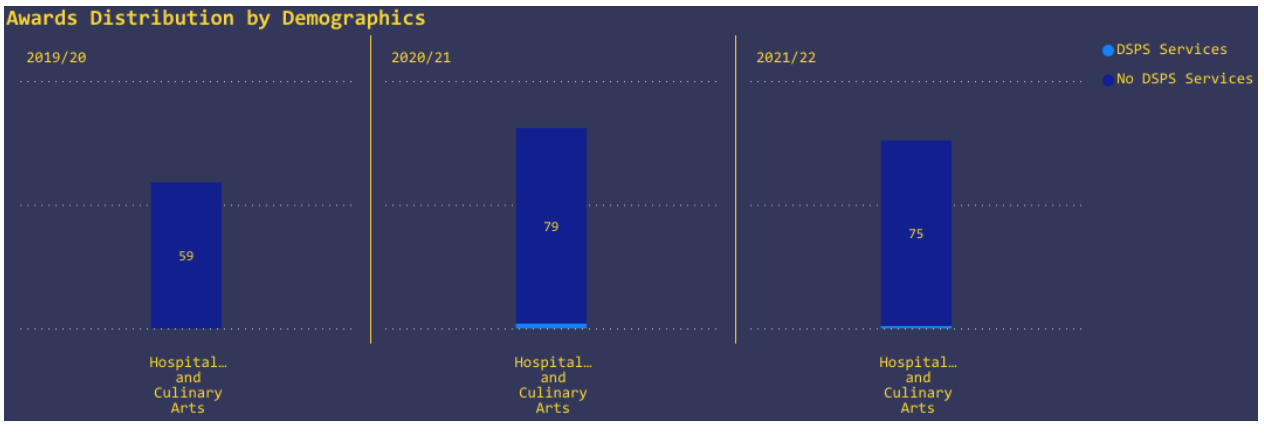
Program Completions by Age



Our program completions by age groups in the 2021/2022 academic year shows that there was a more even split amongst age groups than in the past. Students over 50 years old ended up being our largest group of student completers with 30-39 years dropping to the second largest group. While there was not an increase in over 50 year old completions, there was a 32% decrease in student completers aged 30-39 years old.

- As a department, we need to focus more efforts on attracting students aged 18-29. Our department needs to develop marketing and outreach materials for the high schools and adult schools in the area. Over the last two (2) academic years, our department collaborated with the San Diego Unified School District and San Diego College of Continuing Education Bridge program to promote our workforce prep certificate, and we hope to see this partnership expand in upcoming years.

Program Completions by DSPS



DSPS students continue to make up a very small portion of our student enrollments and completers. Only one (1) DSPS student was a completer during the 2021/2022 academic year, and we had a total of six (6) DSPS students enrolled in our programs last year. While we are unsure why DSPS students were disproportionately impacted and only 16.67% of DSPS became program completers, this is certainly a demographic that we should look at further in order to help increase their retention and completion rate.

2020/2021 Program Review Narrative Roll Over

Department Program Completions

Our Culinary Arts Advanced program is offered every summer semester for eight (8) weeks or two (2) months. For the 2019/2020 academic year, there are only two (2) students reported finishing in the 0-5 month period. This data is not accurate as our inner-departmental records show we had 18 students complete within that time during the 2020/2021 academic year.

The Culinary Arts and Sciences program is offered over two (2) courses beginning with Culinary Arts and Sciences I FDNT 681 course every fall semester for eight (18) weeks or five (5) months. For the 2019/2020 academic year, there were forty-six (46) students (90.20%) reported finishing in the 6-11 month period. Adjustments to enrollments after the semester ends most likely is the reason for the completions to show up in the 6-11 month category instead of the 0-5 month category. For the 2020/2021 academic year, there were twenty-eight (28) students 71.79% reported finishing in the 0-5 month period. We believe that this data is not accurate because our program runs a total of ten (10) months.

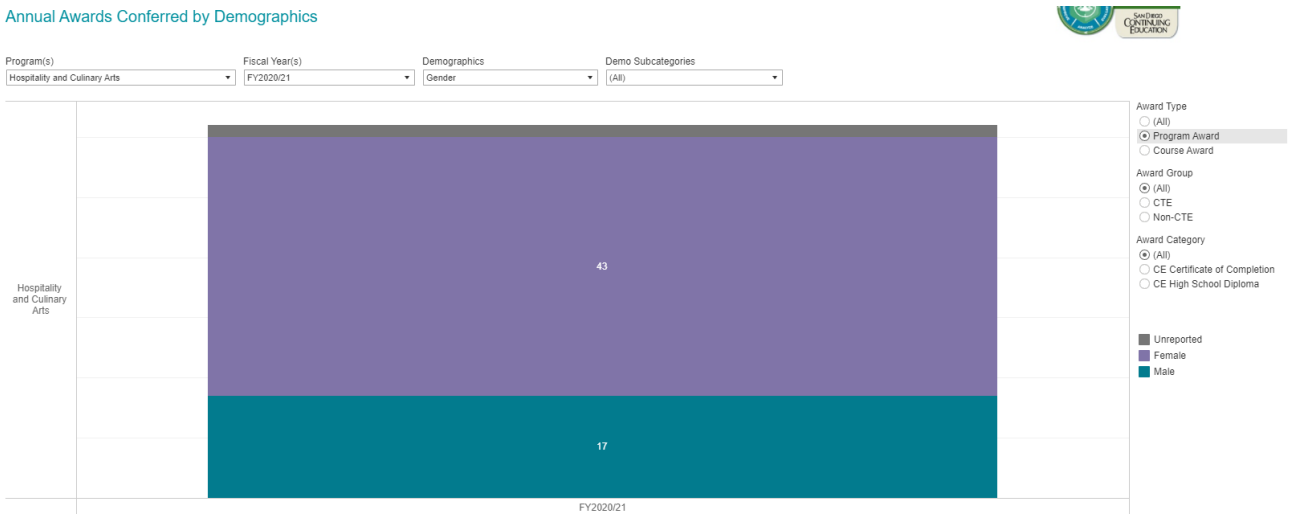
The Professional Bakeshop Skills program had a 88.89% completion rate with eight (8) students for the Professional Bakeshop Skills course FDNT 627 completing in 6-11 months for 2019/2020. Our bakeshop completion rate was zero (0) in 2020/2021 due to losing three (3) adjunct bakeshop instructors between 2019-2021, and we were unable to offer the Advanced Bakeshop Skills course once we moved to fully online in March 2020. We plan to see the last data set for this program in the 2021/2022 program review.

Table 14. Program Completion by Program

Program	Start Course(s)	Completion Time	Academic Year 2016/17		2017/18		2018/19		2019/20		2020/21	
Culinary Arts Advanced	Culinary Arts Advanced I (FDNT683)	Average Months	4	---	3	---	1	---	2	---	2	---
		0-5 Months	14	93.33%	15	93.75%	10	100%	2	100%	18	100%
		6-11 Months	0	0%	0	0%	0	0%	0	0%	0	0%
		12-17 Months	0	0%	1	6.25%	0	0%	0	0%	0	0%
		18-23 Months	0	0%	0	0%	0	0%	0	0%	0	0%
		24 Months or More	1	6.67%	0	0%	0	0%	0	0%	0	0%
		Subtotal	15	100%	16	100%	10	100%	2	100%	18	100%
Culinary Arts and Sciences	Culinary Arts and Sciences I (FDNT681)	Average Months	9	---	9	---	9	---	9	---	6	---
		0-5 Months	0	0%	0	0%	1	2.27%	5	9.80%	28	71.79%
		6-11 Months	38	97.44%	34	97.14%	42	95.45%	46	90.20%	11	28.21%
		12-17 Months	0	0%	0	0%	1	2.27%	0	0%	0	0%
		18-23 Months	1	2.56%	1	2.86%	0	0%	0	0%	0	0%
		24 Months or More	0	0%	0	0%	0	0%	0	0%	0	0%
		Subtotal	39	100%	35	100%	44	100%	51	100%	39	100%
Professional Bakeshop Skills	Professional Bakeshop Skills (FDNT627)	Average Months	9	---	11	---	9	---	6	---	0	---
	Advanced Bakeshop Skills (FDNT628)	0-5 Months	22	31.88%	5	19.23%	5	21.74%	8	88.89%	0	---
		6-11 Months	41	59.42%	16	61.54%	17	73.91%	0	0%	0	---
		12-17 Months	3	4.35%	2	7.69%	1	4.35%	1	11.11%	0	---
		18-23 Months	2	2.90%	2	7.69%	0	0%	0	0%	0	---
		24 Months or More	1	1.45%	1	3.85%	0	0%	0	0%	0	---
		Subtotal	69	100%	26	100%	23	100%	9	100%	0	---
Total			**232**	**100%**	**185**	**100%**	**247**	**100%**	**223**	**100%**	**94**	**100%**

Department Program Completions (Underrepresented Group)

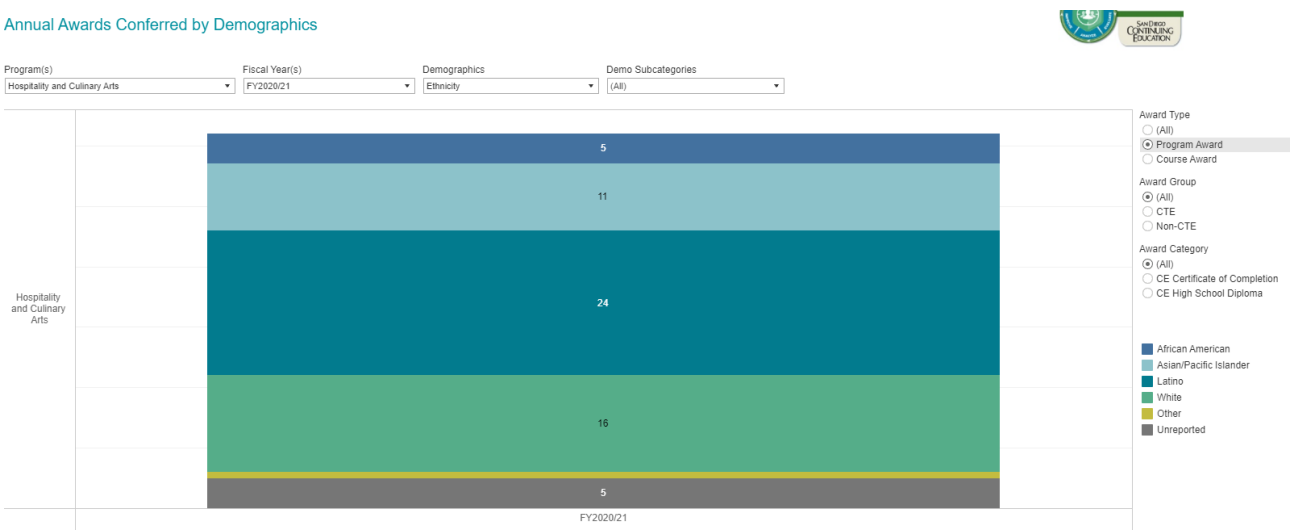
Program Completions by Gender



Program completions in the Hospitality and Culinary Arts department for 2020/2021 was overwhelmingly female with forty-three (43) students being female and seventeen (17) being male.

- This data shows that our department is excelling in educating female students to enter a male-dominated industry; which meets the current industry increase of female culinarians and hospitality professionals entering the workforce. We believe that this number will continue to increase once new curriculum is implemented between 2021 and 2023.

Program Completions by Ethnicity



- Latinx students have always been and continue to be the largest ethnic group we serve in the Hospitality and Culinary Arts department with twenty-four (24) out of the sixty-one (61) students served.
  - We believe this trend will continue as this is the predominant population in our industry. It would be beneficial for our department to do more outreach with the Hospitality industry in order to attract more industry professionals to our program.
- White students are our second largest ethnic group with sixteen (16) students.
  - This group has always been our second largest ethnic group; however, there was a slight decrease this academic year.
- Asian Pacific Islander are our third largest ethnic group with eleven (11) students.
  - This group has fluctuated in recent years between the third and fourth largest ethnic group, but usually is the third largest.
  - As a department, we need to focus more of our outreach efforts to this community.
- African American and "Other" are our forth and smallest ethnic groups tying with five (5) students each.
  - Our student headcount numbers for the African American community has always been underrepresented in our department, except in the 2018/2019 academic year.
  - As a department, we need to focus more of our outreach efforts to this community.

Program Completions by Age



Program completions by age show 30-39 year-olds to be are largest demographic with twenty-one (21) out of the sixty-two (62) students served. This is on par with the data we saw in all of our programs, and this tends to be the largest age demographic that we serve.

- As a department, we need to focus more efforts on attracting students aged 18-29. Our department needs to develop marketing and outreach materials for the high schools and adult schools in the area. Our department in 2020/2021 collaborated with the San Diego Unified School District and San Diego College of Continuing Education Bridge program to promote our workforce prep certificate, and we hope to see this partnership expand in 2021/2022.

2. What are some strategies your department has or will implement to improve student access to your program?:

In 2021/2022, our department's new entry point program, Introduction to Hospitality Industry, participated in the Summer Bridge Program with San Diego Unified School District in order to increase our student enrollment in our programs. Based on the students who enrolled in the FDNT 501 courses, it seems that the Summer Bridge Program had a very minimal impact on our enrollment numbers. Therefore, we do believe that building a strong partnership with the San Diego Unified School District and other local high school districts would be a benefit to us because there are high schools in the county that have ROP culinary arts programs. Our faculty members have met this year to discuss creating a "CollegeBound" outreach program to engage with the high schools and adult schools at the high schools. Planning for this outreach initiative will happen during the 2022/2023 academic year as part of our Strong Workforce funding.

In order to improve our total material costs, our department is looking in to various OER materials. Based on the research we have done, we have found that the amount of OER culinary material is extremely limited, and the limited resources we find are from a different country and do not follow our metric system. Our department continues to embed the Rouxbe platform in all of our Canvas course shells to improve the students online experience, and students have the ability to receive an additional certification and ACF credit hours. We understand that material costs greatly impact our students, and we are striving to design the most cost-effective option for them.

Our Baking and Pastry Arts I & II and Intro to Hospitality Industry programs were approved by the state in Fall 2020, and we began integrating these courses into our program offerings in Summer 2021 (Intro to Hospitality) and Fall 2021(Baking & Pastry I). We believe the addition of the Intro program has improved student access to all of our programs because it prepares students for entering our longer educational programs. By making our Baking & Pastry Arts programs two short, stackable programs, it has improved student completion rates because they can receive their certificate in 18 weeks, and it also allows students to have more than one entry point into the program. Based on our enrollments and completions from these pilot programs, it is evident that the shorter, stackable programs are more successful than our longer programs. After seeing the success of these new programs, we worked on breaking our Culinary Arts & Sciences program into two (2) short, stackable programs during this academic year because this will improve student access, enrollment, retention, and completion. We believe that working with our hospitality and culinary arts counselor to improve the matriculation process (specifically orientations, intake, and enrollment) for these new courses and pathways will be paramount in the success of implementing these new programs and improving student access to our programs.

Our department also explored the possibility of offering one (1) culinary program that will remain online when we are able to return to campus. We have determined we do have a significant number of students that thrive in an online environment compared to the traditional on-campus format. We also believe that this will help improve student access to our program as we have some students that have difficulty with transportation and the 25 on-campus hours per week. One (1) 100% online program would allow students who cannot commit to on-campus classes to enroll in our course offerings. Additionally this will allow students to select the teaching modality that would best fit them and their schedule. Our department will be working with Ease Learning during the 2022/2023 academic year to launch a program in ICOM Academy.

Our department is also working on having someone (either a faculty member or NANC employee) work with the counselors to be the liaison for students between the orientation process and entering the class. Over the last few years, we have lost so many students because they get lost in the handoff process from orientation to enrolling online to showing up the first day of class. We believe having someone that students can email for assistance that has the specific knowledge of the department is valuable and will improve our enrollment numbers. This individual can also engage with the industry as well as the community with outreach, and they can also manage the student interest email lists for the programs and manage retention lists. We will be piloting this initiative during the 2022/2023 academic year with our department's Strong Workforce Round 6 funding. We have also discussed having student ambassadors that can attend orientations and participate in outreach events.

COVID-19 Impact:

Our department returned to campus in a limited capacity in Fall 2021, and we struggled with student enrollment because of the on-going COVID-19 pandemic. This was impart due to the mask mandate, vaccine requirements, and public health concerns which led to students being hesitant to return. Even though it was stated on the website that orientations were online due to the COVID-19 campus shutdown, students still tried coming onto campus to attend orientations in-person, and we were unable to capture those students because they didn't attend the online orientations. We also received several complaints from students who simply gave up trying to enroll in our courses because either the enrollment process was too difficult, they didn't receive enrollment support after inquiring, and/or there was a lack of communication on next steps in the process. Our department began to develop different support material to aid in the student enrollment process as well as adding a member of the West City office staff to the orientations to help with enrollment, but there should be a more formal, standardized process that our institution utilizes. The enrollment process should be more streamlined for students because 20 steps for a student to complete in order to register for a class is excessive and a major barrier for some of our student population. So many departments are developing the same enrollment support materials; it would be nice to not keep reinventing the wheel on our own.

COVID-19 certainly showed our department that online programming can help improve student access to our programs because we were able to capture a new demographic of students who are working professionals and would not normally have the time available in their work schedules to attend 25 hours a week in-person. Our department is currently exploring the possibility of offering one culinary arts program that will remain online while the other culinary arts and sciences programs will be on-campus. We have determined we do have a significant number of students that thrive in an online environment compared to the traditional on-campus format. One 100% online program would allow students who cannot commit to on-campus classes to enroll in our course offerings. Additionally this will allow students to select the teaching modality that would best fit them and their schedule.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

In our traditionally underrepresented groups, the program and discipline data shows Latinx students to be our largest group served by ethnicity. The data clearly reflects that all non-English speaking ethnicities have a lower completion rate than their English speaking counterparts. We have a large population of students for whom English is their second language, and we have noticed over time that these students often struggle because they are not at ESL level 7 or higher. Our programs, books, and materials are at a reading comprehension of ESL level 7 or higher. We understand that it may take our students a while to reach this reading level; however, our students need to receive vocational training now for income generation for them and their families. While we are still gathering material for the original VESL (Vocational English as a Second Language) program that was offered, we are exploring the possibility of re-introducing a VESL program that can benefit our traditional ESL population and the increasing refugee population in San Diego County.

- This would need to be a collaboration between the ESL and Hospitality & Culinary Arts department in order to build curriculum that offers content that will help students succeed. Ideally, it would be best to have an ESL instructor paired in the classroom with a Culinary Arts instructor. Recently, both our Program Chair and the ESL Program Chair have spoken about creating an entrepreneurial course that focuses on MEHKO businesses as this is a career pathway that interests many of their students.

Over the years, we have noticed students struggling with their reading, writing, computer skills, and basic math skills, and we believe that partnering with other departments for assistance (i.e. Basic Skills/ABE and ESL) would help bridge this gap for our students in order for them to succeed. In order to provide additional culinary math resources for our students, we have added additional math content (i.e. handouts and practice problems) to our Canvas shells as resources. A couple years ago, two of the culinary faculty members worked with one of the Basic Skills instructors to advise them of what our students needs are and because of those efforts, we now have a Canvas shell with math and writing support which will help our students with not only their recipe cost cards but their APA papers as well. We will be integrating this Canvas shell into this year's tutoring initiative as an additional resource for our students.

- These types of resources will not only benefit our students whom English is their second language but will also help all of our students with reaching their educational goals.
- During this academic year, our department plans to audit our course materials (i.e. syllabi, handouts, videos, etc.) and curriculum in order to ensure that equitable and inclusive language is used. We will also be reviewing if the content we show represents diversity in the images and videos of all our course materials (i.e. textbook, handouts, videos, visuals on Canvas, etc).

Over the years, we have seen higher attrition rates in the students that are lacking these skills, and we have been trying to find a solution to remedy these problems for years. If these changes and partnerships are established and implemented, we believe this will bridge the gap that these underrepresented students face when attempting to complete our programs, and we will see higher retention and completion rates in the students that fall under these categories. Funding resources will need to be allocated to make this collaborative effort a reality for the Hospitality and Culinary Arts department.

Our department also recognizes that community outreach and marketing is paramount to capturing future students for our programs. We are currently developing departmental marketing and social media content to attract more students in the age range of 18-29 years old as this is a traditionally underrepresented age group for us. Other ideas that our department is exploring for capturing more students in this specific age range are:

- Working more closely with the Bridge program that SDCCE has established with San Diego Unified School District.
- Scheduling presentations at the San Diego County high schools that have culinary arts and hospitality programs.
- Develop a culinary intensive outreach initiative (i.e. College Bound) that would bring high school students to our campus for a one (1) to two (2) day interactive learning session where they can see our facilities, meet the instructors, watch live instructor demos, and learn about the courses and programs that we offer at SDCCE.

COVID-19 Impact:

Due to the COVID-19 pandemic, we have realized that there is a large demand for online learning instruction as more students have modified work schedules as well as transportation and family/childcare issues. We were able to reach a new demographic of students that were working professionals whose work schedules never allowed them to take our courses before the pandemic. In order to reach all potential students who are interested in our programs, we need to expand more of our course offerings into the online learning environment as well as introduce HyFlex into all of our on-campus lab classes.

- *Our department is focusing on this initiative during the 2022/2023 academic year.*
- *We implement a fully online culinary program that was designed by Ease Learning for ICOM Academy during the 2022/2023 academic year.*
- *We will pilot multiple HyFlex courses in Spring 2023 for our Baking and Nutrition classes at ECC.*

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

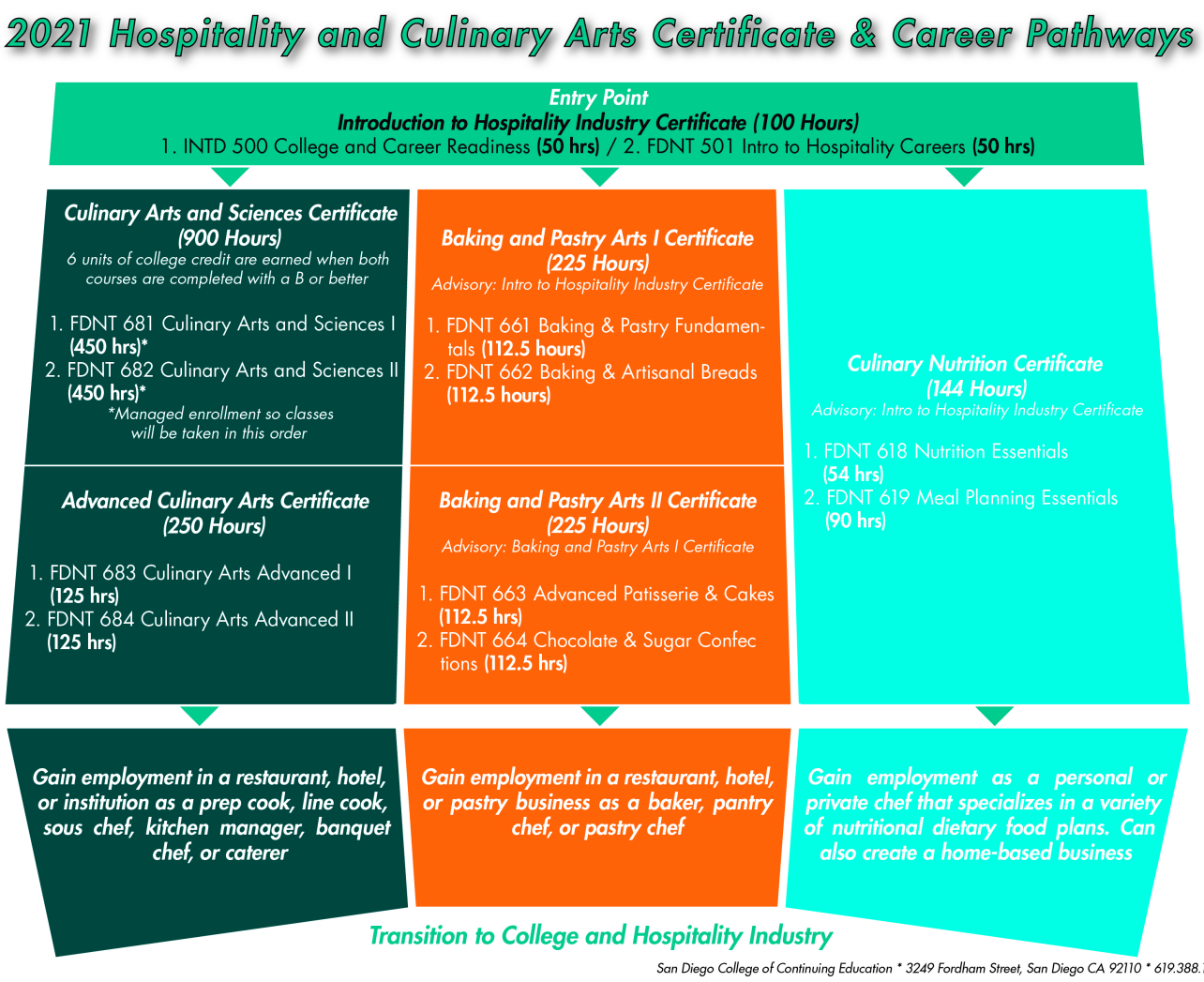
Updated Hospitality & Culinary Arts Certificate & Career Pathways

Below, our department has added our most up-to-date educational pathways chart that allows students to see the various educational pathways that our department offers and allows them to track their progress. The current certificate and career pathways structure of the Hospitality and Culinary Arts department is two (2) culinary arts programs (Culinary Arts & Sciences and Advanced Culinary Arts), two (2) baking and pastry arts programs (Baking & Pastry Arts I and Baking & Pastry Arts II), one (1) healthy cooking/nutrition certificate program (Culinary Nutrition), and one (1) new entry point program for all of our courses (Introduction to Hospitality Industry). Over the last two years, we have noticed that the length of programs and enrollment structure has had a large impact on our student retention and completion rates. For example, students have struggled with the number of hours it takes to complete the Culinary Arts & Sciences program (900 total) with mandatory 95% attendance or higher. We have also seen students drop due to interpersonal conflicts with other students because of the length of time they are with each other in a class. Since noticing this trend, we have implemented 4 short, stackable programs and we are working on adding 3 more short, stackable programs to our department's educational pathways.

COVID-19 Impact:

As a department, we noticed that COVID-19 impacted not only our enrollments, but our retention and completions as well. Even though our synchronous hours were less than what we would normally have per week on-campus, students struggled with the amount of hours the programs required to meet the competencies. Our retention and completion rate was also impacted because students had technology issues, internet issues, family/child care support issues, and also lack of physical space at home that allows them to participate in class. For the students who returned to campus, we struggled with having to move back online for the last 3 weeks of the Fall 2021 semester due to a large COVID-19 surge in San Diego County.

2021 Hospitality & Culinary Arts Certificate & Career Pathways Chart: This chart is what we now use in our orientations, and students receive this chart from our counselors so they are able to track their program progress.

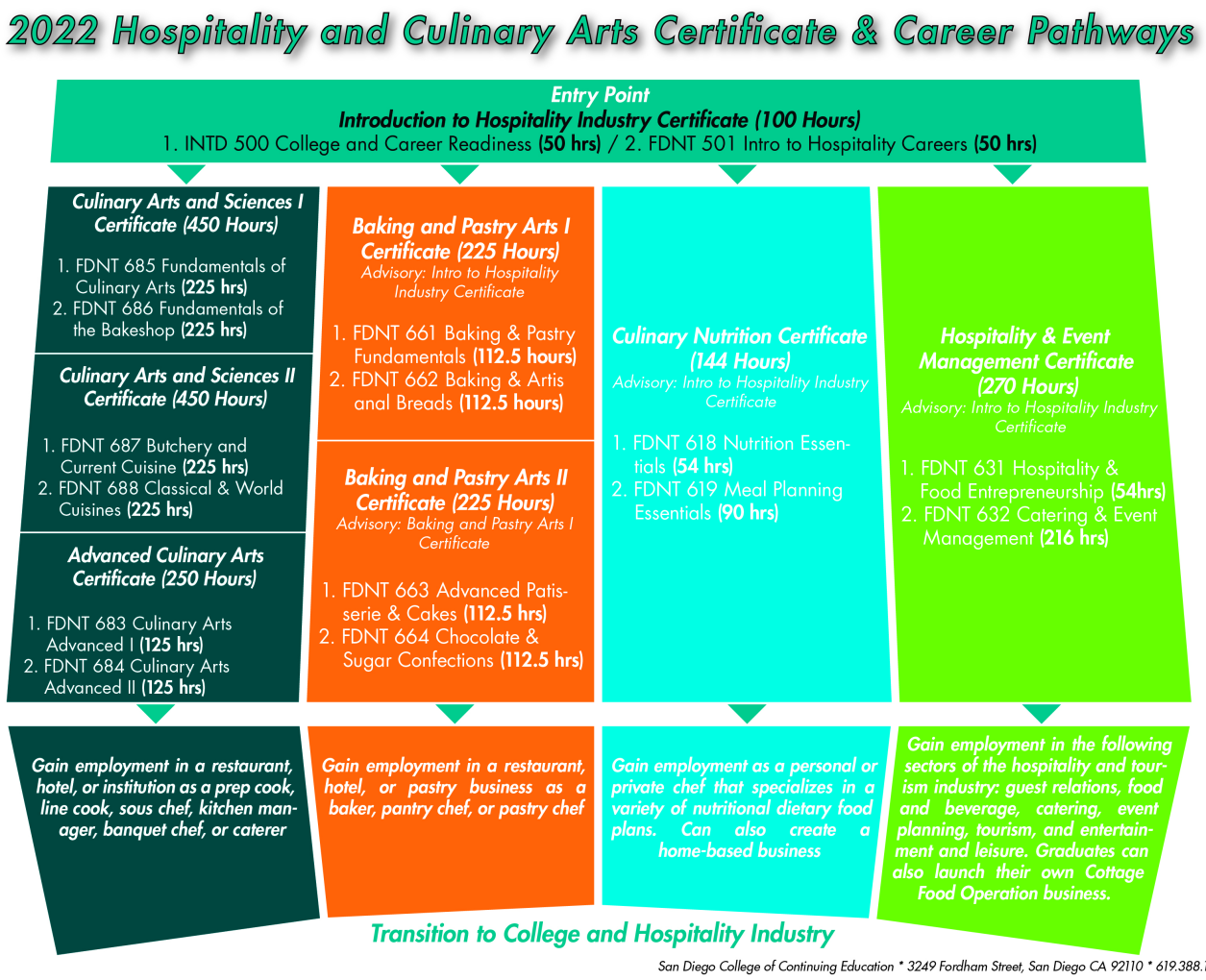


Proposed Hospitality & Culinary Arts Certificate & Career Pathways

After analyzing the data and student feedback from the last 18 months, it is evident that we need to re-imagine would our department and program offerings look like in order to match the needs of current and future students. In order to improve student retention and completions, we would like to offer one (1) culinary arts program that can be offered fully online and/or hybrid once our programs complete our safe transition back to in-person learning in Fall 2021/Spring 2022. We believe that this addition will be beneficial for not only our department but our students as well because we captured a new group of students in the 2020/2021 academic year that were only able to enroll in the program because the online learning modality allowed for flexibility with their work schedule.

Our department is also planning on writing and implementing more short, stackable programs because these programs seem to work better for our students. Currently in our 900 hour Culinary Arts & Sciences program, our students have to complete both 450 hour course in order to receive their program certificate; however, we have noticed that there are multiple students every academic year that need to drop out at the semester mark due to unforeseen issues. If we moved to a short, stackable program that a student could complete in a semester, they will be able to leave with a certificate, and we can capture a completion for a student that we might not have been able to in the original 900 hour program. We believe this model will help students that need to exit at the halfway point by earning at least one program certificate. This new structure will also add additional entry points for our students because they can begin in any course since they are now completing safety and sanitation in the Introduction program.

Proposed Hospitality & Culinary Arts Certificate & Career Pathways Chart



We have designed this new pathways chart for 2022/2023 to show the flow of our department's new curriculum that we have developed and are now begin the internal review process prior to Tech Review with our curriculum chair and analyst. We believe that this design will improve retention and completion within all of our programs. All Hospitality and Culinary Arts students will begin with our Introduction to Hospitality Industry certificate program (100 hours) to complete necessary prep training for all of our classes (i.e. safety and sanitation). This helps to streamline our classes because we will not need to present this information in all of our courses because students went through the training before splitting into their specific discipline/major. We believe that this new entry point program will help students develop more communication skills and create a more positive learning environment for the student once they enter their respective programs.

- Our first cohort of Introduction to Hospitality Industry students graduated in Summer 2021 and while this program was successful, we believe that more marketing needs to happen in order to fill the classes to their potential. Since our department is going through program restructuring, we should have our pathways chart in the schedule and produce more marketing materials to distribute so students understand the new flow to our programming.

Our new Baking & Pastry Arts I program will be open entry/open exit as these 2 classes can be taking out of order, which we believe this will improve student retention. However, instructors do recommend that students start with Baking & Pastry Arts I before beginning Baking & Pastry Arts II as these courses are designed to build upon one another. We understand that some of our students come with previous industry experience; therefore, we understand that some students may want to bypass Baking and Pastry Arts I and go directly into Baking and Pastry Arts II. However, we believe the majority of our students will enroll in both programs to take advantage of the new industry based content that we have added to the courses in each program.

Three (3) of the seven (7) new program offerings received approval from the state in Fall 2020. Intro to Hospitality Industry started in Summer 2021, Baking and Pastry Arts I started in Fall 2021, and Baking & Pastry Arts II started in Spring 2022. Our department believes that with this new curriculum, new and multiple entry points, number of certificates a student can obtain, and the possibilities of additional credit-by-exam opportunities with other colleges in our district will improve our student retention and completion rates over time.

- In Summer 2021, the SDCCE faculty and Mesa College faculty met to discuss the possibility of implementing a new credit-by-exam agreement for the Baking & Pastry Arts programs. The faculty members from both campuses continued these conversations throughout the 2021/2022 academic year, and we will have a credit-by-exam agreement developed with Mesa during the next credit-by-exam development cycle.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

Based on the data that we have analyzed in this year's program review, we developed specific goals that encompassed the next 5 years in order to target the learning needs of our students. Some of the goals in our department's strategic plan have rolled over from last year or are ongoing/annual goals. The COVID-19 pandemic is also influencing our strategic plan and resource requests for this year resulting in our need to implement additional online content and resources to diversify our course offering for on-campus, hybrid, HyFlex, and fully online teaching modalities. Our most important goals for this academic year follows:

- Complete the development and identification of resources required to implement Hospitality and Food Entrepreneurship courses and programs (courses are being developed, and we will need to collaborate with Mesa College to share our curriculum for feedback). Once the courses are submitted for approval, we need to work on implementation materials (i.e. course syllabus and lesson plans).
- Submit and implement two new (2) short, stackable Culinary Arts & Sciences programs that will increase our student enrollment, retention, and completion.
    - Data review provided that short, stackable programs like Culinary Nutrition and Baking & Pastry Arts programs have a higher completion rate compared to our programs that are longer in length and have more course contact hours per week. Instructors have also provide feedback the quality of student work and retention of course information has increased within these programs as well.
- Increase fully online, hybrid, and HyFlex course offerings in order to capture new student population that we identified during the COVID-19 pandemic.
    - Replace fully on-campus courses with hybrid courses as the hybrid learning modality has proven to be a valuable asset, and remote lecture has a higher attendance rate than on-campus lectures had pre-pandemic.
    - This makes our course offerings more equitable for our entire student population.
- Build outreach material and implement hospitality outreach initiative in San Diego County to better serve our underrepresented student populations.
    - Continue building upon social media presence (Facebook, Twitter, Instagram, and YouTube) and establish our department website that will act as an alumni network and job opportunity board for our graduates as well.
    - Establish culinary intensive outreach initiative (i.e. College Bound) with San Diego Unified School District
        - Promote the Promise program with potential culinary SDCCE students.
        - Explore developing a culinary competition that both the high schools and community colleges can participate in and build a partnership between high school, non-credit, and college culinary arts programs.
            - This could help create a pathway for high school to SDCCE.
    - Engage with industry partners to market and develop short term programs that are geared towards foodservice industry specifically (i.e. San Diego Restaurant Association, American Culinary Federation, etc).

We will also be adding additional goals to the strategic plan since we are forecasting for ten (10) years in advance. We also plan to assess the viability of tutoring sessions for our students during the 2022/2023 academic school year with our Strong Workforce Round 6 funds, and we will be assessing our students needs with a survey designed by the faculty in order to create an equitable and inclusive initiative that works for our students and their current needs. The COVID-19 pandemic has shown us that we should have both on-campus and online course offerings in order to better meet the learning needs of our students, but it has also showed us that our courses should have a level of flexibility to them (i.e. hybrid and HyFlex).

The student's learning experience is the driving force of all of our department's strategic plan's goals and action items, but these specific goals stand out as the most critical. The development of new curriculum based on industry standards and needs along with advisory board member recommendations prepares our students for employment as well as transition to college programs. Professional development in our subject areas as well as trainings with an emphasis of diversity, equity, and inclusion for our instructors is a priority to ensure our student learning needs are met. Our goal is to support our instructors in remaining current in their fields of study particularly in the areas of sustainable ingredients, techniques, and technologies among others. This will help us meet our goal of ensuring our students are exposed to the most current industry information, which in turn enhances their learning experience.

- While our teachers have all received online certification training, we believe that it is important that there continues to be professional development opportunities for faculty members to receive updated training and learn about current technology.
    - In order to ensure that all of our department's Canvas shells are uniform and standardized, it would be beneficial to have someone in every department that would be the lead Canvas course creator that can work in partnership with the instructor of record.
- Every semester, instructors should have a set amount of Flex hours (i.e a minimum of 3 hours) that is devoted to training in diversity, equity, inclusion, accessibility, and anti-racism. This will help our teachers to better serve our diverse student population as well as foster a positive and inclusive classroom environment.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

The Hospitality and Culinary Arts department worked hard this year to get contributions from all faculty members in our department so this review is as accurate as possible. This year, we held two (2) all-department faculty meetings on in October and November via Zoom in order to discuss the progress of the 2021/2022 program review and receive input from the faculty on each of the sections. The program chair held one-on-one meetings with each faculty member in order to discuss the program data in Section A since the data review is the hardest section for our department to complete.

The Program Chair also created a Google form that had specific program review questions in it that was sent out to all faculty members to receive their input. This is helpful because the document can be overwhelming for faculty members especially if they are not a main writer; therefore, selecting specific questions that would benefit from instructor feedback will help increase engagement because the instructors are only looking at eight (8) questions at a time opposed to the whole document. The Google form was sent to seven (7) recipients, and seven (7) responses were received by the form's due date.

After taking into account the information discussed in the meetings we conducted as a group during October, the two main writers of the program review document set-up additional meeting times to work on this document and format the team's edits. Any additional information needed for the Hospitality and Culinary Arts department's 2021/2022 program review was conducted through a series of emails from the program chair, dean, and supporting writers that elicit responses from faculty members regarding strategic plan and request for resources.

7. Include your program's mission statement(s)::

Students enrolled in Hospitality and Culinary Arts courses and programs will gain an understanding and knowledge of concepts and techniques within the hospitality and foodservice industry through in-depth, hands-on technical training. The purpose of the Hospitality and Culinary Arts department is to prepare our diverse student body to be prosperous future leaders, business owners, entrepreneurs, and culinary professionals within the hospitality and foodservice industry. We embrace our district's lifelong learners, support our students through their transition to college, and positively affect our student's quality of life through inspiring them to achieve their academic goals. We strive to create a positive learning environment in which our students thrive by embracing diversity and culture while nurturing their individual creativity.

8. Provide a brief summary statement for your program.:

The Hospitality and Culinary Arts programs encompass a wide variety of topics including culinary arts, baking and pastry arts, nutrition, hospitality, and business planning. We offer on-campus, hybrid, and fully online programs that range in length from 100 hours to 900 hours. This structure allows students to choose the program length and modality that best fits their schedule, learning styles, and needs. In every program that we offer, students are immersed in hands-on, technical vocational training that is currently relevant to their respective discipline of study. In all of our programs, students gain an understanding of soft skills such as interpersonal skills, conflict resolution, time management, and organizational skills while working in a culturally diverse classroom setting.

Below are all of the program descriptions for the six programs that our department currently offers in order of program length.

Introduction to Hospitality & Food Industry - 100 Hours (This program is offered fully online during fall, spring, and summer session)

Program Description

This program introduces the hospitality industry and prepares students for academic and professional success in the hospitality industry. Students will gain knowledge of industry terminology, a retrospective of early to current cuisines and industry trends, and the major labor market segments. Students will learn skills to develop self-discipline and empathy, self management, and self-awareness. Students will also gain an understanding of effectual communication, financial literacy, employability skills, study skills and soft skills that apply to both the classroom and work environment. Students who successfully complete the program will be prepared to enter the hospitality industry in positions such as prep cook and other entry-level positions in the industry.

Baking & Pastry Arts I - 112.5 Hours (This program is offered in a hybrid format during fall, spring, and summer session)

Program Description

This program provides career readiness skills in the baking and pastry arts. Students will be exposed to the fundamentals of bakeshop product identification, ingredients, and industry techniques. Students will explore the basic culinary skills in the baking industry from baking theory and techniques to hands-on production techniques used in working kitchens and bakeries. Products produced include cookies, pies, tarts, dessert sauces, custards and frozen desserts before ending with artisanal bread production, such as yeasted, non-yeasted, and laminated doughs. Students will gain an understanding of soft skills such as interpersonal skills, conflict resolution, time management, organizational skills while working in a culturally rich setting. Upon completion of this program, students will be prepared for gainful employment as an entry-level baker in a commercial bakeshop, restaurant, or starting their own cottage industry business.

Baking & Pastry Arts II - 112.5 Hours (This program is offered in a hybrid format during fall and spring session)

Program Description

This program provides career readiness skills in the baking and pastry arts. Students will be exposed to advanced pastry and cake production, as well as chocolate and sugar confectionary work. Students will explore the advanced culinary skills in the baking industry from baking and pastry theory and techniques to hands-on production techniques used in working kitchens, bakeries, and confectionary shops. Products produced include American-style cakes, European tortes, frostings, fillings, decoration mediums, mini pastries, and petit fours before ending with meringues and confections, both chocolate and sugar. Students will also gain an understanding of mass production for buffet pastry items, display techniques, and confectionary showpieces. Upon completion of this program, students will be prepared for gainful employment as an entry¬ to-intermediate level baker, chocolatier, confectioner, and artisanal cake designer in a commercial bakeshop, restaurant, hotel, boutique confectionary store, or starting their own cottage industry business.

Culinary Nutrition - 162 Hours (This program is offered in a hybrid format during fall, spring, and summer session)

Program Description

This program provides career readiness skills in the field of nutrition science and meal planning. Students will be exposed to the fundamentals of nutrition principles, scientific concepts, food safety, and bodily processes. Students will learn basic nutrition principles and explore how to apply these in a variety of dishes in order to retain maximum nutrient retention. Topics covered in the program will include national nutrition standards, cultural dietary habits, personal wellness, recipe development, seasonality, health coaching techniques, menu planning costing, and menu production in a laboratory setting. Students will gain an understanding of soft skills such as interpersonal skills, conflict resolution, time management, organizational skills while working in a culturally rich setting. Upon completion of this program, students will be prepared for gainful employment as a personal or private chef that specializes in dietary food plans or starting their own cottage industry business.

Culinary Arts Advanced - 250 Hours (This program is offered in a hybrid format during summer session)

Program Description

The Culinary Arts Advanced Program provides an overview of current trends in the culinary industry, restaurant operations, and the basic knowledge required to design and open a food service business. The program includes sustainable food systems, food and beverage management, front end operations and professional table service. Topics include molecular culinary terminology, molecular product identification, flavor affinities, business plan development, marketing, restaurant law, and restaurant concept development. The program courses also cover farm-to-table concepts, food and beverage pairing, purchasing and cost control, human resources and restaurant leadership and management. Students who successfully complete the program can use the skills learned in a variety of industries and jobs including cooks, chefs, caterers and food service managers. This program also serves as a foundation for additional training towards an associate degree in culinary arts at a community college.

Culinary Arts & Sciences - 900 Hours (This program is offered in a hybrid format during fall and spring session)

Program Description

The Culinary Arts and Sciences Program provides the theory and hands-on training for entry-level positions in the culinary arts profession. The program provides an overview of culinary arts, terminology, industry history, food safety, and sanitation. Topics also include tools, equipment, knife skills, food service operations, restaurant management, menu development, and food costing. The program course content also includes nutrition and instruction in comprehensive food preparation techniques. Students who successfully complete the program can use the skills learned in a variety of industries and jobs including cooks, chefs, caterers and food service managers. This program also serves as a foundation for additional training towards an associate degree in culinary arts at a community college.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

The Hospitality & Culinary Arts department experienced multiple significant changes in the 2021/2022 academic year. One of the main changes that our department implemented when we returned to campus in Fall 2021 was converting all of our on-campus culinary, baking & pastry, and culinary nutrition course hybrid format, which we plan to offer all of our programming in either a hybrid or HyFlex option permanently now. Our department only offered fully on-campus classes prior to the Covid-19 pandemic but after moving the program online during the pandemic, we realized that offering a partial online experience to our students is actually quite beneficial to their learning and it also increases retention in the program.

Another significant change this year was the implementation of 3 new programs in our department: Introduction to Hospitality & Food Industry, Baking & Pastry Arts I, and Baking & Pastry Arts II. The Introduction to Hospitality & Food Industry program is the first workforce prep program certificate implemented at our college, and our first cohort went through the program in Summer 2021. This program is now the entry point for all of our culinary, bakeshop, and nutrition classes as this class gives students an overview of our industry and prepares them for taking the County of San Diego's food handler's exam. Our new Baking & Pastry Arts programs that launched in Fall 2021 is replacing our original Professional Bakeshop Skills certificate program. The baking and pastry instructors have noted that they have seen higher productivity and retention rates in these courses as students are able to complete the programs in 18 weeks opposed to the original Professional Bakeshop program taking 36 weeks to complete. The data for this program also helps supports our department's decision to revise our Culinary Arts and Sciences program to make two new short, stackable programs that the students can complete in 18 weeks opposed to 36 weeks. We made changes to this curriculum so we could expand on a variety of bakeshop topics and techniques. Since launching this program, we have engaged with Mesa College to offer credit-by-exam units for our baking students to which they agreed, and we will draw up the formal agreement during the next credit-by-exam draft cycle.

In Spring 2022, our department was approved to hire a full-time, contract Baking & Pastry Arts instructor. This contract hire will help expand our new Baking & Pastry Arts program as well as add an evening program at ECC. Even though our evening classes tend to have less enrollment than our day classes, it is still important to offer this programming to meet the needs of our students that work morning/early afternoon jobs.

For the first part of the 2021/2022 academic year, we still had our NANC project assistants that helped us with our online content as well as our safe return to in-person instruction in Fall 2021. These projects assistants were instrumental in helping us distribute ingredient boxes to our students during summer session, bulk purchasing of ingredients with the chefs for all culinary arts classes, and developing promotional media and flyers for student engagement and enrollment efforts. Unfortunately, we lost both of our NANC employees at the end of the Fall semester to other job opportunities and the district's vaccine requirement, and we were unable to find replacements during the Spring semester. The chefs feel these are important positions to fill and continue funding because having at least one project assistant in the department to help with ordering, demonstrations, and HyFlex implementation in the culinary classrooms is essential to the success of our classes and enriches the student's experience.

Lastly, Covid-19 has impacted our enrollment numbers in the majority of our classes as has been the case for most CE classes. We believe that the effects of Covid-19 will be felt in our industry for years to come because so many hospitality and food service businesses had to downsize or shutdown during the pandemic. Since there are so many open job positions at the majority of foodservice establishments in San Diego County, students can find their dream jobs right now due to our industry's staffing shortage. More people are choosing to go back to work instead of coming to school to earn their certificate. Our department needs to explore new ways to engage with industry, foster partnerships with culinary organizations (i.e. San Diego Restaurant Association, Les Dames d'Escoffier, and American Culinary Federation), and create new programming that matches the current needs of our post-Covid industry and student population.

10. Highlight your department's most significant accomplishments this past year.:

- Ingredient box distribution for all culinary arts and baking classes due to Covid-19 in Summer 2021 & Fall 2021:
  - The Hospitality and Culinary Arts department was able to continue providing ingredient boxes for distribution to our Advanced Culinary Arts class in Summer 2021 with 25 boxes distributed each week for a total of 8 weeks.
  - At the end of the Fall semester, there was a Covid-19 spike in San Diego county which caused us to transition off-campus and back to online learning in January. Our culinary department built ingredient boxes for the last 3 weeks of cooking in the culinary arts & sciences and baking & pastry arts programs so the course completion dates would not change for our students.
- The Hospitality and Culinary Arts department was able to safely transition back to on-campus learning at both West City and ECC. This was quite the undertaking for our department as additional health and safety precautions had to be in place in order to protect the health and safety of both faculty and students since we works in a close environment and taste food in the culinary and baking labs.
- ***New Pathway:*** Our department launched our new entry point program, Introduction to Hospitality and Food Industry, in Summer 2021. This certificate is not only a new pathway for our program, but it is also the first SDCCE Workforce Prep Certificate to be offered. We launched this program during the Summer session and had a total of 22 program awards during that 8 week Summer session, which is a high number for our department considering most students are not looking to start new classes during the Summer and usually wait until Fall semester.
- ***New Pathway***: Our department was able to launch our two (2) new Baking & Pastry Arts programs in Fall 2021 at our ECC campus. These programs replaced our original Professional Bakeshop Skills program that we stopped offering during the COVID-19 pandemic. Our Baking & Pastry instructors have noticed better attendance and retention rates in these new classes opposed to the original courses that were offered. They have also mentioned improvement in the student outcomes and learning objectives as this class now meets two (2) days a week on-campus opposed to one (1) day a week like in the previous program.
  - ***New Credit-By-Exam Agreement (in development):*** In Fall 2021, our department met with Mesa College to discuss developing a credit-by-exam agreement in order for our Baking & Pastry Arts students to receive 8 units of college credit towards their Baking certificate at Mesa College. The classes that will be part of the agreement are CACM 101, CACM 160, and CACM 212.
- Our Hospitality & Culinary Arts Program Chair and one of our adjunct faculty members successfully completed the Regional Work-Based Learning PD training during the 2021/2022 academic year. In this training, we had to complete the WBL Canvas PD course, submit a WBL lesson plan, and participate in a report out to SDCCE for future WBL PD cohorts.
- Our Hospitality & Culinary Arts Program Chair and one of our adjunct faculty members also began participating in the Strong Workforce Faculty Institute, which has helped them to better analyze data trends within our programs and develop an action plan that can be rolled out across all of our programs to improve our department's enrollments, retentions, and completions.
  - This project has also been extremely beneficial for us as it has provided helpful insight into learning tools to implement in the classroom as well as foster strong collaboration and engagement amongst faculty members, researchers, and deans.
- ***Upgraded Pathway***: In 2021/2022, our department was approved to be part of the ICOM Academy Round 6 initiative. Three (3) faculty members were identified to be part of this project during Summer and Fall 2022, and we will be converting our 600 hour Culinary Arts Program into a fully-online program.
- Upgraded equipment at West City and ECC as well as developed course marketing materials with Strong Workforce Round 5 funds, and we received a SWP Round 6 allocation for 2022/2023.
  - Department website, Twitter, Facebook, Instagram, and YouTube channel was established in Summer 2021 in order to further promote our programs.
  - Several program videos were recorded to send to potential students in email blasts and course welcome emails for the Fall 2021 semester. We also shot a video welcoming students back to campus and in-person learning.
- The Hospitality and Culinary Arts department hosted an Industry Catalyst Event in conjunction with our SPring 2022 Advisory Board. Int this event, we were able to recognize industry catalyst members who made significant industry contributions during the COVID-19 pandemic. As a department, we were able to recognize 6 industry honorees that we would like to foster partnerships with as well as recognizing 5 program partners and student successes that have been instrumental in our department's success.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

In 2021/2022, our faculty decided on which SLO to evaluate for that term in our culinary arts and bakeshop classes. We also discussed which method of evaluation would be best to measure the SLO, and we ended up selecting a food costing assessment for the classes in order to evaluate their understanding of food costing and how it ties into the concept of food preparation. Based on the assessment results, we learned that students do need more culinary math curriculum and resources in order to understand the food costing concepts fully and be able to comprehend how those food costs impact the food production that happens in a food-service establishment. This often tends to be one of the harder subject manners for our students to grasp so we want to make sure we have identified all of the gaps in order to help them on their educational/professional journey.

Our assessment results showed that 100% of the Hospitality and Culinary Arts students participated in the assessment. 70% of the student food costing assessments were above average, 18 % scored at average pass, and 12% scored under average/no pass. While the above average percentage is high, we do feel that the average and no pass percentages need to be improved upon.

In order to provide additional culinary math resources for our students, we have added additional math content (i.e. handouts and practice problems) to our Canvas shells as resources. We have also implemented the use of a new culinary math book that can be paired with our current required textbook. Even though we have added these additional resources to our Canvas shells, we have identified that additional help is necessary for our students. As a department, we are launching a tutoring pilot resource for department that utilizes some of our 2022/2023 Strong Workforce Round 6 funds, and this resource will be provided to our students on-campus and online in order to support them with their food costing assignments, culinary lab action plans, and APA term papers. The Program Chair will be collecting data on the effectiveness of this pilot program and reporting it to her Program Dean and the Vice President of Instruction.

12. What is your process for regularly reviewing curriculum?:

Faculty reviews curriculum at our department's meetings to ensure that our course content is up-to-date and relevant to current industry needs and standards. We also utilize the information that our advisory board members provide to us at our program's advisory board meeting that is held at least once a year. That feedback along with our inter-departmental feedback is used to decide if curriculum changes are necessary, and which programs are more of a priority at the time.

We are currently reviewing all of our programs since they were all developed pre-pandemic, and we want to ensure that our programs match the current needs of our students since those needs have changed drastically since the Covid-19 pandemic. During the 2021/2022 academic year, our faculty reviewed the Culinary Arts and Sciences program and recommended that the program be split into 4 courses to make 2 new short, stackable programs. Our faculty also looked at the original 600 hour Culinary Arts program during summer 2022 to prepare it to be re-introduced fully online through ICOM Academy.

COVID-19 Impact:

COVID-19 has severely impacted our industry (hospitality and restaurants), and we need to re-evaluate our department's curriculum offerings to now meet the needs of our students and industry. When listening to the feedback from current and prospective students, we are continuing to hear how online programming and shorter stackable programs are essential during this time due to work schedules, family matters, childcare. etc. When looking at enrollment and retention data, it is evident that COVID-19 has impacted and reduced the student's ability to dedicate a large amount of time to their education; especially on-campus learning. We need to continue to monitor which classes and programming work best for our student population in order to increase our department's enrollment numbers.

We also have to evaluate our course content in order to add and/or adjust for new regulations associated with COVID-19. Faculty members are engaged in keeping up with the most up-to-date information from the CDC, National Restaurant Association, California Restaurant Association, and ServSafe regarding all new COVID-19 regulations and protocols that our industry is implementing as this is important to add to our classroom instruction.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

Our department's advisory board that meets at least once a year provides current and relevant industry feedback, which allows us to ensure that the content being taught in our classrooms are both accurate and relevant. Our department's analysis of our course offerings are influenced by student feedback in our courses, and this reflection helps us as faulty leaders to determine if our curriculum is in line with our student demographics, educational needs, financial needs, etc. Faculty also analyzes LMI data every two years to determine the validity of our course offerings in the community that we serve.

COVID-19 Impact:

COVID-19 has certainly showed us as a department that we need to be more open to our courses being offered in different formats in order to meet all of our student's needs. This pandemic has also shown our department that we need to look at our curriculum edits and class scheduling through an equity lens because we need to expand our course and program offerings in order to reach all of the students that want to take our programs.

Since our industry (hospitality and restaurants) is experiencing a dramatic shift due to the COVID-19 pandemic, we have had to evaluated our course content in order to add new regulations associated with COVID-19. For example, we added a new assignment to our FDNT 501 class which has the students complete four (4) free COVID-19 restaurant training videos (Delivery, Takeout, Re-opening Guidelines, and Conflict De-escalation) through Serv-Safe to receive additional safety and sanitation certifications.

14. How is the program/department engaged in integrating new technology into the instructional program?:

Our department evaluates new technology needs at our Convocation department meeting every semester as well as our program review meetings in the fall as we are beginning to look at resource requests. In 2021, we were able to add a smart podium, multiple new demo cameras, three (3) new monitors (one in the kitchen and two in the lecture room), and new audio system with microphones to the West City Kitchen.

COVID-19 Impact:

The new technology we received will be a great addition to the West City classroom, but unfortunately the equipment's warranty is already gone because we purchased the equipment in late 2019 with an early 2020 install date. Due to the COVID-19 pandemic, that install date was delayed until Summer 2021.

Adopting the use of the Canvas platform has allowed for improved student engagement, more variability for students, flexibility for instructors, and has allowed the students to work at their own pace which has been beneficial to both the students and faculty. After seeing the value in this online flexibility for our students during the Covid-19 pandemic, our faculty began to think that HyFlex classes may be an option for us. Our program chair and lead faculty member at West City began to explore the possibility of offering HyFlex classes for our culinary arts classes. We consulted with the DE mentor, Ingrid Greenberg, to discuss what technology would be needed for our West City classroom to offer HyFlex classes. We did this evaluation prior to the annual review process beginning so we could request any technology needed during our request for resources. In order to implement HyFlex classes during the upcoming academic year, we plan to utilize the iPads we purchased prior to the pandemic to help with streaming the lab class session on Zoom.

We are currently still trying to purchase a point-of-sales (POS) system for ECC and WCC so we can teach students how to use this industry specific technology in both the Culinary Arts & Sciences and Culinary Arts Advanced programs. We purchased this technology a couple of years ago, but it became encumbered, which still has yet to be resolved. At this point, it would be best to start over with this piece of technology because what we originally ordered is already obsolete. At some point, we would like to operate a restaurant concept out of both campuses and for that to happen, this technology is an integral piece to implement.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:
Diversity, equity, and inclusion has always been a hallmark of the College of Continuing Education, and our programs have always reflected and celebrated those richly diverse, equitable, and inclusive values. Our programs focus on promoting diversity and inclusion by creating an equitable classroom environment, offering a variety of teaching modalities to meet our students needs, and practicing cultural sensitivity. By analyzing the data provided during the program review process, we are able to see who our students are, how we can better serve them, and how to reach communities that we may be currently undeserving in our programs.

Our program chair is a member on both the curriculum committee as well as the diversity, equity, inclusion, and accessibility committee and is able to bring back their recommendations for best practices (i.e. classroom activities, curriculum, syllabi, course materials, etc.) to implement in our classroom. Our curriculum offers cultural diversity in the recipes and menus that we currently teach in the classroom. Two of our faculty members also participated in the Faculty Institute this year and learned how to create and modify course material and processes that incorporate more inclusive and equitable language and images.

We also believe that it is important for us to evaluate all of our course outlines of records, course textbooks, syllabi, Canvas shells, and handouts to insure that we are applying a DEIAA (diversity, equity, inclusion, accessibility, and anti-racism) lens to all of our course offerings. Our department plans to audit all of our course materials over the next academic year as this is a top priority for our department as well as our institution. Our department's program chair is also recommending that every faculty member in the department should participate in at least one DEIAA professional development workshop, training, or course a semester in order to better understand our students needs and barriers.

- Our department's program chair has also recommended to the DEIA committee that all SDCCE faculty members should have to complete a minimum of 3 Flex hours per semester that specifically are tied to diversity, equity, inclusion, accessibility, and anti-racism.

16. How is the program/department engaged in integrating new distance education instruction into the program?:
The Hospitality and Culinary Arts department is constantly looking for new and exciting ways to engage with students through distance education instruction. Our department had no experience with online instruction until March 2020 when we moved to working remotely. We believe our department did a fantastic job curating content to deliver to our students in an online format like pre-recorded instructor demo videos, weekly live food demonstrations on Zoom, weekly live lectures on Zoom, Rouxbe culinary platform, etc.

Our department also worked with Basic Skills in 2021 to create online Canvas support modules that can be placed in all of our program's courses. These Canvas support modules include help with culinary math, sample math problems, APA formatting help/tutorials, and resources to help students with how to properly write a research-based paper.

COVID-19 Impact:

The pandemic has forced us to re-evaluate implementing more online instruction for our course offerings. Our department moved the majority of our classes online in March 2020 in order to continue our current course offerings with minimal interruptions. Our department submitted new DE addendums for all program courses at the end of the spring 2020 semester in order to continue offering our courses in an online format for the summer 2020 and fall 2020 semesters. Our department has never offered any of our programs fully online until the 2020/2021 academic year, and that trend continued in the 2021/2022 academic year where we offered two (2) of our programs 100% online (Culinary Arts Advanced summer 2021 and Intro to Hospitality Industry summer 2021-spring 2022).

We believe that the COVID-19 pandemic will having a lasting impact on our education system, and we will continue to utilize and online, HyFlex, and/or hybrid teaching format for a couple of years. Since our return to campus in fall 2021, we have kept certain online elements in place and currently have our students online 25% of the program and 75% on-campus.

In the 2020/2021 academic year, we noticed that we reached a group of students that we have never been able to reach before in our programs, especially in the evening classes. We noticed more students enrolling that work from 9am-5pm that have always been interested in taking our programs, but their schedule would not allow them to come on campus four (4) days a week at our class meeting times. In order to be equitable and reach all potential students, our faculty explored the option of offering one of our existing culinary arts programs fully online in order to offer more online course options for students who are unable to attend classes multiple days on campus. From these meetings, our department decided to participate in ICOM round VI and course development with Ease Learning will take class July 2022-January 2023 to prepare for a launch in Fall 2022 and Spring 2023.

17. What methods of teacher-student contact (interaction) are utilized? :
We believe that our synchronous contact time is quite robust in our course offerings online. We are offering a variety of methods in which students have contact with their instructors in the online format (i.e weekly live Zoom lecture sessions, weekly live Zoom demonstration sessions, instructor office hours, Zoom drop-in sessions, emails, schedule group presentations with instructors, and instructor participation in discussion boards). In our Canvas classes currently, our instructors are doing live Zoom class meetings for 2.5 to 3 hours every instruction day. All of our hybrid instructors are currently holding weekly synchronous Zoom lectures that are 3 hours long once a week.

Our fully-online chef instructors have also implemented Zoom cooking labs during the week as well so students could still receive hands-on, technical training. Instructors completed a live demonstration at the beginning of the week that aligned with the weekly class content. Instructors required that all students stayed on Zoom until the last student finished their dish so everyone could see each other's finished dishes and hear the explanation of the dish along with the techniques that were utilized.

COVID-19 Impact:

In Fall 2021, we transitioned the majority of our culinary and baking classes back to campuses in cohort format. However, due to a Covid-19 spike that happened in January 2022, we had to transition are classes back online for 3 weeks in order to prevent an outbreak. During that time, instructors went back to having 2 synchronous Zoom labs a week, and the students picked up their ingredient boxes from the school so they could have the ingredients necessary to participate in the Zoom cooking labs.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
Our department has received support from the institution over the years to provide sufficient staffing for our department and programs. During the 2021/2022 academic year, we were approved to hire a full-time contract baking faculty member in order to support our 2 new Baking & Pastry Arts programs, and this hire will begin their assignment during Fall 2022.

Our department did have two NANC employees during the Covid-19 pandemic, which benefited our faculty and students greatly. We lost both of these NANC employees in 2021 because one's work load at their other job increased and the other would not comply with the district's vaccinate mandate. It would greatly helpful to our faculty members if we could have one (1) NANC employee at each of our culinary campuses (WCC & ECC) in order to help with ordering food ingredients, receiving food ingredients, setting up/assisting in food demonstrations, and helping assist with operating the HyFlex classroom.

- It may be beneficial to have one of these NANC project assistants be a multimedia specialist to support the preparation, setup, launching, and monitoring of technology as well as monitor the active Zoom chat interaction during the class. If we find one (1) multimedia specialist, we could have them go between WCC and ECC to support all of our HyFlex offerings that will be starting in Spring 2023.

The Hospitality & Culinary Arts department and other SDCCE Programs urgently need additional, appropriate, and adequate technical support for faculty and students at one or all of the SDCCE campuses. Similar to THE LOFT at Mesa College, students and faculty need onsite and in-person staff that can help in real-time with devices, course content/assignments, course design/development, navigation of online courses.

- As part of this initiative, our department also thinks that it would be extremely beneficial for all SDCCE campuses to have a computer lab with printers that students can use for their course work because often them this is a barrier for the majority of our students.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
One of the biggest hurdles that our faculty members face when it comes to professional development is not finding conferences they would like to attend, but instead it is having the financial capability to out lay a large sum of money ahead of the conference. For the most part, it is not feasible for any of our instructors to spend $1,500-$1,800 months in advance (which for the majority of our instructors is about 30% of their net income for the month) and then have to wait until after conference to be reimbursed. There should be a better way for SDCCE to handle travel and conference expenditures so the faculty and classified professional do not incur such a financial burden. We believe all CE programs would have an increase in faculty participating in professional development activities if this process was improved.

Our current Culinary faculty members are also active in various local, professional organizations (i.e. American Culinary Federation's local Chef de Cuisine chapter and Les Dames d'Escoffier). Our partnership with Les Dames d'Escoffier has expanded over the last year, and the organization is working with SDCCE to provide mentorship and scholarship opportunities to our female culinary and bakeshop students. The Hospitality & Culinary Arts Program Chair currently sits on the San Diego Chapter of Les Dames d'Escoffier's Board of Directors, and worked closely with the organization to secure a donation of over 300 cookbooks to our classroom library.

We currently have instructors who are registered to start with the next Passport to Success cohort as part of their internal CE professional development. Starting in Spring 2022, our program chair and one of our department's adjuncts (now contract faculty member) participated in the SDCCE Strong Workforce Faculty Institute cohort. As a result of the Faculty Institute, our program chair is enrolled in the Inclusive Teaching for Equitable Learning microcredential through ACUE.

COVID-19 Impact:

During the pandemic, instructors were able to find additional professional development opportunities that were online because many of the conferences we planned to attend shifted to an online format. Since all professional development temporarily moved online, we saw more instructors take advantage of the opportunity to participate in professional development since traveling is no longer involved. Some of the conferences attended include the CIA's Global Plant-Forward Culinary Summit, LDEI National Conference, and CIA's Flavors of the World.

Through discussions at our department meetings and emails, our faculty members have identified new conferences and professional development classes (i.e. Valrhona chocolate classes, Fancy Food Show, Catersource, and CIA Copia classes and conferences) that they would like to participate in. We believe that it is important for our faculty to have the opportunity to participate in classes and conferences like these in order to stay current with our industry and bring new techniques, equipment, and technology into the class for our students.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
Over the last year, the institution has done well with supporting students when it comes to providing sufficient technology and learning resources (i.e. laptops with CARES Act funding, book loaning program, and expansion of ICOM courses). These have all been successful and beneficial efforts for our students, but there is still more that can be done.

- Our faculty lack the technology resources (computers, OWLs, external microphones for HyFlex, etc.) and software (e.g.; Camtasia, Acrobat Pro, etc.) to improve the design circumstances and teaching methods for EP's online, Hybrid and Hyflex courses. The lack of these resources hinders faculty to design and facilitate state-of-the-art courses that are helping students' learning processes and are aligning with accessibility requirements (e.g.; creating formats that are accessible on all students' devices).

There are two main initiatives that our department strongly recommends that the institution implements to help support all students, which are a library at each campus that students have access to and a computer lab that allows student to work on homework as well as print assignments. Some of our students do not live in an environment that is conducive to studying at home or completing homework. We have also noticed students having a lack of resources when it comes to printing an assignment for submission. If there was a central spot on campus that would allow the students to have a computer lab/learning space that they could utilize at any given time during campus hours, that would be extremely beneficial. This is a huge barrier for the majority of our CE students, and it is time that the institution work to eliminate this barrier for our student population.

- Similar to THE LOFT at Mesa College, SDCCE students and faculty need on-campus access to technology resources that are providing help in real-time with their devices, software, course content/assignments, course design/development, navigation of EP online courses and computer lab for their use. Often enough, faculty are not able to assist students with their tablets, smart phones or laptops during classes due to the lack of technology resources.

At a department level, the institution helped support the Hospitality and Culinary Arts department by purchased licenses to the Rouxbe online culinary platform. This was extremely helpful to our department, especially during the Covid-19 pandemic, because we were able to embed this additional culinary resource into our Canvas shells in order to enhance our student's learning experience. This resource provided extra reading material on lecture topics, demonstration videos, and students were able to earn an additional certification specific to Rouxbe that is recognized by various hospitality companies upon completion of the Rouxbe assignments.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
Campus Specific / Overall CE:

It is paramount that our current school facilities stay up to date in order to effectively prepare our students for entering into industry. A big facility issue that came up during our discussions as a department that we believe affects the learning environment is student safety after hours. At West City, this has gotten better now that we have a CSO on-campus every night until we leave class at 9pm, but the evening instructor at ECC has received student complaints about not feeling safe in the evening because there isn't a police officer or CSO near the classroom. A safe environment at night is also important because some of our students have gotten locked out of the campus when they had to step outside to get something from their car or take the trash out, and they can't always find a way to get back in unless they are able to call someone in the classroom to open the door for them.

On another issue of student safety, our department feels that it is important to have at least one gender neutral bathroom at each of our campuses that our transgender and non-binary students can use if they prefer and/or feel safer to use that restroom over a gender specific bathroom. We currently have gender neutral bathrooms for our faculty and classified staff in the office areas, but students are not allowed to use those.

Covid-19 Impact:

Before re-opening all of the campuses, the facilities department replaced and upgraded all of the air filters in the classrooms for improved air quality and ventilation. This was an important step in order to make our students, staff, and faculty feel safe to return to campus especially since variants of Covid-19 are still being transmitted. Efforts like these that support in-person learning also help with supporting student success.

Department Specific:

Our culinary lab classrooms have a significant amount of industry equipment that requires routine maintenance to ensure that it is function properly. Some of the larger equipment at our ECC kitchen is quite old (i.e. our walk-in refrigerator and freezer is from the 1970s), and some of this older equipment is starting to have more and more issues. Since we rely on this equipment 100% of the time, it would be beneficial to have a routine maintenance plan in place in order to service these units. This will help to ensure the health and safety for all of our culinary students and faculty members.

Our department has discussed wanting to have a garden space at both ECC and West City that would allow the students an opportunity to connect more with the cooking process by gaining an understanding of where their food comes from. The produce harvested out of these gardens would be used in the culinary classroom during labs sessions for the culinary arts & sciences, advanced culinary arts, baking & pastry arts, and culinary nutrition classes.

Lastly, during the facilities master plan planning sessions that happened during the 2021/2022 school year, our department attended multiple sessions and met with the architects to express what facility improvements the Hospitality and Culinary Arts department would like. We mentioned wanting a space at West City and ECC that could operate as a restaurant or foodservice space that allows our students an opportunity to experience what it would be like to actually work in a foodservice establishment and serve the general public. This would provide great real world industry experience for them before graduating one of our programs.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
In 2021/2022, we received Perkins and Strong Workforce funding for professional development, NANC employees to help assist instructors with a variety of projects, and equipment funds. The funding of these resources are essential every year in order for our programs to run smoothly and without interruption.

Resource Requests Completed in 2021/2022:

- 2 NANC Project Assistants (ended Fall 2021)
- Kitchen Cleaning Service
- Ordered ECC Room 129 & WCC Room 123 equipment
- Attended virtual conferences
- Ordered Ecolab maintenance chemicals for kitchens at ECC & WCC

Our department's program chair worked with faculty to obtain quotes and requisitions for new equipment (over $200 and under $200) that was funded through our last program review that helped upgrade equipment at the West City and ECC campuses. These equipment upgrades are important to our program because it is imperative that students learn on the most up-to-date equipment in order to be industry ready when they graduate.

Our department faculty searched for months to find the right candidates for our NANC project assistants and in late fall 2020, we were able to onboard two (2) NANC employees. These project assistants are there to help instructors with department projects and have allowed us to work on our online presence, which is something we have not been able to do in the past. We feel these positions are critical to maintain because we need additional help with our online content (i.e. Canvas, YouTube, Instagram, Facebook, etc) as well as in-classroom support as we transitioned back to campus in a hybrid format. Unfortunately, we lost both of these NANC project assistants in Fall 2021, and we were unable to find replacements by the end of the academic year.

With our department faculty professional development funds, we plan to use these funds for virtual conference registrations in order for our instructors to attend culinary and leadership conferences and classes online this academic year. Instructors attending these conferences will bring back current trends, techniques, and industry knowledge to their fellow instructors at a department meeting and in the classroom for their students.

COVID-19 Impact:

Due to COVID-19, we were only able to complete professional development that was online. Some of our faculty members were able to participate in the online Culinary Institute of America's Global Plant Forward conference, the LDEI National Conference, and LDEI Professional Development "Table Talks" series.

As we continue to strengthen our department's online content for Canvas and our social media channels to improve student enrollment and engagement, it is imperative that we have an expert on our team that can help with the creation and maintenance of this content. COVID-19 has shown us how important online instruction and engagement is, and this needs to be one of our department's main focuses as this is the way of the future.

Due to the long-term effects of Covid-19, it was imperative that we built in commercial kitchen cleaning and Ecolab maintenance chemicals into our resource requests for the academic year 2021/2022 in order to prepare for a safe return to on-campus instruction in Fall 2021.

Program Chair: Enter date completed and email Dean for notification: 11/12/2022

Information Technology

INFORMATION TECHNOLOGY Instructional Review and Improvement

Program / Unit: Information Technology

Dean: Michelle Gray

Lead Writer: Steve Major

a. Enrollment by Discipline:
The trend for the IT Programs is that more women are enrolling in IT courses. Over the past 5 years their has been a steady increase, from a ratio of 80% male - 20% female in 2017 to 67% male - 33% female in 2021. This represents the same trend in the IT industry. I suggest that flexibility, remote work opportunities and good wages are luring more women in to the IT industry.

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :
Student access has remained steady except for the continued trend of more women in IT. African Americans have represented 11-12% except in the 2020/21, where enrollment dropped by 4%. The 4% was replaced by "Other" and "Unreported" categories. Latinos and whites also saw some decreases in enrollment percentages.

c. Certificates Awarded by Discipline :
A change in the process for recognizing Program Completion should help improve the metrics vs how it was historically recorded. This will be a trend to watch. I'm referencing the previous use of Program Completion spreadsheets vs using the data that was recorded and verified by instructors when submitting the final rosters in our SDCCD portal. This change has been in process since the conversion from ISIS. The current filter of Certificate Awards is related to student services record of program selection unreported by the student. I believe we need to define Certificate Awards based on successful course completion of program certificate courses. We know what courses define each program and this should be a factor for identifying students that complete program certificate awards. Some students do not report all of their goals in an orientation and take more IT courses that should result in Certificate Awards.

d. FTES by Discipline and class mode (online/on-campus):
100% of the IT program courses were offered online since the beginning of the pandemic. The IT Program realized a 50% increase in FTES over the past two years. The Security Essentials and Desktop Technician programs have the highest FTES percentages. Theses programs were also just targeted by our workforce partnership for entry level IT careers and advancement into Cybersecurity positions for experienced IT practitioners.

e. Cost by Discipline:
Confirmed with Dean that we could not analyze this data by October 29th.

f. Course Completion by Discipline (Retention and Success) :
It is concerning the cybersecurity is trailing in course success metrics. We experienced turnover with security program instructors and need to identify instructors with current industry experience for adjunct positions in cybersecurity.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :
IT Course and Program Completions do not reflect actual course completions by students as could be identified by student course completions based on final student rosters submitted by instructors for each CRN into ISIS for the IT Program. Our new PeopleSoft system has a completion status field that will hopefully be used to identify course completions in the future.

2. What are some strategies your department has or will implement to improve student access to your program?:
Expanding industry partnerships improve student access to IT program courses. Free and low cost online courses minimize textbook costs. Cisco Academy courses and assessments are offered in multiple languages to provide access to ESOL students. We have similar partnerships with AWS Academy and VMware Academy. Most courses are free and have minimal PC requirements due in part to our Netlab+ environment. We plan to expand Netlab+ to be hosted at the ECC campus. Students access this environment from there home, office or library with minimal PC requirements. Labs have rich IT content, with access to Windows and Linux servers, routers, switches and firewalls in a secure and accessible lab environment. This enables the IT Program to provide access to learning in real IT environments from anywhere to develop hands-on IT skills from home.

Partnership with the Strong Workforce is using SDCCD as a preferred provider of IT skills for entry level IT and cybersecurity careers. We get industry feedback and they get qualified candidates for IT internships and careers. We are the top provider in San Diego. This is a two-way partnership. They find underserved students looking for IT skills, provide wrap around services for entry level employment and we provide IT training and job candidates. Strong Workforce is providing access to study materials and covering the cost for the IT industry exams that entry level IT employers expect or prefer.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:
Women are a significantly underrepresented group in the IT industry. Traditional on-campus courses offered in the evening create a challenge to many from this group, limiting their ability to participate as they are often the primary or sole care giver for the family. Others also lacked transportation. The program continues to offer existing and new programs fully online where appropriate, while returning to the classroom in some courses to ensure students can access physical hardware.

Traditional online IT classes also created a financial burden in the form of costly computer and software purchases required by students to participant in the vital hands-on labs. To meet this need for online students, the program continues to leverage NetLab, which provides access to hands-on labs through a standard web browser, requiring no software installation or special hardware requirements. To meet the needs for growth, the program is currently planning and seeking funding for an expansion of the NetLab installation that can support additional students and future online offerings.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

Successful retention strategies involve student engagement with the instructor and peer support. Instructors that contact students when they miss a class, assignment or exam has been a trait for good retention. Synchronous delivery provide opportunities for engagement. Group assignments help facilitate collaboration and support through instructor monitoring, coaching and adjustments to teams as necessary. Instructors quickly introduce students to the Career Program and welcome the Career Job Developer to the classes to introduce services. Many opportunities with skills development targeted for retention occur through the online pathways training series. IT Program members attended the Faculty Institute sponsored by the Strong Workforce partnership.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

We ensure that the courses are aligned with the strategic plan and that the strategic plan is aligned with the mission of the institution. There has been tremendous alignment with the strategic plans in the information technology, digital media and office skills programs. (One strategic plan was created for these sectors so this will be a repeated statement in several of the program reviews for the BIT program.)

Aligning with the Institutional goal of growing SDCCE through increased access and instructional services, faculty created visual pathways illustrating the sequence of courses students could take to gain certificates and demonstrate the competencies for various fields. Effective flowcharts were created for the Front End Web Development, Networking, and Office Skills certificate programs. These charts were distributed to students and counseling.

Additionally, we accomplished the objective to enroll students with the San Diego Workforce Partnership, TechHire, engaging over 100 students in the course of a year in paid internships and employment. During the 2018-19 period, new course revisions and new certificate programs were implemented aligning with the strategic plan. Along with this, included more definitions and guidelines to help faculty understand the procedures and processes for curriculum revisions. Another objective in the strategic plan was to implement hybrid and online courses where appropriate. Faculty in the IT Program fully embraced this new teaching structure and began to see the benefits of online instruction. More hybrid formats were established, online teaching has improved, and enrollments have increased.

Under Goal 2, Ensuring technology, software and infrastructure to support programs, BIT has prioritized the upgrade of computer equipment and updated software versions to ensure students are learning with the latest equipment, testing on current platforms, and working with industry recognized applications. Raspberry Pi and Arduino Programmable Logic Controllers were purchased as kits so students could build Internet of Things projects to get hands on experience with sensors, motors and controls used in industrial and home automation applications. Netlab hardware upgrades allow students to access equipment without students needing

Goal 3, focuses on improving articulation between the colleges in the district. Extensive work has been done to maintain the current Credit by Exam agreements and build new ones in more networking and programming courses.

We collaborated with placement firms and industry partners as identified in Goal 4, which was to create partnerships with industry. Through the year, we invited industry to the classrooms, and invited them to industry advisory meetings to maintain engagement for access to industry trends, internships, and job placement. Additionally, we have built a strong relationship with the Career Development Counselors who send job opportunities throughout the semester, organize career panels, and connect with students directly for resume and job readiness support.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

As Program Chair I reached out individually to program faculty, staff, and students to address various data points, issues and garner feedback for the program review process. Team meetings during and after convocation were scheduled and held for team feedback into program review.

7. Include your program's mission statement(s)::

Prepare students for high-demand Information Technology careers offering at or above livable wages for skilled talent. Promote student participation in Cybersecurity competition. Develop industry partnerships to stay current with trends and skill gaps, industry training and professional development. Pursue opportunities with workforce development partners and demonstrate leadership in preparing students for IT career opportunities.

8. Provide a brief summary statement for your program.:

The IT Program focuses on providing IT workforce skills in configuring and supporting infrastructure components such as Web Servers, Routers, Switches and Firewalls to support Internet technologies that power most modern businesses. Courses and programs are aligned with IT industry certifications to prepare students for today's IT careers. Students are often in transition changing careers and use the IT programs for reskilling and upskilling to learn current and emerging technologies and IT trends.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

We applied as a preferred provider for entry level IT and cybersecurity skills through the Strong Workforce partnership. We became the first and leading provider of IT talent for internships and job placement for disadvantaged students. Our Desktop Technician program aligns with identified IT skills for good paying entry level positions in IT.

10. Highlight your department's most significant accomplishments this past year.:

Being designated preferred IT skills provider for the Cyberhire initiative with Strong Workforce. Strong Workforce is identifying and providing students that have been underserved to our IT Programs. We will continue this important work as they provide a conduit to employment for our IT students. This includes entry level as well as advanced opportunities with additional cybersecurity skills and training.

We have been competing in the National Cyber League competitions two times a year in the Fall and Spring semesters since, the Spring of 2021. In the Spring it is a regional competition called the SoCal Cyber Cup Challenge, for the Spring of 2022 we placed third, high enough to be mentioned on the virtual podium, effectively earning a bronze medal! In the Fall of 2021 the competition is the National Cyber League's Nationwide competition, we were in the top 6% out of more than 3900 teams. This Fall of 2022 we had more competitors sign up and express interest in the competition team than the number of entrance slots we had pre-paid to have. This Fall of 2022 we are seeing students return to be enrolled students so that they are able to compete with the team, one of the requirements is that they be enrolled in some class with the College of Continuing Education.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

COMP 600: Students design IP addressing schemes to meet network requirements. Students have struggled with IP subnetting and this can factor into successful course completion. This topic is now introduced early and practiced before the course modules that introduce this topic. Some students need additional help in binary, decimal and hexadecimal conversions to become proficient at developing IP addressing schemes. We have offered an ad hoc short term course in Subnetting and need to create this as a supplemental course to further address this need.

12. What is your process for regularly reviewing curriculum?:

The Program Dean and Chair meet monthly to discuss and plan new curriculum and deactivation of outdated programs.
The program uses Industry Advisory meetings to discuss Industry needs and priorities. These are then used to inform discussions within the program regarding changes to current and proposed curriculum.

Program faculty regularly review and modify curriculum as industry certifications are updated. Industry generally updates certification requirements on a 3-year schedule, as a result, we adjust and modify the content to align with industry.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

The course syllabus, books and online materials are updated with each revision of the industry defined objectives for each course and program that align to an industry certification. This process keeps our courses current and relevant in the ever-changing IT workforce sector.

14. How is the program/department engaged in integrating new technology into the instructional program?:

The program is meeting the challenge of several current and important trends in IT. With the rapid recent growth of the importance of cloud computing to support organizations as they shifted to a work-from-home model, the IT program in affiliation with the AWS Academy now offers the Cloud Solutions AWS-Associate certificate program to prepare students for this highly demanded field. Several new courses, including AWS Academy Machine Learning Foundations and AWs Academy Cloud Security Foundations are under review for possible expansion to this highly regarded program.
An emerging technology under evaluation by the program is infrastructure automation, which combines traditional computer networking with computer programming skills. The department is currently building a new program that will focus on DevOps as an emerging trend in IT infrastructure management.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

The program provides an extensive catalog of online courses covering current technologies (Cisco Networking Academy, Amazon Web Services, CompTIA A+, Network+, Security+, Linux OS) that are accessed using minimal resources by students. In most cases, students need only access to a PC with modest resources and need not install or configure software. Course learning materials, including hands-on labs, are accessed via a standard web browser. Providing access to hands-on labs fully online, 24/7, allows students to work around their work and family obligations. Removing the need to install software creates new opportunities as students do not need to own the computing platform. Replacing course textbooks with free Industry providing instruction materials eliminates another barrier to access. Coures offered through the Cisco Networking Academy and the AWS Academy provide students with free course badges, which helps students who otherwise cannot afford the cost associated with earning Industry certification the ability to promote and share their success with Industry and prospective employers. The AWS Academy also provides access to 50% discount vouchers for industry certifications associated with courses taught in the program. Partnering with CyberHire San Diego as a preferred partner provides students of low- to moderate-income with access to free career assistance, paid internships, and support for earning Industry certification.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

BIT is highly engaged in Online Learning, and will be experiencing with HyFlex for it's entry level courses in Spring 2022.

The IT Program faculty are engaged with a new CTE Online Grant and partners to develop the ICOM Academy for SDCE.

17. What methods of teacher-student contact (interaction) are utilized? :

Many IT class use synchronous sessions with students enable real time interaction while material is being presented. IT Programs typically use Canvas for class announcements, assignment submission and assessments. Discussion boards are often utilized to facilitate collaboration. Online or Hybrid classes use Zoom sessions for both synchronous and asynchronous learning. Some IT Programs offer office hours and flexible one on one Zoom sessions with students. Online break out rooms facilitate small group activities where instructors can join each groups to facilitate discussion.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The Instructional lab technician that managed Netlab recently found another opportunity. Staffing this position supports our Netlab infrastructure. As we expand our Netlab capacity, facilities upgrades are needed to provide adequate cooling, power and high speed fiber connectivity.

Cybersecurity is an expanding field and we should consider hiring adjuncts that are active IT security professionals for faculty positions.

The Instructional support technician provides assistance to students and facilitates student enrollment and waitlists for IT programs.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Due to the pandemic, all IT Program courses were converted to online delivery. This created an immediate need to develop professional skills with online learning via and about Canvas and Zoom. All IT staff attended Zoom sessions on using this platform along with Canvas to support their online classes. This professional development effort continues and new expertise is being developed in online teaching. All IT Program faculty have embraced the need to update their skills to support the challenges and opportunities presented in this crisis.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:
As we expand our student access through Netlab we need to work with facilities and IT to provide support for power, cooling and high speed fiber to the designated location at ECC, B101.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:
Facilities improvements at ECC, B101 will enable the IT Program to increase access to IT labs used with most IT courses. We will identify budget for cooling, power and high speed internet access.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:
Funded resources provided some stability to our online lab environment, Netlab+. After stabilizing this platform with hard drives and the upgrade of 4 CCNA pods we were able to successfully deliver all IT Program courses with online access to network equipment, servers and clients for IT lab work. This effort was supported by the District IT department, classified staff and faculty as this platform was only available through the SDCE classrooms prior to the pandemic. While performance issues are still present, students have access to many of the necessary resources for our IT Programs in an online environment. We purchased new equipment for Netlab and plan installation at ECC with facilities and IT support.

Program Chair: Enter date completed and email Dean for notification: 10/31/2022

Skilled and Technical Trades

SKILLED AND TECHNICAL TRADES Instructional Review and Improvement

Program / Unit: Skilled and Technical Trades

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a. Enrollment by Discipline:

WELDING:
Prior to September 2020, the Welding Program used Open Entry/Open Exit Enrollment, where student groups were added mid-semester to maintain class size, multiple courses were taught in the same class, and students completed courses at their own pace. This process maintained enrollment at near full capacity at all times – averaging over 700 per year.
Due to the Spring 2020 Covid shutdown, the 4 welding classes transitioned online followed by a short Summer 2020 in-person session of 3 classes to allow students to complete their lab work. In Spring and Summer 2020, there was no class replenishment and 2019-2020 enrollment decreased to 652.
In Fall 2020, the Welding Program transitioned to Managed Enrollment, where only one course was taught per class and classes were not replenished mid-course due to attrition. In Fall 2020, only 2 online classes were offered; but in Spring 2021, 3 hybrid classes were offered. Due to Managed Enrollment, reduced class times, and Covid guidelines, enrollment for 2020-21 decreased to 447.
In 2021-22, Managed Enrollment and Covid guidelines continued to affect enrollment, resulting in a 5-year low of 372, a 47% decrease from 2017-18. However, this still compared favorably to SDCCE, which decreased 54%.
Beginning in 2018-19, Welding percentage of Skilled and Technical Trades (STT) decreased due to the addition of new HVAC and Plumbing programs. From 2019-20 to 2020-21, it decreased even more because HVAC and Plumbing added more classes. In 2021-22, Welding percentage of STT increased as more hybrid class time was offered.

HVAC

Based on the data provided in the Program Review Dashboard, HVAC enrollment in FY 2019 was 527 students. The enrollment for FY 2020 was 742 an increased by 215 students that's an overall increase of 29%. In 2021, there were 632 students enrolled.

These numbers are significant and speaks to the quality of the program that even though we were off campus due to COVID restrictions, our enrollment numbers did not decrease but increased.

PLUMBING

The plumbing program consists of providing hands-on training while retaining comprehensive skills for the plumbing industry. Product innovations are increasingly important in the plumbing department. As generations of new plumbers arrive in the industry, it is important that we continue to implement 21st century models and innovation into the program; focusing on being environmentally and eco-friendly.

To summarize headcount overtime of enrollment, the data summarization beginning with Spring 2021, covid clearance was still implemented into all programs. The semester of Spring 2021 had over 145 students enrolled into the program with consistent changes to management of enrollment, reduced classed times and limited scheduling; numbers begin to drop tremendously due to these circumstances.

In Summer of 2021, there were about 44 students enrolled into the summer program. With there only being 44 students enrolled at the time, both classes were combined into 1 class.

Numbers started to gradually increase for Fall 2021 and Spring 2022.

The demographics of students and circumstances of Covid deeply influenced the transitions of these programs, impacting the numbers of enrollment. Although, headcount might not sum up the overall program each semester due to record keeping only having one record on file and headcount cannot be combined relating to students being enrolled in multiple programs.

The perception of other trades having existing programs such as HVAC, Welding, alongside Plumbing being implemented at SDCCD is not the reason any enrollment has decreased because of an understanding that students may have interest in pursuing another trade. The data concludes that overtime with Covid guidelines that deeply impacted students and their circumstances, is the reason that enrollment has dropped or increased based on reduced class times or limited scheduling.

ELECTRONICS

The changed percentage columns are based on the previous year.

	Enrollment Academic Year								
Program	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
Electronic Technician	443	443	0	384	13.318	391	1.8229	348	10.9974

b. Student Access (Headcount by Age, Gender, Ethnicity, DSPS, Income) by Discipline :

WELDING:
Headcount by Age: The 18-24 and 30-39 age ranges each average 27% of Welding students, followed by 25-29 at 19%, 40-49 at 14%, and 50+ at 13%. From 2019-20 to 2020-21, there was a significant decrease across all age groups due to the Covid guidelines, transition to Managed Enrollment, and reduced classes. However, as of 2021-22, there has been an overall 62% program recovery. Welding and STT have a similar headcount by age bell-curve. By comparison, SDCCE has an upward slope that is very heavily weighted in the 50+ age group. This contrast is because STT are very physically demanding occupations not frequently chosen by persons in the 50+ age group.
Headcount by Gender: In 2021-22, SDCCE had a female/male headcount ratio of 67%/33%, STT had a 13%/87% ratio, and Welding had a 22%/77% ratio with a record high of 44 female students. The continuing increase in female headcount was due in part to the instructors' support of the female welders as a group: encouraging mentorship among the female welders, allowing leave time to deal with family issues, and ensuring immediate support when harassment issues were raised. The instructors also provided information on focus groups and scholarships for females in STT, and encouraged women to apply for San Diego Iron Workers Union apprenticeships. Instructors speculate that the increase in female welding students during the 2020-21 Covid shutdown may have been partially due to the online and hybrid formats which gave female students more preparation and training in advance of the lab time.
Headcount by Ethnicity: Over the past 5 years, Welding headcount averaged 32% white/68% non-white, with Latino students making up the largest group at an average of 46%. However, while all ethnicities declined since 2017-18, Latino headcount went from 143 to 57 – a 60% decrease. By comparison, SDCCE had a similar 30% white/70% non-white ratio but STT had a 20% white/80% non-white ratio, with Latino students comprising the largest student population in both groups.
Headcount by DSPS: Over the past 5 years, Welding DSPS headcount has remained low (single digits) and a tiny percentage of SDCCE DSPS. However, it is consistently half of STT DSPS headcount. Welding is an uncommon choice for DSPS students due to the physical requirements and harsh lab environment. With the exception of deaf students who require sign language assistance, welding instructors have not been informed which students are DSPS.
Headcount by Income: The 2021-22 Federal poverty guideline was $12,880 for a single person, $26,500 for a family of four (i.e., +$4,540 per person). The 2021 California minimum wage was $14 per hour ($29,120 per year). The 2021 San Diego County living wage was $13.85 per hour ($28,808 per year). Based on these data points, over the past five years Welding headcount by income reflected the following:

- 10% of students earned $25,000-$34,999 per year, achieving the San Diego County living wage.
- 65% of students earned less than $25,000 per year – below California minimum wage, San Diego County living wage, and, if supporting a family of four, the Federal poverty level as well.
- 42% of Welding students earned less than $10,000 per year, and 52% earned less than $15,000 per year. If sole supporting, these students would be below or close to the Federal poverty level.

These percentages were similar to both SDCCE and STT unemployment/underemployment percentages.

HVAC:
Headcount by Age (18-39 group):
In 2019/20, 643 students or 72.5%; In 2020/21, 396 students or 59% and 20/21/22, 425 students or 64%.

Headcount by Age (40 and above):
In 2019/20, 225 students or 27.5%; In 2020/21, 276 students or 41% and 20/21/22, 243 students or 36%.

Headcount by Gender:
In 2019/20, 8 female students compared to 506 male students.

In 2020/21, 38 female students compared to 664 male students, which is an increase of 30 female students or 78% from previous year.

In 2021/22, 53 female students compared to 547 male students, which is an increase of 15 female students or 28% increase from previous year.

Headcount by Ethnicity:

Ethnicity	2019/20	-/+%	2020/21	-/+%	2021/22	-/+%
Latino	296	56%	385	52%	380	60%
Filipino	41	7%	37	5%	23	4%
African American	44	8%	82	11%	58	9%
Asian/Pacific Islander	54	10%	93	13%	54	9%
White	87	16%	143	19%	117	18%

There was an increase of 3% from 2019/20 to 2020/21 of African American students enrolled. There was also an increase of 8% from 2020/21 to 2021/22 of Latino students enrolled.
Headcount by Income: Based on the Federal guidelines of poverty levels, a single person earning less than $12,800; $26,500 for a family of four. In 2021, California minimum wage was $14 per hour or $29,120 per year. Based on the above data HVAC students fall within these rages:

- 62% of students earned less than $25,000.
- 19% of students earned between $26,000- $35,000.
- 19% of students earned over $36,000.

PLUMBING:

Headcount by age(18-39 group):

In 2020/2021, The headcount for this age group was 64 in spring 2021. The same headcount for this age group was 24 in Fall 2021 due to the campus shutdown without in person instruction.

Headcount by age(40 and up):

The age group number this range is slightly lower cause some of the demand physical requirement of the this job activities for plumbing installation requirement.

Headcount by gender:

The comparison between 26 female to 181 male student in spring 2021. 102 male number compare to 8 female was lower to parenting requirement for both gender cause of the covid 19 pandemic.

Headcount by ethnicity:

The Latino ethnicity headcount was 120 in spring to fall 2021 of 69 student cause most of these student was finding work in the plumbing industry.

Headcount by Income:

28 percent of student earned less than $5000 were taking plumbing classes in spring 2021 compare with 27 percent of students in spring 2022. Funding would need to be provided for these student population group.

ELECTRONICS

The changed percentage columns are based on the previous year.

Academic Year									
By Gender	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
Female	51	68	33.33333	47	30.882	78	65.957	38	51.2821
Male	167	133	20.35928	158	18.797	196	24.051	165	15.8163
Unreported						1		1	

Academic Year									
By Ethnicity	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
African American	20	20	0	21	5	18	14.286	12	33.3333
American Indian	1								
Asian/Pacific Islander	85	86	1.176471	78	9.3023	69	11.538	49	28.9855
Filipino	13	20	53.84615	18	10	25	38.889	18	28
Latino	60	42	30	55	30.952	81	47.273	79	2.46914
White	31	32	3.225806	25	21.875	56	124	27	51.7857
More than Once Race	7	1	85.71429	8		15	87.5	5	66.6667
Other Race						1		1	0
Unreported	1					10		13	30

Academic Year									
By Age	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
18 - 24	26	30	15.38462	33	10	26	21.212	26	0
25 - 29	38	37	2.631579	36	2.7027	49	36.111	22	55.102
30 - 39	55	45	18.18182	57	26.667	81	42.105	54	33.3333
40 - 49	35	45	28.57143	35	22.222	60	71.429	50	16.6667
50 and Older	64	44	31.25	44	0	59	34.091	52	11.8644

Academic Year									
	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
DSPS Services	1	3	200					1	
No DSPS Services	217	198	8.75576	205	3.5354	275	34.146	203	26.1818

Academic Year									
By Income	2017/18	2018/19		2019/20		2020/21		2021/22	
Under $5,000	92	90	2.173913	45	50	64	42.222	36	43.75
$5,000-$9,000	11	6	45.45455	7	16.667	20	185.71	10	50
$10,000-$14,999	25	20	20	15	25	23	53.333	15	34.7826
$15,000-$24,999	43	33	23.25581	14	57.576	28	100	20	28.5714
$25,000-$34,999	22	21	4.545455	20	4.7619	36	80	20	44.4444
$35,000-more	25	31	24	38	22.581	77	102.63	50	35.0649
Unreported				66		27		53	96.2963

c. Certificates Awarded by Discipline :

WELDING:

From 2017-18 to 2019-20, Welding certificates averaged 192 per year. In 2020-21, due to the change to Managed Enrollment, fewer classes, and Covid guidelines, certificates decreased to 76. In 2021-22, due to the return to in-person labs and more classes, certificates surged to 197. Also in 2021-22, Welding percentage of STT certificates was 5% greater than pre-Covid.

HVAC

The number of certificates has increased since 2019/20. In 2021/22, a total of 366 awards were given while in 2020/21, a total of 369, that's a decrease of 3 awards.

2019/20		2020/21		2021/22	
39	100.00%	146	+73.28%	272	+46.32%
280	100.00%	223	-20.35%	94	-57.84%
319	100.00%	369	+13.55%	366	-00.08%

ELECTRONICS

The changed percentage columns are based on the previous year.

Academic Year									
Awards	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
Electronic Technician Program	145	125	13.7931	173	38.4	31	82.081	8	74.1935
Electronic Technician I	65	62	4.615385	79	27.419	29	63.291		
Electronic Technician II	40	31	22.5	62	100	2	96.774	4	100

PLUMBING

	Fiscal Year									
	2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award	19	11.31%	23	14.02%	1	0.69%	1	0.52%	16	6.06%
Course Award	149	88.69%	141	85.98%	144	99.31%	190	99.48%	248	93.94%
Total	**168**	**100%**	**164**	**100%**	**145**	**100%**	**191**	**100%**	**264**	**100%**

The number of program and course award has increase due to a full-time plumbing instructor on staff. During the Covid 19 pandemic when most people was required to stay while not working. The plumbing trade was one of the trade that were consider essential worker.

d. FTES by Discipline and class mode (online/on-campus):

WELDING:

From 2017-18 to 2019-20, Welding FTES averaged 152 per year. In 2020-21, due to the Covid shutdown and change to Managed Enrollment with a reduction in classes, FTES decreased to 88. The return of hybrid learning and additional classes increased 2021-22 Welding FTES to 117. While non-laboratory instruction in welding principles, shop math, and welding print reading are necessary, purely online learning cannot produce fully-trained welding students. Welding requires many hours of laboratory practice to develop and master the necessary skills and techniques.

In contrast, due to courses capable of being taught fully online, in 2021-22, SDCCE achieved a 10-year record high of 9,359 FTES in combination with a 10-year record low 56,987 enrollment. Even STT FTES spiked to a 441 average during the Covid shutdown (2019-20 to 2020-21) due to non-Welding online course offerings, although in 2021-22 STT FTES returned to its pre-Covid level of 298 while simultaneously achieving a record low 1,394 enrollment. These 2021-22 FTES and enrollment data point for SDCCE and STT showing record high FTES and record low enrollment are… puzzling.

HVAC

HVAC saw an overall increase in FTES from 2019/20 to 2020/21. There was a significant drop in 2015 that dramatically affects our 5-year numbers, but we have had a 29.48% increase in FTES over the last two years. This number is projected to increase substantially with the addition of contract instructors in 2022/2023.

2019/20		2020/21		2021/22	
17	100.00%	34	+50.00%	37	+0.08%
38	100.00%	44	+13.63%	23	-47.72%
55	100.00%	78	+29.48%	60	-23.07%

ELECTRONICS

The changed percentage columns are based on the previous year.

Fiscal Year									
FTES	2017/18	2018/19	-/+ %	2019/20	-/+ %	2020/21	-/+ %	2021/22	-/+ %
Electronic Technician I	89	73	17.97753	89	21.918	108	21.348	61	43.5185
Electronic Technician II	51	57	11.76471	53	7.0175	51	3.7736	61	19.6078

PLUMBING

	Fiscal Year									
Format	2016/17		2017/18		2018/19		2019/20		2020/21	
Plumbing I (MECT421)										
On-Campus	19.59	100%	25.87	100%	33.80	100%	38.79	77.48%	0	0%
Online	0	0%	0	0%	0	0%	11.27	22.52%	55.99	100%
Subtotal	19.59	100%	25.87	100%	33.80	100%	50.07	100%	55.99	100%
Plumbing II (MECT422)										
On-Campus	8.25	100%	11.15	100%	7.46	100%	14.03	92.93%	0	0%
Online	0	0%	0	0%	0	0%	1.07	7.07%	29.27	100%
Subtotal	8.25	100%	11.15	100%	7.46	100%	15.10	100%	29.27	100%
Plumbing III (MECT423)										
On-Campus	10.11	100%	6.22	100%	20.48	100%	7.95	94.49%	0	0%
Online	0	0%	0	0%	0	0%	0.46	5.51%	10.32	100%
Subtotal	10.11	100%	6.22	100%	20.48	100%	8.41	100%	10.32	100%
Total	**37.95**	**100%**	**43.24**	**100%**	**61.74**	**100%**	**73.58**	**100%**	**95.57**	**100%**

There are currently one full time faculty and two adjunct faculty in the plumbing department at San Diego Continuing Education. We are still looking for more funding to improve a build out of our facility. We have also joined a partnership (sustainable energy collaboration) with San Diego Gas and Electric and Franklin Energy.

During the 2020-2021, the covid shutdown has great impact on our plumbing program due to no in person instruction with FTES decrease from 46.99 to 33.85 cause student need more in person contact.

Plumbing online plumbing lecture in basic plumbing principles, trade math, and blueprint reading were taught but hand on skills would produce better student for the workforce. Hand on training with plumbing would give student more practical plumbing installation method.

e. Cost by Discipline:

WELDING:

From 2017-18 to 2021-22, Welding costs increased an average of 2.8% per year from $807,732 to $901,192. However, in 2019-20 to 2020-21, costs increased $37k and $25k respectively – during a time when the laboratory was closed for nearly a year due to Covid and students were being taught online. Unfortunately, financial data provided for program reviews is a single lump-sum value without cost breakdown by salaries, supplies, capital expense, overhead, etc. In 2020, due to concern about the lack of visibility and understanding of escalating costs, detailed annual cost breakdown reports were requested for several prior years. HUGE discrepancies ($200k to $300k per year) were identified which included:

- Salaries for people who are not Welding Program staff.
- Inexplicable salary and travel costs when there has been no Welding Program travel.
- Supply and vendor costs unrelated to the Welding Program.
- Supply and vendor costs significantly different from the Requisitions that were submitted.

Determination of corrective action is still pending due to Covid shutdown communication difficulties. Furthermore, additional cost breakdown reports are now needed for 2020-21 to 2021-22 financial data.

f. Course Completion by Discipline (Retention and Success) :

WELDING:

From 2017-18 to 2019-20, Welding course completions averaged 154 per year. In 2020-21, due to the change to Managed Enrollment, fewer classes, and Covid guidelines, course completions decreased to 73. In 2021-22, due to the return to in-person labs and more classes, certificates surged to 153. Also in 2021-22, Welding percentage of STT course completions was 6% greater than pre-Covid.

HVAC

Over the last two years (2019-2021) completion of HVAC I and II has consistently increased.

ELECTRONICS

Year	All SDCE	Skilled Trades	Elect Tech	Elect Tech/CE%	Elect Tech/CTE%
2014-2015	5,876	562	94	1.5997%	16.7260%
2015-2016	7,521	427	52	0.6914%	12.1780%
2016-2017	7,400	619	113	1.5270%	18.2553%
2017-2018	7,182	534	95	1.3228%	17.7903%
2018-2019	6,775	424	81	1.1956%	19.1038%

PLUMBING

	Fiscal Year									
Award Name	2016/17		2017/18		2018/19		2019/20		2020/21	
Program Award										
Plumbing Program	19	11.31%	23	14.02%	1	0.69%	1	0.52%	16	6.06%
Course Award										
Plumbing I	80	47.62%	92	56.10%	115	79.31%	108	56.54%	150	56.82%
Course Award										
Plumbing II	23	13.69%	34	20.73%	0	0%	72	37.70%	74	28.03%
Course Award										
Plumbing III	46	27.38%	15	9.15%	29	20%	10	5.24%	24	9.09%
Total	**168**	**100%**	**164**	**100%**	**145**	**100%**	**191**	**100%**	**264**	**100%**

The number of students completing for Plumbing 1 has stayed relatively the same for the past 5 years because more class is taught in a semester. Plumbing 2 show a slightly lower number as the course progress to a higher level of study.

The 2020-2021 college year had a decrease in course completion due to the Covid 19 pandemic state shutdown. Course completion of 143 spring 2021 to 21 course completion in fall 2021. The limited in person instruction was a factor on the lower course completion for the plumbing department.

g. Program Completion by Program, Discipline, and traditionally underrepresented groups (i.e. Black, Hispanic, American Indian, DSPS per Title 5 regulations §54220(d)) (if provided, located in Student Equity Report) :

WELDING:

Program completions are awarded concurrent with completion of the second course in each Welding Program. From 2017-18 to 2019-20, Welding program completions averaged 38 per year. In 2021-21, due to the change to Managed Enrollment, fewer classes, and Covid guidelines, program completions sunk to 3. In 2021-22, due to the return to in-person labs and more classes, program completions surged to 44. Also in 2021-22, Welding percentage of STT course completions was 5% greater than pre-Covid.

Traditionally Underrepresented Groups: Based on instructor observation and the data, the students in these categories are hardworking, disciplined, and achievement-oriented, but often need to become gainfully employed before they are able to complete program coursework:

Group	% 5-Year Average Welding Headcount	% 5-Year Average Program Completes	% 2021-22 Program Completes
Age 40-49	16%	8%	16%
Age 50+	13%	10%	5%
Total Age 40+	29%	9%	12%
Female	14%	10%	20%
African-American	5%	7%	13%
American Indian (no students in this group)			
Asian/Pacific Islander	5%	8%	18%
Filipino	4%	11%	9%
Latino	46%	12%	21%
Total Non-White	61%	11%	19%
DSPS	2%	8%	22%
Under $5,000	36%	11*%	20%
$5,000 to $9,999	6%	17%	31%
$10,000 to $14,999	10%	13%	22%
$15,000 to $24,999	14%	10%	27%
$25,000 to $34,999	10%	9%	15%
Total Under $35,000	75%	11%	22%

HVAC

From 2019/20 to 2020/21 there was an increase in the following:

- female students from 8 to 38, that's an increase of 79%.
- Latino students from 56% to 60%
- African American from 8% to 10%
- Students in the age group 40 and above increased from 225 students to 276

ELECTRONICS

Due to Covid19 pandemic, program completion is low in 2021/22. The students needed hand-on experience (laboratory) for program completion.

From 2018/19 to 2019/20, Electronic Technician I increased by 49.1%. Electronic Technician II increased by 121%.

The program completion report did not show details about traditional underrepresented groups. However, from head count report, from 2019/20 to 2020/21, Latino increased by 50%. And Filipino increased by 31.5%. Female increased by 62.5%.

PLUMBING

	Academic Year									
Gender	**2016/17**		**2017/18**		**2018/19**		**2019/20**		**2020/21**	
Female	2	1.27%	1	0.64%	10	4.27%	21	7.58%	55	14.99%
Male	155	98.73%	155	99.36%	224	95.73%	255	92.06%	309	84.20%
Non-binary	0	0%	0	0%	0	0%	0	0%	0	0%
Unreported	0	0%	0	0%	0	0%	1	0.36%	3	0.82%
Ethnicity										
African American	10	6.37%	8	5.13%	20	8.55%	20	7.22%	18	4.90%
American Indian	1	0.64%	1	0.64%	0	0%	1	0.36%	1	0.27%
Asian/Pacific Islander	6	3.82%	12	7.69%	13	5.56%	17	6.14%	35	9.54%
Filipino	1	0.64%	5	3.21%	7	2.99%	7	2.53%	17	4.63%
Latino	93	59.24%	94	60.26%	141	60.26%	176	63.54%	198	53.95%
White	38	24.20%	27	17.31%	40	17.09%	44	15.88%	61	16.62%
Other	4	2.55%	4	2.56%	9	3.85%	10	3.61%	23	6.27%
Unreported	4	2.55%	5	3.21%	4	1.71%	2	0.72%	14	3.81%
Age Group										
Under 18	0	0%	0	0%	0	0%	0	0%	0	0%
18 - 24	33	21.02%	24	15.38%	39	16.67%	52	18.77%	49	13.35%
25 - 29	37	23.57%	33	21.15%	34	14.53%	51	18.41%	56	15.26%
30 - 39	40	25.48%	49	31.41%	81	34.62%	93	33.57%	110	29.97%
40 - 49	32	20.38%	31	19.87%	45	19.23%	45	16.25%	90	24.52%
50 and Older	15	9.55%	19	12.18%	35	14.96%	36	13%	62	16.89%
Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
Income Level										
Under $5,000	47	29.94%	58	37.18%	73	31.20%	70	25.27%	100	27.25%
$5,000 - $9,999	6	3.82%	4	2.56%	12	5.13%	15	5.42%	21	5.72%
$10,000 - $14,999	16	10.19%	10	6.41%	24	10.26%	21	7.58%	18	4.90%
$15,000 - $24,999	33	21.02%	32	20.51%	38	16.24%	31	11.19%	40	10.90%
$25,000 - $34,999	19	12.10%	23	14.74%	45	19.23%	37	13.36%	42	11.44%
$35,000 or More	36	22.93%	29	18.59%	42	17.95%	53	19.13%	114	31.06%
Unreported	0	0%	0	0%	0	0%	50	18.05%	32	8.72%
DSPS Status										
DSPS Services	1	0.64%	2	1.28%	1	0.43%	1	0.36%	0	0%
No DSPS Services	156	99.36%	154	98.72%	233	99.57%	276	99.64%	367	100%
Total	**157**	**100%**	**156**	**100%**	**234**	**100%**	**277**	**100%**	**367**	**100%**

These date show that Latino group is still the biggest group that interested in the plumbing trade. African American show a decrease interest in the trade. 2016 show a slightly lower interest from the Asian group with a strong interest in 2021.

The underrepresented group had a decrease in number due to the Covid-19. Some federal funding was not enough to maintain a steady income to support student coming to class. Student had to find other work during the covid 19 that reduce underrepresented population.

Female student from 26 to 7, decrease in number.
Latino student 143 to 48, student had to work verse going to school

2. What are some strategies your department has or will implement to improve student access to your program?:

WELDING:

In 2020-21, the Welding Program transitioned to Managed Enrollment, beginning Fall 2020 with an unprecedented 22-week **online** course. In Spring 2021, normal 300-hour courses were taught in hybrid format. Managed Enrollment provided several benefits:

- Students received consistent, standardized, monitored online training in shop safety, welding principles, shop math, and welding print reading to prepare them for the laboratory.
- Students were more focused during laboratory time due to the limited hours to achieve skill levels and course objectives.

However, a primary drawback with Managed Enrollment was that classes could not be replenished mid-course due to attrition, resulting in a reduction in headcount and FTES. Because of this, the Welding Program will transition back to Open-Entry/Open-Exit Enrollment in Fall 2022.

HVAC

In Fall 2021, HVAC moved into a blended hybrid model with on campus labs. In Fall 2022, HVAC was fully on campus allowing students access full access.

ELECTRONICS

There are two main methods which we are using to improve student access to our program. One, we put Electronic Technician Class fliers at people populated areas like Mid City campus, Spring College builds. Two, we ask working students to spread the word about the Electronic Technician Class in their workplace.

PLUMBING

Fall semester is offering two sections of Plumbing one and one section of Plumbing two. Spring semester is offering one section of plumbing one and two sections of plumbing two and one section of plumbing three. This section rotation within the plumbing department help students rotate through the program.

The 2021 to 2022 school year instruction modality was online to help school achieve their education goal of becoming a plumbing during the Covid 19 shutdown.

3. What are some strategies your department has or will implement to improve outcomes of traditionally underrepresented groups?:

WELDING:

Gender: Though not a traditionally female career choice, Welding female headcount in 2021-22 reached 22% – 1 in 5 students! This was due in part to instructor support of the female welders as a group: encouraging mentorship among the female welders, allowing leave time to deal with family issues, and ensuring immediate support when harassment issues were raised. The instructors also provided information on focus groups and scholarships for females in STT, and encouraged the women to apply for San Diego Iron Workers Union apprenticeships.
Ethnicities: From 2017-18 to 2020-21, Welding non-white headcount averaged 70%. This was comparable to 70% for SDCCE and 80% for Skilled and Technical Trades and showed strong ethnic diversity. Also, the addition of a bilingual (Spanish) daytime Instructional Assistant has helped improve training support with ESL welding students.
Other Underrepresented Groups: Whenever possible, Welding instructors refer students to various Student Services (Basic Skills, Counseling, Career Development Services, DSPS, ESL, New Horizons, etc.) for assistance and direction. Leave of absence time is given to students to deal with personal issues, work issues, or for temporary jobs where they receive on-the-job training and mentorship while also getting paid. In all of these situations, students are allowed to immediately rejoin the Welding Program when the leave of absence has ended.

HVAC

In the HVAC field, women are traditionally underrepresented. By continuing to advertise and promote the HVAC industry as a career field for women to enter and become successful. By also offering HVAC topics that will attract more female students and other groups who are already working but are seeking to improve their prospects.

PLUMBING

Communicating with different underrepresented community groups around the community to better serve the local group. Informing the local of the opportunity available in the plumbing industry with better skills. Overall as a program, we are looking to incorporate green and sustainable energy into our programming. We have recently partners with SDG&E, Franklin Energy and SD City College to create a sustainability collaboration. As a result of this collaboration our instructors and students will receive professional development opportunities as well as access to sustainability textbooks and materials. This will provide a pathway for many of our underserved students to lucrative careers of the future in sustainability.

Online career showcase was coordinated through our outreach department to maintain a high level of interest on our plumbing program during the 2020-2022 school year.

ELECTRONICS

We are reaching out to the underrepresented community groups by passing out fliers.

4. What are some strategies your department has or will implement to improve student retention and completion within students' program(s) of study?:

WELDING:

There are many reasons why student retention is difficult:

- Week 1 drops due to students realizing they don't like welding.
- Month 1 drops due to severe attendance issues.
- Post Month 1 drops due to personal reasons: illness, family issues, legal issues, financial issues, employment, etc. These students are given immediate re-entry priority.

Instructor strategies to improve retention and promote an inclusive environment involve daily encouragement, morale-building, and goal-setting via the following examples:

- Instructors make laboratory rounds to check student progress and provide individual training.
- Students are encouraged to seek out instructors with questions, issues, and difficulties.
- Ceremonial class presentations of course, program, and other certificates and awards boost morale and motivate classmates to achieve similar goals.
- Individual, partner, and team projects, and competitions challenge students, help them grow exponentially in welding technique and creativity, boost morale, and promote comradery. The largest and most successful class project is the annual Martin Luther King Junior parade float.

- Implementation of the "Odessa Model": 1) Interact with each student by name from the first day of class. 2) Monitor student behavior and intervene immediately if anything appears amiss. 3) Meet one-on-one with each student early in the semester. 4) Establish clear expectations.

HVAC

The HVAC program will continue to utilize Canvas as a course supplement for students as well as for grades as we return to campus on a full-time basis. Being able to provide real time output of grades as the semester progresses will allow for early detection of students who are struggling so that efforts can be made to assist them.

Being able to share some beneficial current LMI with our students, which often inspires them to complete and continue their studies. On average, 76% of students who complete an Environmental Control Technology program in our region earn a living wage.

The living wage in San Diego County is considered to be $15.99, the median hourly earnings for an HVAC installer are $27.38. By sharing this data, students know that they are working towards real goals and thus helps our students to stay focused and complete the program.

ELECTRONICS

Homework assignments, lab exercises, and test results are generated every Friday. Based on the results, we can find out and help in which students need help on which topics.

PLUMBING

Students are consisting shown of opportunity within the plumbing industry that will their increase their earning power according to better plumbing knowledge.

The students are encouraged the importance of having good plumbing knowledge set to better them self in the industry.

5. How are the results of data analysis connected to the Strategic Plan and Resource Requests so that student learning needs are the driving force of the program/department? (i.e. through program review and improvement, assessment, survey, etc.):

WELDING:

The prime objective is to successfully prepare students for jobs in the welding and metal fabrication industry. SDCCE's Strategic Master Plan institutional goals and objectives and the Program Review process were used to develop focused curricula and effective course and program SLOs. These elements in turn facilitated documenting student progress, effectively keeping both instructors and students focused on required elements for course and program completion and significantly improving student training and breadth of experience in preparation for entering the welding workforce.

HVAC

The purpose of HVAC is to train students for jobs in HVAC. Strategic planning and resource requests are focused on what students need to succeed in HVAC careers. Analyzing student data keeps instructors connected with how students are performing overall, beyond individually.

PLUMBING

Student Learning Outcome (SLO) is identify according to industry needs to align our course design. These learning objective was prepare student to an entry level plumbing that pay a San Diego living wage. Planning and resource need to be plan and analyze for student success in the trade.

ELECTRONICS

Based head count report, from 2019/20 to 2020/21, Latino increased by 50%. And Filipino increased by 31.5%. Female increased by 62.5%. This indicated that our strategy is working.

6. Program Review and Improvement should represent the voices of all program stakeholders. Describe the methods you used to reach out to all members of your department and engage them in dialogue for this year's program review and improvement.:

WELDING:

The elements in the Welding Program review have been collected via dialogue and feedback with faculty, staff, students, former students now in the workforce, administration, advisory board members, prospective employers, and other secondary and post-secondary welding instructors. The primary means of engagement have been one-on-one conversations, meetings (departmental meetings, advisory board meetings, American Welding Society meetings, meetings with prospective employers), and annual student project worktime. Zoom meetings, while lacking the in-person element, have nevertheless made it possible for more people to attend meetings, such as advisory board meetings, when time or travel limitations would otherwise make it difficult for them to attend.

HVAC

HVAC instructors meet regularly to compare student concerns and program goals. Advisory board meetings are the primary means for engaging students as well as employers to create meaningful dialogue surrounding the bridge that our program ultimately is- one between students and employers.

PLUMBING

Group discussion consisting of the Dean and faculty member are consisting meeting during the semester to review program that will align with student learning outcome to plumbing industry.

ELECTRONICS

Group discussion consisting of the Dean and faculty member are consisting meeting during the semester to review program that will align with student learning outcome to plumbing industry.

7. Include your program's mission statement(s)::

WELDING:

Provide accessible, high-quality, industry-relevant training in welding principles, technical skills, and soft skills necessary for employment and professional growth in the welding and metal fabrication industry.

HVAC:

Provide accessible, high-quality, industry-relevant training in trade-specific technical skills and fundamental principles as well as training in job search and soft skills necessary for employment and professional growth in the electronics, HVAC, plumbing, and welding industries.

Plumbing

The plumbing program consists of providing hands-on training while retaining comprehensive skills for the plumbing industry. Product innovations are increasingly important in the plumbing department. As generations of new plumbers arrive in the industry, it is important that we continue to implement 21st century models and innovation into the program; focusing on being environmentally and eco-friendly.

ELECTRONICS

We will help students who want to help themselves.

8. Provide a brief summary statement for your program.:

WELDING:

The Welding Program is comprised of three sequential sub-programs of two 300-hour courses each (600 hours per program) which focus on specific welding processes and applications:

Program 1: Shielded Metal Arc Welding I, Shielded Metal Arc Welding II
Program 2: Gas Metal Arc Welding, Flux-Cored Arc Welding
Program 3: Gas Tungsten Arc Welding I, Gas Tungsten Arc Welding II

Progression from one course or program to the next is dependent upon student attendance, knowledge of required course elements, and technical skills achievement. Certificates are awarded for both individual courses and programs, with the applicable competencies and skills enumerated on the certificate for prospective employers to reference. Students may also test for American Welding Society (AWS) Welding Certifications in the various welding processes at no cost to the student. Although not a SLO requirement, AWS certifications are a great benefit to students preparing to enter the workforce because they are based on industry-wide recognized standards.

HVAC

HVAC I and II provide knowledge of the fundamentals of heating, ventilation, and air conditioning. This knowledge is shared and built upon with hands-on training. The skills required and familiarity with the tools in use in this very in-demand field are the core of our program.

ELECTRONICS

The Electronic Technician Certificate program is designed for students who are interested in pursuing immediate employment in the electronics industry while allowing for advanced educational opportunities. Students will acquire a solid electrical and electronic background along with industrial skills to work with basic hand tools and electronic instrumentation in conjunction with electrical, electronic, and digital circuits. This electronic option provides students with the background to work as an electronics technician in technological areas of electronic industry or governmental operation. Employment in this field is expected to increase faster than other occupations due to anticipated continued strong demand for computers, communication equipment, and technical products. Students develop competencies in the general skills of electronic technology and study-related subjects that give a broad educational foundation. Technically specific coursework includes AC/DC fundamentals, semiconductors, electronic devices, computer logic basics, communication theory, and computer architecture. With strong fundamentals and a concentration in electronic, graduates of this program will be ready for employment as an entry-level electronic technician.

PLUMBING

The industry needs skilled men and women to work in both commercial and residential settings completing tasks such as the installation, maintenance and servicing of plumbing fixtures and systems for drinking water, drainage waste and vent, and heating. By investing just three semesters of your time, you can earn a certificate of completion by completing Plumbing 1, Plumbing 2, and Plumbing 3 to complete the program. Each program will require 120 hours of instruction time.

9. Describe any significant changes and/or developments that occurred in your program this past year and the impact of these changes. :

WELDING:

The 2020-21 transition to Managed Enrollment and Covid-driven hybrid learning was anticipated to have the following positive outcomes:

- Reduced attendance problems and improved funding based on better attendance.
- Consistent, standardized training with the potential for articulation with other institutions.

These outcomes did occur to some extent, but the primary problem continued to be attendance and drops which could not be replenished mid-course under Managed Enrollment. This problem affects FTES and school funding, not to mention faculty, staff, and student morale.

ELECTRONICS

The covid-19 pandemic still affect the enrollment. It is low. Some students still not feel comfortable to attend a class in-person.

10. Highlight your department's most significant accomplishments this past year.:

WELDING:

As a result of the transition to Managed Enrollment, Covid guidelines, and change in class modality and schedule, all classes since Spring 2021 have been hybrid – three hours of laboratory and three hours of online coursework per day – and staggered to minimize the number of staff and students in the laboratory. In order to maintain consistency, standardized Canvas shells for each course were developed and regular departmental meetings were held to provide Canvas training and keep the Welding team united.

PLUMBING

The Covid 19 shutdown has provide different tools such canvas to help manage student learning material through a online platform verse the paper form.

11. State one SLO and describe how the program used assessment results to improve teaching and student learning.:

WELDING:

"Demonstrate knowledge and application of shop safety." This SLO encompasses a crucial element of the Welding Program and is part of Course Objective #2 in every welding course outline: In fact, safety is of such critical importance that it is the ***first*** thing taught in every welding class and students must successfully achieve this objective in order to remain in the class. To support this SLO the Welding Dept. uses S/P2 Welding Safety, a bilingual online program which includes 22 sequential safety modules and a final exam, all of which students must pass with a score of 80% or better. Students can take each module quiz and final exam up to five times, and because the program has built-in record-keeping for tracking student progress, instructors are able to identify which students are "stuck" on a specific module and can offer one-on-one assistance. Thus far, 100% of the welding students have passed the S/P2Welding Safety program and continued with their welding training; no one has failed the program and been removed from class.

HVAC

With the new lab trainers acquire last year through a Perkins Grant. Students are now able to have hands-on equipment labs on campus. By having hands-on labs, students at the completion of this course will be able to demonstrate basic comprehension of cooling fundamentals and components that make up cooling systems including compressors, condensers, metering devices and evaporators.

PLUMBING

Improving student learning is using our first student learning outcome which "Demonstrate knowledge of the principles of plumbing and employer relations including appearance and conduct, communications and customer satisfaction". Providing communication skill one of the best skills we can teach our student. These soft skills will help them write, speak, and draw clearly to communication with their coworker and supervisor. Active listening to other people will student response better in the work environment.

Techniques to assist student with communication skill include.

Providing student suggestion of a partner to help align student that have English difficulties

ELECTRONICS

The Electronic Technician Program comprises 30% lectures and 70% labs. The labs play a very important role in this program. The students can have hands-on experience through labs. Each lab is divided into units (chapters). Each unit is arranged in the following order.

1. Unit objective: define SLOs.
2. Unit Fundamentals: define, explain, give examples, articulate, and describe the topic (Unit). After that, quiz questions are given to assess students.
3. Unit exercises are given.
4. A unit test is given.

A unit starts with unit objectives and ends with a unit test. Unit objectives define SLOs for the specific unit. The unit test is used for student assessment. The unit test comprises10 questions which reflect the unit objective SLOs. Getting 70% correct is a pass, and below is a fail. Students can retake up to 10 times. But, after failing for the 3rd time, based on the assessment results, instructors can identify the student knowledge gaps then offer one on one assistance to fill the gaps.

12. What is your process for regularly reviewing curriculum?:

WELDING:

Curriculum review occurs approximately every five years or when a new course is added to the Welding Program. In Spring 2021-22, curriculum updates for all courses were completed and are now in the Curriculum Review queue.

HVAC

HVAC faculty meet weekly to discuss curriculum. Advisory board meetings provide a once per semester review from outside industry to ensure our curriculum meets the needs of the current positions available. Students are surveyed and participate in advisory board meetings to inform instructors of how curriculum is viewed from their perspective.

ELECTRONICS

The Industrial Advisory committee meeting is held twice a year. Each meeting, the curriculum is reviewed by industrial partners. If there are any reasonable recommendations, we will justify and change the curriculum.

PLUMBING

Reviewing curriculum is organized every 6 months to make sure the department goals are aligning with plumbing industry needs.

The plumbing department had set a plumbing advisory committee to better align the program with plumbing contractor and plumbing industry.

13. How does this process ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics, discipline, industry and community workforce needs (CTE)? :

WELDING:

While student demographics have changed over the years, the primary sources of employment remain in shipyard, structural, and aerospace welding. The Advisory Board is a primary source of input on the skills students need in these industries, as well as other changes in local industry trends. Examples:

- At the Fall 2016 Advisory Meeting, industry professionals recommended reactivation of the GTAW program to support local industry needs. Result: GTAW is now a two-course program within the greater Welding Program.
- At the Spring 2017 Advisory Meeting, industry professionals recommended a shipyard training simulator to teach students how to weld in tight spaces. Result: Instructors built the simulator and now include it as part of the training process.
- At more recent Advisory Meetings, industry professionals stressed the importance of soft skills. Result: Welding curriculum now includes more structured math, blueprint reading, and appropriate business-related social skills.

HVAC

The regular and frequent review by faculty ensures accuracy. The advisory board meetings are critical in ensuring that our courses meet industry needs, even as the industry evolves. Regular communication through advisory board meetings and program review helps to ensure that our courses and content follow the flow of the industry for which we are training students.

ELECTRONICS

The program curriculum is reviewed by industrial partners to ensure that the content taught in the classrooms is accurate and relevant due to the changing student demographics. The electronic program is updated its content and implemented recommendations from industrial engineers.

PLUMBING

Instructors are made up of one full time faculty and two adjunct faculty that currently work full in the plumbing industry. Instructor stay current on certifications and developing trends through industry memberships.

14. How is the program/department engaged in integrating new technology into the instructional program?:

WELDING:

In the Classroom: Hybrid learning via Canvas LMS and Zoom was a paradigm shift in the teaching modality of shop safety, welding principles, shop math, welding print reading, and many soft skills.
In the Laboratory: The Virtual Welder, which helps students improve their welding technique and understanding while conserving funds on welding supplies, remains a staple of the program. Also, the latest technology welders and ancillary shop equipment purchased in recent years have given students the opportunity to expand shop skills necessary for them to become more highly prized employee candidates in the workplace.

HVAC

Existing equipment in the labs is still highly relevant to our educational needs, but even so we are engaged in adding additional equipment so that students are exposed to the most current technology.

Canvas and MindTap simulation program have been added to HVAC in light of the pandemic. Canvas will remain a staple. MindTap online HVAC simulations will remain as an additional resource if needed.

ELECTRONICS

The program/department takes into account information from advisory board members and from former students who currently work within the industry. The goal is to stay ahead in regards to many technological advancements within the industry.

PLUMBING

Student are regularly task with the internet to find submittal for new plumbing fixtures, water heater, and drainage material specification. The Canvas program has help student main a good manage to better understand course material with 24 hours access to course material assessible through a internet connection.

15. What are the ways in which diversity, equity and inclusion are being addressed in the program's curriculum?:

WELDING:

Welding curricula advisories and recommended skill levels, which are the same for all Welding courses, are intended to inform students of abilities that would be helpful in order to achieve success in the Welding Program and with future employers. However, they are not requirements, and are not used to prevent students from entering the program.

- Advisories: Basic computer knowledge and internet search skills.
- Recommended Skill Levels: Reading comprehension and writing skills at an eighth-grade level; working knowledge of basic math; and ability to communicate effectively in the English language. A high school diploma or equivalent is highly recommended for successful completion of this course and future employment.

In addition, some staff members are bilingual and some bilingual software is used in the program.

ELECTRONICS

The program's curriculum states that recommended skill level with an eighth grade reading and math level can register (everyone can register).

PLUMBING

Industry leader recommended student develop basic computer skills to communicate with other co worker in their line of work. Most student would need have at least a basic math and communication to better perform their work duty during work.

16. How is the program/department engaged in integrating new distance education instruction into the program?:

WELDING:

In Fall 2020, due to the Covid shutdown the Welding Dept. went fully online for 22 weeks. In Spring 2021, all welding courses became hybrid – 3 hours in the laboratory and 3 hours online each day. To support the online training, the Welding Dept. purchased:

- S/P2 Welding Safety, a bilingual online program which includes modules on safety, soft skills, and job search activities and has built-in record-keeping for tracking student progress.
- A 4-text Canvas-ready bundle consisting of Modern Welding, Modern Welding Workbook, Math for Welders, and Welding Print Reading. This bundle made the herculean task of creating Canvas shells for each course much easier and more professional in appearance and use.

HVAC

The program is 100% taught on campus.

PLUMBING

The plumbing program was completely 100% taught online due to the covid shutdown. The laboratory requirement instruction was taught plumbing fixture task available with house fixture. Research is still being done to integrate new distance education into the program.

ELECTRONICS

Fall 2022, the program is a fully in-person class and no longer has a distance education.

17. What methods of teacher-student contact (interaction) are utilized? :

WELDING:

Due to the transition to hybrid learning, the instructors and students have become extremely proficient in Zoom, online coursework and communication, and quick texts and phone calls to discuss questions or issues. Although in-person communication is still possible during the three-hour lab times, communication outside the lab has of necessity become much more streamlined and frequent between faculty, staff, and students.

HVAC

HVAC instructors provide lectures relevant to the HVAC field with real work experiences and any new current technology updates. Part of the learning methodology, instructors provide hands-on demonstrations, email, and provide feedback on Canvas assignments to interact with students.

ELECTRONICS

Teacher-student interaction includes face to face, email, phone, text and zoom.

PLUMBING

Teacher and student are consisting sending questions via email to better interact with the student to understand the material.

18. To what extent does the institution support the instructional programs by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

WELDING:

In 2021, there were three class sessions (morning, afternoon, evening) taught by two contract faculty and two adjuncts (who share a class). Support staff included two Instructional Assistants, one working mornings and afternoons, and the other afternoons and evenings. Due to the coordination between staff this arrangement worked well.

ELECTRONICS

San Diego College of Continuing Education provides an instructional assistance for the program.

Plumbing

Instructional assistance for the plumbing program had provided student with work with setting hand on laboratory instructions.

19. To what extent does the program/department provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

WELDING:

General Professional Development: Both contract and adjunct instructors attend Fall and Spring Flex Training Days. Two contract faculty and one adjunct instructor have attended the "Passport to Success" program.
Welding Professional Development: Welding faculty regularly attend American Welding Society (AWS) San Diego chapter meetings to remain current on local industry trends and developments. In 2015, a contract faculty was sent to AWS's Certified Welding Inspector (CWI) seminar. AWS is an internationally recognized organization whose CWI certification is relied upon to ensure the highest level of knowledge, skills, and quality workmanship. In 2016, two contract faculty attended the regional AWS meeting. However, since that time there has been no funding available for professional development in the welding field. The following industry events and training should be considered for contract faculty professional development:

- AWS annual regional meeting to learn of upcoming industry changes and develop institutional contacts.
- FabTech annual national welding and fabrication trade show to view and attend training on the latest industry developments.
- SEMA (Specialty Equipment Market Association) annual automobile show for training on aftermarket industry techniques and opportunities.
- Specialized two-week instructor training on, for example, advanced pipe welding, at Lincoln Electric Welding Technology & Training Center, Hobart Institute of Welding Technology, or similar training facility.

ELECTRONICS

San Diego College of Continuing Education (SDCCE) provides professional development through zoom, instructed by Dave Giberson, Ph. D. The topics include efficient ways to use the school canvas to communicate with students, creating instructional videos, using video editing software, Microsoft 365 and more.

Plumbing

Contract instructor and adjunct instructor are working in the plumbing industry which current local industry trend and plumbing installation methods used in the industry. Events such as the IAPMO meeting and plumbing expo provide students events to keep up with new plumbing installation and fixture advancement use in our industry.

20. To what extent does the institution support instructional programs by providing sufficient technology and other learning resources? If any, what additional resources are necessary, and why?:

ADVANCED MANUFACTURING:

Advanced Manufacturing is a new course that is currently under evaluation and development for future implementation at SDCCE.

WELDING:

During the Covid shutdown and subsequent reopening, SDCCE provided computer laptops for staff and students for hybrid learning as well as Welding software bundles for online education. Brian Palmiter was hired by SDCCE as a mentor/consultant to assist in course development training on the Canvas LMS. In addition, a Canvas LMS hotline was available 24/7 for staff and students to provide assistance with technical issues.

ELECTRONICS

The program is located off campus. It has its own computer network, which includes one server, more than 30 computers, all internet accessible, and other electronic equipment. All the equipment is provided by SDCCE.

Plumbing

Laptop with wifi was provided for student during covid 19 shutdown to student success in our plumbing program. Books were provided through the City College bookstore to provide hard plumbing 2 books. Student were given free online book that needed virtual book.

21. Comment on how current school facilities contribute to an effective learning environment. If any, what additional facilities are necessary, and why?:

WELDING:

The Welding laboratory has experienced a lot of wear and tear and is in continual need of repair and upgrade. In 2021-22, electrical panels and wiring were replaced to support the installation of new GTAW machines. Similar electrical panel and wiring replacement is needed in the outdoor area for the new Miller Syncrowave multi-purpose machines which have been purchased to replace existing 15-year-old machines which are failing.

ELECTRONICS

The program has 2 sections (Electronic Tech I and Electronic Tech II). We have 2 classrooms. Each classroom capacity is 30. Each section enrollment is up to 60 or more students. Only 30 students can be in the classroom and another 30 students will be in the hallway during the lectures. Thus, some students get discouraged. For this reason, we need at least one classroom with a capacity of 60.

Plumbing

The plumbing lecture part of our instruction is currently lecture in a regular class room. Plumbing laboratory instruction is share with the hvac department with is currently not enough space to house a plumbing department with many trade hand lab needed to showcase student the hand on laboratory. A need more for a big facilities will need to be identify to instruction our hand on laboratory for 2 to 3 course taught during the semester.

22. Describe how funded resources supported and/or impacted students, the program, and/or the institution this past year.:

WELDING:

- In 2021-22, the Welding Dept. used Lotto, Perkins, and other grant funds to purchase the following essential materials:

For the Laboratory:

- Consumables and shop supplies.
- Capital Equipment: ESAB ET220i GTAW welding machines (12), Miller XMT350 Multi-Process welding machines (7), and WeldTec GTAW Welding Torches (2).
- Capital Improvement: Electrical panels and wiring were replaced in order to install the ESAB welding machines.

For Online Learning: Software purchased (at no charge for students) included S/P2 Welding Safety, Modern Welding, Modern Welding Workbook, Math for Welders, and Welding Print Reading.

HVAC

All textbooks are provided, eliminating a potential barrier for our students.

ELECTRONICS

Last year funding provided enough circuit boards for the 2 fundamental subjects in electronics. This really helps, when we have a lecture on these 2 subjects.

PLUMBING

Fund sources such as Lotto, and Perkin funds were use to purchase hand on materials.

Laboratory:

- Consumables and lab material.

Online Laboratory:

- Student software were brought for plumbing instruction for online modality such as the Modern Plumbing, Modern plumbing Workbook.

Program Chair: Enter date completed and email Dean for notification: 10/31/2022

Training Unit

EXAMPLE Instructional Review and Improvement

Program / Unit: Training Unit

16. How is the program/department engaged in integrating new distance education instruction into the program?:

Test content

Distance Ed <located in Infrastructure Plans>

DISTANCE EDUCATION Instructional Review and Improvement

Program / Unit: Distance Ed <located in Infrastructure Plans>

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UNIT REPORT

Administrative Reviews (completed 2022-2023)

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Administrative Services Office

ADMINISTRATIVE SERVICES OFFICE Administrative Review and Improvement

Providing Department: Administrative Services Office

1. Department Mission Statement(s):

Administrative Services supports the efficient and effective utilization of college resources to further the educational mission of the college. We provide support and assistance for the College in the areas of finance, budget management, human resources, safety, facilities, information technology, and professional development. We strive to provide exceptional service while maintaining high ethical standards and promoting responsible stewardship of college resources.

2. Department Summary Statement:

San Diego College of Continuing Education's Administrative Services Department is responsible for overseeing the financial and administrative services; budget development and management, expenditure control, purchasing control; facilities operations maintenance and planning; human resources services, technology services, and business services, and safety and security of the educational institution. Our purpose is to ensure that each campus, program and department has the necessary tools and support that they need in order to best serve our students. This includes important components such as payroll, budget management, processing all human resources paperwork and payroll, enhancing and maintaining learning environments, and encouraging professional development for our employees.

3. Students:

The Administrative Services Department increases student success by playing a critical role in facilitating institutional and program initiatives that directly support Student and Instructional Services. Some of the various ways that our department does this is to guide facilities and technology improvements, the development of comprehensive budget and reporting structure, systematic reporting of actuals and corrective action as needed, multi-year budget forecasting for initiatives, timely payroll processing and the onboarding of support staff. Our department helps to make sure that our faculty and staff members have the resources they need so they can provide exceptional service to our students. Additionally, the reprographics department provides key services to instructional, student services and institutional needs that drive student and community outreach efforts that support institutional goals and objectives. The ECC Theatre plays a critical role for bringing internal and external groups together that are centered on institutional goals and initiatives.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

The Administrative Services Office expanded their work space which has allowed for all the accounting techs to be in one same room. Also, the Technology Department moved next door to Administrative Services, which allows in-person accessibility to their services.

The Business Services Office hired a new contracted Accounting Technician. This hiring has made the distribution of work within the technicians more evenly. Also, it allows to provide a more efficient services to our constituents.

5. Highlight your department's most significant accomplishments this past year.:

• Advocated and received two additional staff members to support SDCCE IT needs. Technology support was critical with the new demands required to support remote teaching and learning due to the COVID-19 pandemic. These two technology assistants completed a backlog of Help Request Tickets. These two staff members are consultants, and are not District employees, and will be with SDCCE for approximately one year.

•Received and are deploying additional OWL cameras to requested classrooms.

•Completed the installation of Hyflex equipment in 37 classrooms and continue to sign-off acceptance with a third-party vendor. Cesar Chavez Campus now has nine classrooms with Hyflex equipment, West City Campus has three, the Educational Cultural Complex has 13, and Mid-City Campus has 12. The conversion includes new digital touch panels, microphones, new projectors, speakers, and upgrades to the switching hardware to support the expanded services.

•Coordinated the training for the newly installed technology.

•Introduced the Dark Fiber/Network Token Ring project to bring digital equity to SDCCE. This project will be included in the SDCCD token ring infrastructure and will allow 10Gb data resiliency and improved performance to SDCCE locations.

•Expanding wireless services to all SDCCE internal and external locations. A site analysis was completed and the required network equipment has been purchased. The required wiring and cabling infrastructure has been negotiated.

- Upgraded technology at CE at Mesa Campus for employees working in the front office.

- Began a phone pilot with employees to enable them to communicate directly with our students. This pilot involved employees taking home their office handset and hooking it up at home. This was a very positive pilot and was expanded to multiple campuses during remote operations.

- Completed a computer inventory of all machines in SDCCE.

- Administrative Services successfully processed all personnel action sheets for Non-Academic Non-Classified Personnel (NANCE) employees, adjuncts, and contract faculty assignments.

- Processed multiple personnel assignment status sheets following a budget change or a change in assignment. This time-consuming process is critical because each element of the general ledger must be accurate to ensure payroll expenditures are aligned with the budget.

- Updated organizational charts.

- Managed position management for SDCCE

- Tracked and approved remote work requests.

- Loaned 250+ laptops.

- Hosted more than 50 training courses, presentations, and facilitated activities for SDCCE, including project presentations, data coaching sessions, annual integrated planning trainings, facilitated meetings, and data
dive-in sessions.

- Participated to engage the second cohort of faculty in the Faculty Institute, facilitated by the Strong Workforce Regional Consortium, PRIE researchers and the SDCCE lead Dean of career education.

- Supported the Flex/PD Coordinator to organize the annual S.TA.R. Conference in collaboration with the VPAS and the Classified Professional Advisory Sub-Committee, with a full day of professional development activities for Classified Professionals.

- Supported the Flex/PD Coordinator to implement a new survey to gather feedback on SDCCE team conferences, including NCORE.

- Delivered a bi-annual newsletter to the faculty, classified professionals and administrators at SDCCE.

- Supported the SLO and Program Review Coordinator to deliver The Speedy SLO, a bi-annual newsletter, to the faculty, classified professionals and administrators at SDCCE.

- Delivered six (6) workshops to SDCCE faculty on using assessment results to inform practice, improve program pathways, and report results:
◇ Online Instruction that Promotes Hands-on Learning
◇ An introduction to Continuous Improvement in the Online Classroom and Beyond
◇ Using Students Learning Data to Share Your Student's Learning Journey
◇ Anthology Outcomes & Assessment Data Dive
◇ Students Learning Journey II: Using Learning Outcomes to Tell Your Student's Story

6. Assessment Data:
One way that the Administrative Services Department ensures that we are meeting the needs of the constituencies that we serve is through the Participatory Governance process. Our department holds monthly Budget, Sr Office Manager, Technology, and Safety & Facility Meetings for the purpose of making sure that each campus, department, district representatives, the students and law enforcement representative's opinions are heard. These meetings are meant to serve as an outlet for collaboration. San Diego College of Continuing Education values the input of our community, and we want to make sure that their thoughts are captured through the act of documentation. Meeting minutes helps us to navigate and plan for our future goals.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
-Administrative Services in collaboration with Classified Senate presented the Second Online Classified Services Awards with great success and enthusiasm.

-Due to COVID-19 pandemic and the current remote work environment the S.T.A.R. Conference was via Zoom. Admin Services found an alternative solution by providing a series of online workshops for Classified Professional Development. The workshops were focus on how to better serve SDCE students and how to work efficiently in a remote environment. There was also a couple of fun activities to staff and prizes.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
Administrative Services was able to receive funding and hiring the positions for NANCE for the Technology and the Business Office.

The Administrative Services Office is in need to hire additional NANCE.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

Administrative Services upgraded each of their staff work stations, which includes laptops, headsets and webcams. Additionally, we received a new copier machine for both Business Services and Technology Department.

11. Impact of Resources:

California Senate President pro Tempore Toni G. Atkins pledged a $35 million renovation grant in July to restore the historic theatre inside the San Diego College of Continuing Education's Educational Cultural Complex (ECC) as part of Governor Gavin Newsom’s 2021-22 State Budget.

The Administrative Services Office started a new committee for the ECC Theater renovation.

Instructional Services Office

INSTRUCTIONAL SERVICES OFFICE Administrative Review and Improvement

Providing Department: Instructional Services Office

Lead Writer: Michelle Fischthal

Supporting Writer(s): Kelly Henwood, Desiree Payne, Ginger Davis, Patricia Gil, Kiana Rudella, River Shaw

1. Department Mission Statement(s):

The mission of the SDCCE Instructional Services Office is to provide leadership, management, information expertise, processes, and resources that support student learning and success by supporting faculty, staff, and administrators with processes and services related to Class Schedule Development, Curriculum, Catalog, Accreditation, Professional Development, Tenure and Evaluation Reviews, Sabbatical Leaves, and noncredit advocacy while ensuring compliance with state, federal, and local regulations and policies.

2. Department Summary Statement:

The SDCCE Instructional Services Office (ISO) includes all instructional programs and instructional operations supports. Each of the 12 SDCCE instructional pathways, as well as campus sites, are led by an Instructional Dean within the ISO, led by the Vice President of Instructional Services. These programs provide high-quality education and learning opportunities for adult students and support transfer to both work and further education, including credit.

The ISO provides oversight and management of categorical initiatives including CAEP, Perkins, Strong Workforce Program, and WIOA AEFLA, among other current and emerging instructional projects and initiatives. These categorical initiatives all have cross-functional institutional implications. Many of these categorical initiatives also have implications for collaborative working relationships with regional college partners, regional Adult Education institutions, community-based partners, the local Workforce Development Board, City of San Diego Promise Zone, and with San Diego Unified School District.

The ISO functions include curriculum: supporting the development and preparation of course outlines, creating and maintaining the course catalog, and attendance accounting policies and procedures, coordinating professional advancement and sabbatical activities, tracking of completed faculty evaluations, oversight of non-classroom assignments for instructional faculty, enrollment management, coordinating Credit by Exam agreements, supporting and coordinating course scheduling, and coordinating Flex guidelines and obligation requirements. The ISO also manages the processes and services related to Accreditation, Professional Development, Tenure and Evaluations Review, Sabbatical Leaves, credit for prior learning/Credit by Exam involvement with state initiatives, integrated institutional planning, and finally state reporting, oversight, accountability, and compliance.

The ISO has subject matter experts for all matters related to schedule input and ongoing support, course development, guidance with schedule production, scheduling of classes, attendance policies/procedures, Campus Solutions password and system issues, Flex, management of non-classroom instructional faculty assignments, coordination with faculty coordinators, collaboration with faculty leadership of institutional initiatives, content expertise, and liaison for categorical initiatives with various institutional departments andstate, district, and business services contacts, as well as funders. An ISO Manager also serves as the lead, in the position of Consortium Director, for the regional CAEP Consortium (SDAERC), a state legislatively mandated body for CAEP funding with partner member agency SDUSD Adult Education Program.

Grant Management is a significant and interdisciplinary component of the ISO. The largest initiatives which the ISO manages include CAEP, PERKINS, SWP (local and regional), and WIOA AEFLA. The regulations and rules are complex, requiring communication, collaboration, and coordination within the ISO and among Divisions of the institution. The expected outcomes, level of planning, and reporting have become more complex each year and also require regular documentation and communication from all parties receiving funds. The ISO ensures that SDCCE complies with the funder requirements, some of which are consistently changing or being updated, and therefore becoming more specific with the potential to impact future funding. This work sometimes requires new internal cross-departmental processes and has resulted in the need for a cultural shift. This has been challenging at times.

The ISO Special Projects Manager serves as the Director for the SDAERC (CAEP Consortium) and is the Point of Contact with funders from the State CDE and California Community Colleges Chancellor's Office (CCCCO) for both CAEP and WIOA II funding. The Associate Dean, CTE manages the Strong Workforce Program and Perkins projects and reporting, This has taken on the form of tracking individual project components through the SDCCE/SDCCD system. This has become a process that has taken away from the strategic work of the Associate Dean as has challenges around project accounting resource management.

The ISO office focuses on innovative instructional program development and teaching with an emphasis on continuous improvement. This is accomplished through leading initiatives and promoting investments in our faculty and staff related to Professional Development, such as the Faculty Institute, Work-Based Learning coordination and activities, Distance Education Faculty Mentorship, Passport to Success, Five Day Experiential Leadership Institute (FELI), convocation speakers, and other forms of Professional Development. The ISO has a focus and priority in supporting faculty and staff in providing time and resources to develop actionable plans to ensure the systemic inclusion of diversity, equity, inclusion, accessibility, and anti-racism into all the work of instruction.

Additionally, staff help facilitate the development of innovative projects, partnerships, and new funding opportunities, which are designed to build new programming. Examples include Career Bridge Pathways Programming, community partnerships to support instructional program access for special populations, and Strong Workforce Regional Sector RFAs for new Career Education programming. In addition to new programming, the ISO staff focus on how to ensure resources are available to newly created programs. There is consistent focus on how to create effective frameworks to ensure [who/what is] strategically moving forward, including creating more formal support structures for faculty leaders. This will continue to be a focus and integral component to how SDCCE "builds back" during the coming year as we move through the changes from the COVID-19 pandemic.

State noncredit compliance related to instruction, curriculum, and attendance accounting policies are also the responsibility of the ISO. Leading SDCCE's Enrollment Management plan and directing the related data tracking analysis is also the responsibility of the ISO. While there is more data available through Campus Solutions, there are still data issues that the ISO works through with both CE and District IR researchers. Statewide noncredit advocacy continues to be a major focus for the ISO.

In 2021-22, the ISO staff continued to work with the District on ERP bugs and redesigning of instructional-related areas in Campus Solutions. The development of training materials and training (group, individual, and video) has continued. The ISO staff also supported ongoing troubleshooting and continued testing of system issues (includes faculty, staff, and student system components).

The ISO personnel participate in and contribute to the SDCCE Participatory Governance structure including multiple operating committees.

The ISO personnel have maintained a focus on flexibility, with emphasis on the ability to pivot responsively to the needs of students as well as internal and external constituencies. This became even more pronounced when the ISO stepped into temporary or needed roles during the COVID-19 pandemic, which became standing areas of support under the ISO, including developing a new student book loaning program (effective Fall 2022 the book loaning program will transition to CE Student Services, while the ISO continues to provide the clerical support), supporting remote teaching and learning, support in transitioning courses to distance education, support for reviewing on-boarding touch points with an equity lens, collaborating for CTE website content, and project management related to innovation. The ISO personnel provided small group and individual hands-on virtual sessions for faculty to review and provide support with attendance and grade rosters to ensure compliance with the Attendance Policies and Procedures and Grading and Credit Policy. Faculty have also been engaged to inform processes as we navigate the challenges of returning to campus with vaccination clearance requirements.

A large part of the work of the ISO is the infusion of diversity, equity, inclusion, accessibility, and anti-racism. This will be our focus as we lead and support "building back" SDCCE to the future paradigms of noncredit higher education.

This review is focused on the ISO Division and excludes specifics regarding individual instructional programs. Individual program assessment is through each pathway's program review.

3. Students:

The purpose of the ISO is to support student diversity, equity, inclusion, accessibility, and anti-racism through the support of SDCCE's constituents. This is the lens by which we work.

Enrollment management (in support of student access, success [*meaning access/retention/completion/transition*], and equity):

- Perform regular analysis of current class offerings and strategize with dean/faculty leadership to identify class sections/programs to be added to campuses where they were not already offered (increased student access).
- Work with deans to identify low-enrolled courses/programs to determine where to increase marketing (increased student access).
- Work with faculty to identify accessible teaching modalities and the support structure needed to implement. A focus on multiple teaching modalities has been present since COVID to specifically to address student access and equity. In 2021-22 there was a focus on HyFlex instruction. The implementation required divisional collaboration and strong support from instruction to support faculty both in and outside of the classroom.
- Strategic use of FTE allocations: supporting deans in combining sections and/or canceling classes to use available FTEF allocation for in-demand classes.
- Worked with District Institutional Effectiveness and Research department to design and launch an Enrollment Management Dashboard tailored to the needs of noncredit and SDCCE.

Curriculum development (increased student responsiveness and success, with focus on diversity, equity, inclusion, accessibility, and anti-racism. The ISO is responsible for supporting new and revised curriculum development process and local and state curriculum approval processes:

- Assisted faculty members and program deans with inquiries regarding the curriculum development and curriculum approval processes.
- Assisted faculty members with finalizing drafted course outlines and program descriptions.
- Assisted faculty members with labor market information (LMI) inquiries.
- Supported the development of 16 new courses and 5 new programs; amounting to 50 curriculum items in total, including: course revisions (10), course deactivations (6), and program revisions (13) - *2021-2022 Curriculum Tracker PDF attached.*
- Maintained and updated minutes and agenda, SDCCE's Curriculum Committee webpage.
- Maintained and updated Curriculum webpage (webpage containing curriculum resource documents), https://sdcce.edu/organization/instructional-services/curriculum.

The ISO is responsible for supporting the SDCCE Credit by Exam program (increased student success):

- Developed and maintained agreements between the colleges and SDCCE that allow students to earn college credit. Collaborated with the District IS team to assist in renewing existing agreements.
- Communicated Credit by Exam application requirements and deadlines to faculty, staff, and deans.
- Assisted faculty members with inquiries regarding the Credit by Exam processes.
- Supported the development of two (2) new Credit by Exam agreements consisting of SDCCE's Baking and Pastry I and Baking and Pastry II certificate program courses (FDNT 681 and FDNT 682, FDNT 683, and FDNT 684).
- Worked with District CTE Transitions and SDCCE Student Services to transition from an online form, Credit By Exam Instructor Certification form, to reporting final assessment grades in Campus Solutions. The form was designed to improve the submission process, retain permanent student records in the student application system, and improve data collection. In addition to transitioning the final assessment grade reporting to Campus Solutions, the ISO worked with District CTE Transitions and SDCCE Student Services to improve communication to faculty, and students.
- Offered two (2) FLEX workshops to provide training and guidance on updated Credit By Exam Instructor Certification form and Credit By Exam processes.
- Worked with District CTE Transitions and SDCCE Student Services to support compliance with update to Title 5 section 55050 Credit for Prior Learning, which specified students are offered an opportunity to accept, decline, or appeal decisions related to the award of credit. During the 2021-22 academic year, the ISO worked with District CTE Transitions and SDCCE Student Services to improve the student acceptance process for students by adding an icon to Credit by Exam CE courses, which alerts students enrolling in the course that they are accepting college credit and provides students with a mechanism to opt out of receiving college credit.
- Worked with District CTE Transitions and SDCCE Student Services to develop a Credit By Exam Process Chart and establish a list of outreach points of contact at City, Mesa, and Miramar colleges.

SDCCE grew programming in the Interactive Competency-Based Micro-Credentialing (ICOM) program with synchronous and asynchronous classes. To date, ICOM, a high-quality educational design curriculum developed with converting 29 CDCP Certificate Programs and 64 courses in a wide variety of instructional subjects including CTE, ESL, and HSDP. This was an extraordinary effort that included over 40 faculty functioning as Subject Matter Experts working with professional educational designers at EASE Learning. We launched the first Workforce Preparation CDCP program with the "Summer Hospitality Bridge" in order to reach deeper into our communities, particularly our partnership with SDUSD, to provide access and support to career pathways.

The ISO facilitated the Perkins Committee in partnership with the Lead Career Education Dean in planning for 2022-24 Perkins Comprehensive Local Needs Assessment process. This supports students by tying data and our student's experiences to how we allocate funding at SDCCE.

The ISO is responsible for categorical funding (unrestricted "grant") initiative management (increased student access, success, and equity):

- Continue a system to make sure outcomes are clearly defined and projects meet expected outcomes – this will lead to maintaining and using funding that creates more opportunity to grow, sustain, and support instructional programming that will lead to increased persistence, completion, and student transfer to career or credit college transfer. Specific emphasis has been placed on tracking how spending serves students for special populations and from an equity perspective.
- Development and oversight of instructional administrative and operational processes to ensure regulations and requirements are met. The ISO also performs analysis and interpretation of the California Education Code and Title 5 regulations to continue to run CE programs.
- Student data reporting including outcomes reporting and instructional attendance reporting to ensure funding compliance and effectiveness.
- Analysis and interface with categorical funding student data reporting. This includes the Tops Pro Enterprise (CDE) reporting system for CAEP and WIOA II and Campus Solutions reporting that impacts categorical funding reporting into CCCO MIS and the state Adult Education Launchboard (CAEP) and SWP Launchboard.
- Developed processes and strategies to facilitate cross-functional collaboration and support for the instructional student journey. This includes support for institutional project planning, institutional faculty coordinators, and other strategies designed to promote cross-functional collaboration in support of the student journey.
- Support budget and planning process, including meeting with instructional and other departments to prioritize most urgent requests to reduce budget requests in alignment with available funding. Provide documentation through the use of project charters clearly defining expectations.
- Ongoing, annual support provided to all funded projects and project leads. This includes ensuring project leads are supported in their efforts to implement projects and realize gains in student success outcomes.

The ISO provides leadership for the AB 109 CAEP SDAER Consortium *(all Aspects of the SDCCE Strategic Plan):*

- Chairing and coordination of the Consortium to facilitate annual and strategic plans with member agencies, internal constituencies, and community partners.
- Planning for and launching the first Workforce Preparation CDCP program "Career Bridge Pathways," which has been a key strategy for the Consortium to support transitioning adult learner populations (including students 18 and older graduating from the K-12 system).
- The SDAERC increased efforts to work with community partners through the Consortium governance body as well as through enhanced community partnerships. This includes the City of San Diego Access 4 All Digital Navigator and equity programming, San Diego Promise Zone, San Diego County Office of Education including the Juvenile Courts Community Schools), SANDAG digital equity Get Connected San Diego Campaign, San Diego Council on Literacy, and community-based organizations such as the Somali Bantu Association and Second Chance Program, which serve both young adults and adults involved in the justice system.
- Additionally, the Special Projects Manager was the lead for the CAEP Super Region which is a membership body of all five CAEP Consortia in the County during PY 21/22.
- A SDAERC target for working with our community partners is to focus on seamless transitions, in particular focusing on the needs of low-income and underrepresented populations of adult learners and establishing meaningful relationships that result in increased access to instructional programs.

The Distance Education (DE) delivery model shifted in 2020 due to COVID, and more students became willing to study online, while more instructors were able to deliver DE. Over 90% of SDCCE faculty are now certified to teach online due to District and SDCCE ISO Professional Development supports. The ISO has developed and supported both the Passport to Success program and the new San Diego College of Continuing Education Teach and Learn Online (TALON) Initiative. TALON was developed in direct response to the movement of all classes online due to COVID-19. Following the movement to remote instruction in March 2020, the ISO worked closely with DE faculty leaders to develop a distance education professional development and support infrastructure. The intent was to provide professional development in online teaching for all instructors to provide the highest quality of teaching and learning to help their students succeed. SDCCE implemented the Distance Education Mentorship program which included approximately eight faculty mentors each semester with the purpose of supporting both instructional faculty and classified instructional staff to promote online learning for noncredit students. Additionally, the ISO leveraged HEERF funding to support faculty in the classroom, with both human and technological resources, while also investing in a professional development/training infrastructure through mentorship supports for teaching new and supporting new modalities, such as HyFlex. This program has expanded into in class support and training materials development for these multiple modalities,

Passport to Success provides professional development training opportunities for new contract and adjunct faculty cohorts, new administration, and classified professional staff that supports institutionalized leadership, excellence, and the operations of the institution and district, leading to increased opportunities to support students. The program builds community amongst new employees and helps them establish connections with experienced faculty and classified professional leaders. This includes monthly meetings and an opportunity to participate in a mentoring program and online training components. In 2021-2022, components to enhance teaching and learning were increased, and this year there will be an increase in diversity, equity, inclusion, accessibility, and anti-racism built in throughout the course.

The ISO provides ongoing Campus Solutions training and campus support to the Campus Operations Supervisor and classified professionals in regards to class scheduling, student and faculty support, student enrollment, student completions, attendance, and grade rosters.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

We have had a turnover in staff due to acting positions and promotions. This includes our Administrative Technician, ISO Analyst, and Associate Dean, CTE. The ISO also hired a NANCE Project Assistant.

Michelle Fischthal, Vice President of Instructional Services
Ginger Davis, Administrative Assistant to the Vice President of Instructional Service
Desiree Payne, Acting Instructional Support Analyst
Patricia Gil, Acting Curriculum Analyst
Kiana Redulla, Acting Administrative Technician

Kelly Henwood, Special Projects Manager
Vacant, Associate Dean, CTE
River Shaw, Project Assistant

While we have had some challenges in the loss of historical knowledge, there has also been an influx of new perspectives, ideas, talent, and skills.

The gap created by the loss of the CTE Associate Dean has been significant and the accomplishments likely not adequetly presented here.

The return to campus, the management of multiple modalities, and the increased number of categorical projects and accountability measures (often done manually) has created additional work for the ISO. The ISO has been extended beyond its maximum capacity in terms of ability to manage workload for the last three years.

5. Highlight your department's most significant accomplishments this past year.:

Instructional and Curriculum development Innovation

- Expanded ICOM to 29 programs and 64 courses
- Continuous improvement of DE Addendum
- Curriculum Development Rubric Development and focused discussion son DEIAA
- Drafted additional Guidelines Docs for Curriculum Development

Faculty Support/PD & Technology Innovation

- Increased Hyflex Technology and teaching and learning capacity
  - In the first three pilot HyFlex semesters (Fall 2021, Spring 2022, Summer 2022), SDCCE served 3,953 HyFlex students in ESL, DSPS, Emeritus, and IT programs. In its second year of implementation, the HyFlex instructional approach is expanding into CLTX and Culinary during the academic year 2022-2023.
  - Deans and faculty are reporting that HyFlex is useful for a number of reasons: to pilot a new course or level; to pilot a new class meeting schedule; and to give students simultaneous live class participation choices (on-site or on Zoom) as we return to campus.
  - The demand for HyFlex professional development continues to be high. In the Spring 2022 survey, HyFlex professional development is requested by nearly a quarter of faculty (22 faculty out of 90 at a rate of 24.4%). New and returning HyFlex faculty have numerous questions regarding pedagogy and technology. Additionally, the permanently installed HyFlex technology needs regular maintenance and troubleshooting in collaboration with IT staff and vendors.
  - Non-ESL HyFlex faculty are requesting regular professional development support. CLTX and Culinary are designing, developing, and field-testing customized HyFlex approaches for technology and pedagogy which requires numerous hours of one-to-one on-site and virtual HyFlex mentoring. Some of the HyFlex best practices from the ESL pilot carry over, but CTE programs often have unique and specialized needs in lab settings.
- Added Open Educational Resources (OER) Faculty Coordinator
- Added Instructional Technology/Design Coordinator
- Incorporation of DesignPlus for content improvement in teaching and learning
- Supporting and advocated for PCOR
- Led the CVC-OEI membership process
- Advising on Professional Development (PD) needs and strategies to align with funding sources utilized for PD. This includes the Classified Employee STAR Conference, MS Teams implementation, Faculty Institute, and the Strategic Enrollment Management Planning (Instructional Growth and Innovation)

Direct Student Support

- Book Loaning Program Expansion and Coordination
- Special Projects Manager coordinated and provided leadership with faculty in the development of a comprehensive proposal and work plan for Digital Equity (under review)
- SANDAG Get Connected communications and the incorporation of the City Digital Navigators at the Mid-City campus as a pilot for further expansion in 2022-23
- Collaboration with improvements into the Credit by Exam process
- Course catalog development
  - Including collaboration with District to ensure CE catalog is posted on web and accessible to students along with City, Mesa, and Miramar College catalog
- Collaboration in the ongoing redesign of a printed class schedule
- Collaboration in the implementation and ongoing redesign of the CE Online Class Schedule Search, https://www.sdccd.edu/students/class-search/search.html
- Increased focus on OER and reduction of textbook costs to students
- Work-Based learning achievements in building out advisory boards and bringing employers into the classrooms
- Support of vouchers for HSEP testing through CAEP
- Many of the above contributed to an increased student success in program completions and continuation in the Top SWP outcomes for the state
- Supported movement back to on-campus through an equity lens (skilled and technical trades and lower-level ESL were the priority).

Institutional Effectiveness and Grant Management

- Maintained a strong focus on DEIA and leadership of the development of the equity-focused strategic enrollment management plan.
  - Leadership of the Equity Minded Strategic Enrollment Management Planning Process and Plan
  - Development of 5 task forces with a leadership role in Program Innovation and Growth
  - Collaboration with VPSS
  - Incorporation into the ARC Committee and participatory governance structure
  - Co-led 9 institutional convenings/presentations
- Cross campus shared system with MS Teams
- Leadership role in advising on Resource Allocation process with PRIE Integrated Planning and budget finalization with Admin Services - Accounting

- Electronic formats for CAEP funding requests and work plan proposals
- Continuous improvement for CAEP website
- CAEP "road show" conducted in PY 21/22 to multiple participatory governance groups and divisions to reacquaint and ensure institutional knowledge and alignment for CAEP initiative and funding.

Communication Relationship Development

- Digital Equity Public Sector Partnerships (City of San Diego Access 4 All, SANDAG Get Connected, State OTAN/CDE guidebook
- Participation as representatives in CDE State OTAN Digital Equity workgroup that developed digital learning guidance
- Participation in the City of SD Promise Zone - related to for under-served residents in campus locations
- Increased semesterly communication of policies and procedures to faculty
- Increased communication of timeliness and processes and audit activities to campus staff
-

Enrollment Management and Scheduling

- VPI Co-led the process and planning to developed the SDCCE Equity-Minded Strategic Enrollment Management Plan. This involved significant planning and collaboration along with multiple institutional convenings and facilitations.
- Leadership for the development of a student-centered schedule through an equity lens as we build back on-campus enrollment.
    - For example, HyFlex instructional modality for the greatest learner access
    - Development of class offering data analysis for data informed decision making and student -centered scheduling
- Leadership of collaborative discussions on methods to bring back students to campus (i.e., open houses)
- Regular enrollment analysis with instructional team
- Increased productivity
- Contributions and collaboration on the new SDCCE enrollment management dashboards
- Development of modality enrollment and FTEF reports
- Spearheaded the development of modalities in Campus Solutions
- Non-Classroom Assignments:
    - Monthly meetings, led by the VPI's Administrative Assistant, are held with the Instructional Services Administrative Assistants (ISAAs), who directly support their Program Deans with entry of non-classroom faculty assignments.
    - ISAAs receive ongoing training to share best practices and assist with efforts in streamlining the entry process of non-classroom assignments.
    - Developed a shared resource space in Teams for ISAAs to view and access tools to support entry of non-classroom assignments.
    - Developed a master tracking sheet to house all non-classroom assignment entries by semester. This tool supports the VPI and Special Projects Manager, as well as multiple departments, in managing distribution of non-classroom faculty assignments within each program and campus area, general and grant funds, and non-payment/payroll issues.
    - In 2021-2022, a total of 329 non-classroom faculty assignments funded by both general and categorical funding were entered. Entries by semester: Summer 2021 - 77, Fall 2021 - 103, and Spring 2022 - 149.

Noncredit to Credit Transitions (undefined acronyms in this section)

- Led and submitted the application to ESG for NCAL, becoming one of 14 institutions nationally to participate in the Noncredit to Credit Lab Initiative
    - Coordinated a leadership structure
    - Hosted and led the ESG annual meeting participants in a presentation about SDCCD's noncredit to credit work
- Advocated for change within SDCCD to increase collaboration among institutions
- Participated in the regional dual enrollment community of practice
- Participated in the regional CPL training (WBL coordinator)

Curriculum

- Supported the development of 16 new courses and 5 new programs, amounting to 50 curriculum items in total including: course revisions (10), course deactivations (6), and program revisions (13) - *2021-2022 Curriculum Tracker PDF attached.*
- Supported the development of two (2) new Credit by Exam agreements consisting of SDCCE's Baking and Pastry I and Baking and Pastry II certificate program courses (FDNT 681 and FDNT 682, FDNT 683, and FDNT 684)
- Drafted and made accessible new resources to support curriculum development and technical review: Technical Review Checklist and Certificate Program Narrative Guidelines & Template. Link to Curriculum Resources webpage, https://sdcce.edu/organization/instructional-services/curriculum
- Supported the CE Curriculum Committee in updating curriculum-related forms: Curriculum Review Rubric and CE DE Addendum Form. Link to Curriculum Resources webpagehttps://sdcce.edu/organization/instructional-services/curriculum
- Supported the CE Curriculum in drafting the Equity Recommendations for Curriculum Committee (January 2022)
- Drafted and implemented a course outline rubric to identify key sections that give extra attention to diversity, equity and inclusion, and equity (DEI).

Published Two Articles for the League of Innovation:

Addressing High Unemployment and the Labor Shortage in California: San Diego's Interactive Competency-based Online Microcredentialing Academy
Carlos O. Turner Cortez and Michelle Fischthal, November 2021
Volume: 24 Issue: 11

HyFlex Teaching and Learning: Innovating and Collaborating for Equitable Student Access and Success for Adult Learners
Michelle Fischthal and Ingrid Greenberg, July 2022
Volume: 25 Issue: 7

6. Assessment Data:

The following surveys that were implemented through the ISO this year:

- Administrative Unit Feedback Survey
    - Support (41/77%) vs. Collaboration (41/79%)- A majority of respondents felt the ISO's function tended more toward collaboration than support. Many of the services offered by the ISO are supportive, but staff offered support in such a way that respondents felt they were also contributing to the final result. Rather than making constituents feel as if they were

passively receiving guidance, the ISO staff were able to make constituents active participants in the ISO processes. Given our intentionality for supporting the institution based off the needs of our constituents, we consider this a positive.

- Enrollment Management Analysis - collaborated with the district in the development of dashboards
- Facilitated the SDAERC Effectiveness Survey
- Assisted in the CTEOS survey completion process
- Faculty Appreciation Event Survey - Survey results provide feedback on the faculty satisfaction and event experience and offers input for the next year. Survey is conducted annually after the event in April.
- Regularly focused on internal collaboration and requested feedback from constituents to consistently improve our processes and increase collaboration
- Provided Feedback Student Survey Development and have guided a student centered schedule based partly on those survey results
- Surveyed counselors on how the catalog was used in order to revamp the usability of the catalog

Hope for the future:

- The ISO seeks to create a space for institutional dialogue on new program development
- Departmental Effectiveness Surveys

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

This Professional Development (PD) supports all five institutional goals.

The ISO PD to increase student success included:

- Curriculum development plenaries and workshops
- Guided Pathways
- Enrollment management training
- Community College conference presentations (noncredit advocacy)

The ISO institutional support for PD to increase student success included:

- FELI Five-Day Experiential Institute - planning for online or partially online
- Funding and support for Passport for Success for new contract faculty, administration,(GD) and classified staff in its fourth year with expanded mentoring.
- Creation of an OER Coordinator and a Technology/Designer Faculty Coordinator to ensure faculty access to support for improved online course offerings and zero textbook costs.

Conference Attendance

- Association of Community and Continuing Education (ACCE) - Spring 2022 (GD)
- Academic Senate for California Community Colleges (ASCCC) Curriculum Institute - July 2022
- Arizona State University (ASU) + Global Silicon Valley (GSV) Summit - Spring 2022 (GD)
- California Community College (CCC) TechConnect Online Teaching - Spring 2022 (GD)
- CCCCO Webinars - Monthly; Fall and Spring
- CCCCO ZTC Office Hours - Weekly; Fall 2022
- California Adult Education Program (CAEP) Summit - **?**
- California Community College Association for Occupational Education (CCAOE)
- California Community College Chief Instructional Officers (CCCCIO) - Fall 2021 and Spring 2022
- History of Education - Fall 2021
- League for Innovation in the Community College, Executive Leadership Institute - 2021 (GD)
- League for Innovation in the Community College, Virtual Innovations - Spring 2022 (GD)
- National Conference on Race and Ethnicity (NCORE) - 2021

Internal PD Presentations made by ISO*:*

- *Fall 2021 FLEX Attendance Accounting Policies & Procedures sessions*
- *Fall 2021 FLEX Credit By Exam session*
- *Fall 2021 FLEX Grading and Credit Policy session*
- *Fall 2021 FLEX Professional Advancement and Sabbatical Information session*
- *Spring 2022 FLEX Attendance Accounting Policies & Procedures sessions*
- *Spring 2022 FLEX Credit By Exam session*
- *Spring 2022 FLEX Curriculum session*
- *Spring 2022 FLEX Grading and Credit Policy session*
- *Spring 2022 FLEX Professional Advancement and Sabbatical Information session*
- *Spring 2022 Passport to Success*
- *Fall 2022 FLEX Credit By Exam session*
- *Fall 2022 FLEX Curriculum session*

- *Fall 2022 FLEX Grading and Credit Policy session*
- *Fall 2022 FLEX Professional Advancement and Sabbatical Information session*

Institutional Team attendance also include: Guided Pathways Speaker at Institutional Day, NACCE conference attendance, Data-Informed Integrated Planning, Regional Counselor Conference, Learning Academy, CCAOE, and JSPAC attendance, NCORE, CAEP summits, Community College League conferences, student success conferences, and enrollment management workshopw

- Burning Glass-EMSI renewed licenses available to SDCCE staff representatives.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

Categorical Grant Management clerical and administrative support is needed for CAEP member agency projects and accountability tracking, CAEP Consortium & Special Projects, and SWP and Perkins project management due to growth. This could be in the form of clerical, project, and accounting/fiscal supports. The fiscal work involved in budget development, management, and budget to actuals with tracking resources through the SDCCD is cumbersome and fraught with issues. Categorical managers have turned into Account Techs resulting in a loss of high-level strategic work. An account tech to take the lead on these activities is required in order to work strategically from an instructional development and continuous improvement perspective.

Clerical and administrative support for curriculum-related duties within the department and support for the Curriculum Committee (perform a variety of curriculum-related research; administrative duties; prepare ad hoc curriculum reports; maintain standard reports for internal and external department use; verify content for inclusion in class schedules and college catalogs; support catalog production; provide basic curriculum support to administrators, faculty, and staff; support in maintaining data integrity across multiple curriculum databases). Continue to support NANCE Project Assistant position and consider contract classified staff technician (e.g., Curriculum Technician or Administrative Technician) position is needed

The Administrative Assistant V position within the ISO reports directly to the Vice President of Instruction (VPI). This position provides high-level administrative support to the VPI in reaching departmental and organizational goals. Duties include: management of confidential and sensitive information, program meeting coordination, program specific conference and travel coordination, and administrative support to multiple governance committees and program workgroups. The Administrative Assistant V is also responsible for entry, management, and tracking of instructional non-classroom program assignments including resolution of scheduling errors, budget, and payroll matters. Additionally, the Administrative Assistant V leads monthly Instructional Services Administrative Assistant meetings to discuss current practices and streamline processes; manages the submission process of Contract Faculty Evaluations to include packet completion for executive approval; supports department and campus wide events (Faculty Appreciation Event, Manager Retreats, Passport to Success Mentor program, Convocation and Institution Day, Community Luncheons, and WASC Accreditation Visits); manages webpages (ISO, CAEP, Master Calendar); coordinates the ISO Newsletter project; and orders supplies. A second contract classified staff position (i.e. Administrative Assistant III, Administrative Technician) or a NANCE Project Assistant position to assist with direct support projects of the VPI is needed.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

Recent Updates to technology will be helpful this coming year. The department has struggled in the past with both hardware and software issues.

We requested Camtasia Suite with Snagit to produce higher quality training videos; however, the request was not approved in the resource allocation last year.

NANCE technology support has been challenging.

A support structure for internal webpages does not exist. The ISO employees, who are untrained in website design, are trying to develop and maintain internal websites. Professionally produced pages would provide greater accessibility to inform our constituents. This impacts the ISO's ability to communicate with it's constituents.

Partners outside of SDCCD are unable to access Teams for collaboration.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:

For five years there have been requests for faculty space for faculty distance education development at all campuses. Since COVID and the significant continued number of online classes, there is also a need for space for faculty to conduct online classes.

HyFlex classroom Technology is critical for us to equitably offer accessible and inclusive education to our community. Additional investments in both technology and IT instructional support is critical to enable SDCCE to continue serving the community in an inclusive manner.

11. Impact of Resources:

The majority of the ISO personnel resources are funded through categorical funds (restricted "grants"), rather than GFU. The availability of categorical funds has enabled the ISO and subsequently instructional programs to supplement its capacity, not only to meet the administrative requirements of these funds but to do more to support innovations and meet goals for student access, success, and equity in the instructional work of the institution.

Most ISO-managed categorical restricted funding supports numerous contract, non-classroom, and NANCE positions in other institutional divisions (such as instructional programs, student service programs, PRIE, and Administrative Services), rather than assigning support directly to the ISO. The below represent the direct ISO funding.

1. Institutional faculty coordinators, non-classroom assignments, and program assignments (CAEP, WBL, DE Mentor, OER, Technology/Designer)
2. Contract positions in the ISO supported by categorical, restricted funds include: Curriculum Analyst, ISO Program Assistant, ISO NANCE Project Assistants, Special Projects Manager, and Program Activity Manager.
3. Note: WIOA AEFLA supports numerous instructional program level (ESL/ASE/ABE) Assistant Program Chairs and other Faculty special assignments. CAEP and WIOA II support a variety of Instructional Assistants, Instructional Lab Technicians, and NANCE Project Assistants.
4. Developed a more integrated approach to faculty coordinators by hiring cross-functional faculty, both instructional and counseling, for institutional work with Pathways and CAEP. The intent was to remove silos and redundancy of work. The ARC Pathways Sub-Committee is actively working towards institutionalizing integration.
5. Resources were utilized for numerous Professional Development efforts. For example, "Leading from the Middle" was the first Pathways group developed, and the work completed by the team has informed the institution's Pathway approach. The SDCCE Flex Coordinator (GFU funded) was expanded with categorical funds for a full-time, non-classroom faculty position to include all Institutional PD coordination with an additional PD Faculty support coordinator for 2023-24..
6. Institutional Professional Development supported by the ISO managed categorical funds include: Career Coaching Seminar, CCAOE, CAEP State Summits, Innovation Conferences, and JSPAC.
7. There is additional institutional Professional Development, including funding from the ISO-managed categorical funds, to support cross-departmental and instructional best practices. This includes STARS Conference for Classified employees, Passport for Success, and in house, webinars, and statewide conferences (i.e. NCORE).
8. The ISO allocated resources used to support the SDCCE Book Loaning program which reduced costs of enrolled SDCCE students by $200,000 and served over 2,000 students. This continued to be managed on behalf of the institution by the ISO staff but has moved to SS for 2023-24.
9. Work-based Learning Coordinators enabled the build out of WBL activities and increased use of IABs, directly and indirect contributions to student success
10. Dedicated ISO staff provide administrative support to the CAEP Grant with: SDAER Consortium meeting communications, scheduling of meetings and supporting documents, agendas, minutes, and ongoing maintenance to the CAEP website. (https://sdcce.edu/organization/special-projects-and-grants/sdaerc) (GD)
11. Instructional Services Administrative Assistant (ISAA) Meetings and Trainings were implemented. Meetings and Trainings are led by the Administrative Assistant who directly supports the programs under the VPI and direct reports. The ISAAs who attend directly support their Program Deans with entry of non-classroom faculty assignments. Outcomes and benefits include:
    - A monthly check-in opportunity to share upcoming changes from the ISO and Business Services Offices and to address opportunities, challenges, and/or provide any support needed.
    - Ongoing training to share best practices and assist with efforts in streamlining the entry process of non-classroom assignments.
    - Development of a shared resource space in Teams for ISAAs to view and access tools to support entry of non-classroom assignments.
    - Development of a master tracking sheet to house all non-classroom assignment entries which support multiple departments in managing distribution of non-classroom faculty assignments within each program and campus area, with management general and grant funds, and with non-payment/payroll issues.
12. In 2021-2022, a total of 329 non-classroom faculty assignments funded by both general and categorical funding were entered. Entries by semester: Summer 2021 - 77, Fall 2021 -103, and Spring 2022 - 149. Non-classroom faculty assignments include a variety of roles such as Coordinators, Mentors, and Advisors that support multiple college initiatives including: Accreditation, Student Learning Outcomes, Program Review, Professional Development, Work-Based Learning, Distance Education, HyFlex, and categorical grants (i.e. CAEP, SWP, Perkins, WIOA). The increase over the past five years has been extraordinary and the entry and tracking primarily absorbed by the ISO (with support from Dean's program assistants).

Planning, Research, & Institutional Effectiveness Office

PRIE Administrative Review and Improvement

Providing Department: Planning, Research, & Institutional Effectiveness Office

Status: Final Submission

Lead Writer: Jessica Luedtke

Supporting Writer(s): Jesus Rivas, Debi King, Juan Salcedo, Marne Foster, Margaret Posner, Carla Grossini-Concha

1. Department Mission Statement(s):
Planning, Research, and Institutional Effectiveness

Provide leadership and coordination for institutional research, accreditation, professional development, institution-wide long-term strategic planning and annual integrated planning, including program review, strategic planning, requests for resources, and assessment. PRIE supports effective planning and decision-making through facilitated data-sharing and professional development for annual integrated planning, in collaboration with departments and programs. Through our work, we strive to support SDCCE's achievement of its mission and goals, and enhance student success, equity and inclusion.

Professional Development

The San Diego College of Continuing Education is committed to the success of students and promoting excellence in employee performance through collegially planned, equitable, high-impact, outcome-driven learning opportunities that support the College's mission and strategic goals.

The Department Mission Statement is under review as the 2022-2023 academic year begins.

Recommendation: Review, revise, and replace the mission statement as appropriate.

2. Department Summary Statement:

The Office of Planning, Research, and Institutional Effectiveness (PRIE) was established in February of 2016 to conduct institutional research and provide leadership and support for program review, strategic planning, and assessment across the institution. Facilitation of accreditation planning and systems-based planning and outcomes tracking were added in 2018. Support for classified professional and institutional-level professional development was added in 2019. In 2022, support for Flex and convocation activities were re-aligned under PRIE with the intention of equitably building out professional development for all constituencies and assessing the effectiveness of activities.

Research and Planning

PRIE research provides information to support data-informed decision making across the institution, including for enrollment management; assessment of student needs and outcomes; assessment of diversity, equity and inclusion improvements for students; governance effectiveness; accountability reporting; program review, planning and assessment; categorical, grant and special program student outcomes; and community and labor market information. PRIE staff participate on the District's Institutional Review Board (IRB) for incoming external requests for research and a number of college, district, and statewide committees and boards related to research and planning activities and advocacy for noncredit adult education.

PRIE typically supports upwards of 70 ad-hoc projects and research requests from SDCCE programs, committees, and college leadership annually, as well as from the California Community College Chancellor's Office (CCCO) and regional partners (e.g., SDAERC, SDICCCA, Regional Consortium for Workforce Development). PRIE continues to support the District in the development of the new Districtwide Institutional Research Database (IRD), which will require extensive development and implementation efforts, staff training, and development of new system-based reports in the years to come.

PRIE facilitates annual integrated planning, each year supporting programs and departments in their own planning activities through management of the Anthology planning and assessment platform, data and software trainings, and one:one specialized support. PRIE facilitates the development and monitoring of the Institutional Strategic Master Plan, the Institutional Strategic Plan, and the Accreditation Action Plan with constituencies; and guides institution-wide strategic planning and accreditation activities.

Professional Development

In 2022/23, PRIE Professional Development Co-Coordinators will partner across the organization to develop a vision, mission, and strategic plan to advance professional development throughout the College of Continuing Education. Their roles also include collaborating to assess the impact of professional development on student success and leveraging the internal expertise of faculty and staff to benefit all. Through this work the Professional Development Co-Coordinator seeks to facilitate a culture consistent with the values and priorities of the College of Continuing Education.

Professional Development initiatives are guided by the Professional Development Committee, chaired by the Flex/Professional Development Coordinator. The goals of the committee are to maintain the highest quality of service for students and to ensure that professional development opportunities provide relevant educational topics for the entire institution. SDCCE participates in the California Community College Flex Calendar system, which supports professional development efforts and provides apportionment funding for faculty who participate in activities. These efforts are inclusive of all classified professional and management stakeholders. The general categories of acceptable professional development areas include, but are not limited to:

- Pedagogy and Instruction; Support to Students
- Leadership and Succession; Communicating and Collaborating; Participatory Governance
- Diversity, Equity, and Inclusion
- Technology
- Safety
- General/Other: Personal Growth and Development

Activities include institution-wide events, workshops and training sessions, institutional and program level activities and meetings, conferences, individual projects, mentoring activities, and more

3. Students:

Planning, Research, and Institutional Effectiveness

PRIE provides significant institutional support for strategic planning, accreditation, resource allocation, professional development, and mandatory accountability reporting. PRIE's institutional support directly impacts improvements in program planning that support improved student learning, student services, and administrative processes. In 2021/22, PRIE facilitated a series of employee planning workshops, student and community surveys, and planning meetings to inform new institution-wide strategic goals and objectives, culminating in the development of a 7-year Strategic Master Plan that houses institutional goals and objectives, institutional infrastructure plans, and unit-level (programs, services, and administrative units) goals and objectives. This plan houses prioritized institutional activities and provides a road map for the institution as to how it will achieve its' goals and objectives.

All of these activities support student access and success at the program and institutional level, with the goal to guide and improve institutional processes and functioning, and ensure that the institution is meeting its' accreditation requirements and planning goals.

The department is one of the main contributors to the SDCCE Institutional Research Agenda and leads the process in creating and maintaining it. PRIE collects and analyzes data to deliver information that is critical to develop and evaluate courses and programs aiming to improve student access and success. A highlight of this work is data to inform instructional program review, for which trend reports are prepared and provided to each program and certificate program across the institution each year in early fall. Significant training is provided to faculty in the use of trend data on student profiles, enrollment, and completion, assisting faculty to thoughtfully make the connections between data trends and the creation of strategies for program improvement.

During 2020/21, PRIE worked on 88 research and planning projects. An example of a comprehensive project conducted this past year is the Binational Students Study. During Spring 2022, the PRIE team conducted a series of interviews to collect qualitative data from our binational students. The preliminary results from this work have been presented at three statewide conferences (Research and Planning [RP] Group of California, RP Noncredit meeting, and California Association for Institutional Research [CAIR]) and at one national conference, Hispanic Association of Colleges and Universities (HACU). The final report from the qualitative stage of the project is expected to be released in Spring 2022. The final outcome from these efforts is a list of student support recommendations.

Research are presented through reports, dashboards, and other means to support decision-making processes. During 2021/22, research supported:

Area	Information provided (topics)
Budget Planning	Accreditation; State, Regional, Federal, Grant-Required Reporting/Validation
Enrollment Management	Sections, Enrollment, Headcount, Class Size, FTEF, Tallies, Attendance Patterns
Institutional Effectiveness and Student Outcomes	Student course and program completion; Transition; Enrollment/FTES & Student Characteristics
Program Evaluation	Program Review, SLO Assessment, Student Outcomes, Demographics, Special Population Reports, Equity Reporting
Professional Development	Records of professional development activities, including frequency, duration, content, mode of delivery, dates, and participants, Satisfaction Surveys

In addition to the activities listed, the Office of PRIE's support for students also includes sharing critical information and updates on an institutional level for all SDCCE constituencies, during fall and spring Flex Days, and throughout the year. These include high-level reports as part of our institutional days with the PRIE Dean and PRIE Office; providing workshops for faculty and staff on topics that speak to student success and areas of need such as annual integrated planning update sessions, institutional planning, student feedback surveys as well as other related sessions. As an example, PRIE, through its SLO and planning coordinators, provide training and support to SDCCE discipline faculty for student success, Annual Integrated Planning, and Strategic Planning training sessions. Two highlighted workshops are: *Effective Practices, Assessments and Time Savers for the SDCCE Online Classroom by SDCCE* Faculty and Using *SDCCE's New SLO Tracking System.* In addition, the coordinators conduct research; for example, a gap analysis has been recently completed to identify additional information needed from faculty to strengthen SDCCE's program improvement process.

Last year we presented research on student focus groups that informed instructional and student services providers about the student experience from educational interest and SDCCE awareness through to enrollment. This led to a renewed look at student enrollment processes and the development of more student-centered practices. PRIE researchers were primary facilitators of the faculty institute in 2021/22 alongside the CTE dean. Research dashboards and articles were provided to faculty who worked through an assignment to analyze student enrollment, success, and attendance data, and then developed a research plan to implement and test strategies for classroom improvement of student retention and/or success.

Professional Development

Professional development opportunities that focus on best practices in instruction, high-quality curriculum, ongoing and valid assessment and evaluation, and strategies to maximize student support are critical to advancing the knowledge and skills of faculty and staff, and increasing student success.

A primary area of focus was preparing faculty and staff to effectively serve students using a variety of formats, including on-ground, hybrid, HyFlex, and virtual. It was important that faculty and staff were comfortable using various technologies. Addressing student needs with a wholistic approach was also a key element to the 2021/22 academic year as students struggled with challenges associated with the COVID-19 pandemic.

For example, it was necessary that faculty and staff could effectively engage students as they expressed fears, doubts, and frustrations. Many students were food and housing challenged. It was common for students to feel disconnected from family and loved ones. Often, they were concerned that they would not finish their programs in a timely manner, lacked the skills to adapt to changing instructional modalities, or did not have the devices needed to succeed in an online environment.

Faculty and staff embraced opportunities to acquire and advance their knowledge and skills as the needs of students evolved.

Areas of professional development during the 2021/22 included these and more:

- Canvas online teaching best practices
- SDCCD Online Faculty Certification Program
- Effective curriculum in an online environment
- Effectively engaging learners with emotional challenges, such as elevated fears and frustration
- Equity-centered teaching
- Equity Strong: Reflecting Back/Looking Forward’
- Empowering students in a climate of doubt and uncertainty
- Stress management
- Mentoring Future Leaders: Turning the Struggles from Today Into Strength for Tomorrow’
- Online Pro-Active Design
- Microsoft Teams

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes: Planning, Research, and Institutional Effectiveness

Return to In Person

The PRIE department returned to in-person operations during the summer of 2022. The PRIE dean and research analyst held conversations with their staff to plan for this activity in support of this transition. These conversations touched upon various topics, including revisiting work schedules when needed to reduce commuting times and project-specific need for remote work, such as for participating in committee meetings from a cubicle or need for a quiet space to work as most staff workspaces were in a student services area. Additionally, the PRIE team worked with the IT department to minimize the challenges of this process by relocating computers, updating software, and installing equipment.

Software Transition

PRIE is excited to work with Microsoft’s data modeling software Power BI. With its secure system, its data interactivity, its capability to provide business intelligence, its robust array of Microsoft programs that it can interact with, and with an optimized system to share data visualizations, the office of PRIE is looking forward to creating new and improved dashboards to continue working towards a data centric governed institution.

Data Governance

Over the last year, the PRIE office has been part of a series of district-wide data governance discussions. These discussions have not been labeled as part of data governance; they were originally created to support the development of data tools. Still, due to the important role that data governance plays in the success of these projects; the conversations have evolved and the are increasingly including topics related to data governance, such as the development and enforcement

of data policies, and collaboration on investigation into erroneous data input and system programming.

Dashboards

This year, PRIE developed a data dashboard in Tableau to support faculty members in their data quest to serve students more effectively by means of the Faculty Institute. With the new Tableau dashboard, faculty had the ability and capability of looking at their data at any time, only pending access to internet. The new dashboard presented data in a more attractive and interactive manner, making it more exciting and fulfilling for faculty to dive deep into their data needs. PRIE also offered an Excel file with the same data presented in the dashboards, to help support faculty members who wanted to manipulate their data further. The wide approval of the dashboard by faculty in the institute, supported a build out of a dashboard for program review, which gives an even larger group of faculty access to on demand program data.

New hires for the research team

The PRIE department hired two part-time Research Assistant III positions in Spring 2022, after predecessors found full-time jobs. These positions were hired using funding from the Strong Workforce Program, specifically, from the Faculty Institute initiative. Both employees were successfully onboarded and they currently support various research activities such as survey management, dashboard development, and report validation.

Outcomes and Assessment

Outcomes and assessment are central to teaching and learning. As such, training and professional development doubled last year to increase the capacity of faculty in their development and assessment of SLO's. A sampling of workshops include: *Online Instruction that Promotes Hands-On Learning*, followed by *An Introduction to Continuous Improvement in the Online Classroom and Beyond,* and *SLO Update & Using Student Learning Data to Share Your Student's Learning Journey*. April 2022, marked the second annual SLO assessment week used to further build faculty capacity and institutionalize a culture of assessment at SDCCE. The SLO task force incentivized assessment week where programs with the greatest participation assumed first or second place insignias (gold and silver respectively) to include and promote with their digital email signature. Emeritus took the Gold and Child Development took the Silver for Outstanding Participation in the Assessment of SLOs. This practice has supported the campaign to increase awareness of, and participation in, assessment efforts. The SLO task force newsletter is consistently used to highlight and support assessment activities, including SLO Assessment Week and efforts to anchor SLOs within SDCCD's new tracking system, Anthology Outcomes Module. In 2021/22, the SLO Coordinator guided instructional programs in updating their program-level SLOs and supported student services departments in developing student-focused administrative unit outcomes (AUOs). The formal development of student support services AUOs is a milestone for SDCCE.

Comprehensive Program Review and Improvement Preparation and Alignment to Accreditation Criterion

The SLO/Program Review and Accreditation/Planning Coordinators co-developed the proposal and implementation plan for SDCCE's Comprehensive Program Review and Improvement (for fall of academic year 2022/23), which is final year of the seven-year program review cycle (in every other year, the institution engages in program review and improvement updates). This is significant because it covers academic years 2017/18 to 2021/22 and informs the upcoming accreditation self-study report. Development of the comprehensive program review included a gap analysis whereby a critical review of both the program review template and WASC accreditation criterions took place. The process helped to determine questions from the WASC template that needed to be incorporated into program review, so that resulting comprehensive reports become valuable data rich resources/drivers for the accreditation self-study. Coordinators worked with both the Program Review Committee and the Planning and Institutional Effectiveness Committee's Accreditation sub-committee for review and feedback on the plan and template changes.

Institutional Strategic Master Plan (ISMP) and Institutional Strategic Plan (ISP)

Facilitated by PRIE, the development of the ISMP and the ISP occurred over 15 months with valuable input collected from all of our constituent groups at the college, including our student body. The ISMP and ISP were approved by EGC in June 2022 and by the District Board of Trustees in September 2022. PRIE now sets it's sights on tracking progress on the ISP and facilitating the accreditation self-study; each of these very large endeavors.

Professional Development

Leadership Changes: A new Chancellor for the San Diego Community College District and President for the College of Continuing Education assumed their roles during the 2021/22 academic year. These are two examples of the many changes in leadership. A significant number of faculty and staff chose to leave the organization for personal and/or professional reasons, and thus new people assumed positions. While many open positions were filled by internal members of the team, others were filled by those new to the institution.

The Professional Development/Flex Coordinator announced her retirement in the spring, and left the institution in June 2022, as an Interim Flex Coordinator assumed early fall responsibilities. With the retirement of the previous Flex/PD Coordinator, professional development at SDCCE is consolidating within PRIE as we seek to advance professional development with a team approach through Professional Development Co-Coordinators, beginning in October 2022. Fall 2022 hiring included a full-time contract Flex/PD Coordinator and a part-time PD Coordinator to support the contract faculty activities. We hope to grow PRIE's support for professional development and scale activities to support all of SDCCE's stakeholders.

COVID-19 Response: The 2021-2022 academic year included a revisit of COVID-19 policies and practices. For example, all institutional employees and students were required to provide proof of vaccination. However, in spring 2022 the policy was revised to require only employees, not students, to provide proof of vaccination. Technology training continued to be of importance for faculty, classified professionals, and administrators through DE and Hyflex training and MS Teams trainings.

Enrollment Drops: The institution continued to experience declining enrollments in the 2021/22 academic year. This created some pressures to understand and then reverse the trend. Overcoming enrollment challenges was a priority that sometimes eclipsed other priorities.

Adoption of Strategic Plan: In the summer of 2022, the new Institutional Strategic Plan was adopted that defined goals and objectives to continue the focused growth of our professional development program.

5. Highlight your department's most significant accomplishments this past year.:

Planning, Research, and Institutional Effectiveness

During the last year, PRIE's research team was able to develop a series of new data products to support decision making across the institution. A combination of dashboard, reports, and surveys were produced throughout the year with positive results in terms of stakeholder feedback:

- Created a brand-new Student Equity Retention and Success Metrics Dashboard
- Developed a Faculty Institute Dashboard to support faculty members enrolled in this year's Faculty Institute

- Designed and constructed a new and improved WIOA report
- Fabricated a more robust, in depth, complete, attractive, and interactive Program Review Report Data Dashboard
- Launched the first Administrative Unit Feedback Survey, a survey to collect employee feedback regarding the operations of the SDCCE administrative units and the second Governance Committee Self-Assessment Survey
- Started developing an access dashboard to provide comparisons between the demographic composition of various communities within San Diego City and the SDCCE's student population; this work is still in progress with expected completion by the end of fall 2022
- Started developing a CTEOS Longitudinal Dashboard, using information from the Career Technical Education Outcomes Survey; this dashboard will provide trend information related to alumni employment outcomes; this work is still in progress with expected completion by the end of fall 2022.

The PRIE department worked intensively during the last year to increase awareness about the work conducted by the department while continuing to support the voice and recognition of noncredit through local, regional and statewide groups. On this note, members of the department presented research results from the Binational Adult Study in four regional, state, and national conferences/meetings:

- RP Conference in April, 2022
- RP Noncredit Regional Meeting in May, 2022
- CAMP Regional Meeting in May, 2022
- HACU in October, 2022

The PRIE Dean and the Interim President, Kay Faulconer-Boger, successfully advocated for equitable funding for integrated planning software in 2021/22. While SDCCE previous took on the costs of Anthology software, the District has historically taken up the cost of the three credit colleges' planning and outcomes software. With the sister colleges transitioning to a new platform, equity in funding was advocated for and supported. For SDCCE this equates to a $40,000+ annual subscription, beginning in 2022/23, being funded by the District; the District now includes all college planning and outcomes software in its' budgeting.

Facilitated by PRIE, the development of the ISMP and the ISP occurred over 15 months with valuable input collected from all of our constituent groups at the college, including our student body. The ISMP and ISP were approved by EGC in June 2022 and by the District Board of Trustees in September 2022. This was a huge accomplishment by our PRIE team, the Planning and Institutional Effectiveness Committee, and all of the supporters across the institution that helped to shape these planning documents for the institution. See the PRIE Planning website for supporting documents:

https://sdcce.edu/organization/institutional-effectiveness/planning-documents

" Message from Dr. King | Approved SDCCE Institutional Strategic ...

SP

SDCCE President's Office <sdccepresident@sdc

To

Cc SDCCE President's Office

9/19/2022

Follow up. Start by Tuesday, September 27, 2022. Due by Tuesday, September 27, 2022.





Congratulations, San Diego College of Continuing Education:

Last week the Board of Trustees approved our Institutional Strategic Master Plan (ISMP) and our Institutional Strategic Plan (ISP). The development of these plans were led by our Dean of Planning, Research, and Institutional Effectiveness, Jessica Luedtke, with the support from the Planning and Institutional Effectiveness (PIE) Committee and the Office of Planning, Research and Institutional Effectiveness (PRIE). The development of the ISMP and the ISP occurred over 15 months with valuable input collected from all of our constituent groups at the college, including our student body. Well-done!

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 Master Plan establishes a seven-year strategic planning direction for San Diego College of Continuing Education (SDCCE). The institutional goals and objectives included in the ISP guide the development of specific actions SDCCE intends to take to achieve the institution's goal and objectives from the institutional level to the department/program level.

Please review the ISMP thoroughly as this document will be our guide over the next several years. Annually, I will be providing updates at our convocation on the outcomes identified in our ISMP.

I am very excited about our Institutional Strategic Master Plan (ISMP). Our administration will be focused on working to move these goals forward to support our student enrollment and community needs.

I look forward to you joining me on the journey to execute our goals!

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Reliable Responsiveness: Professional development opportunities were effectively provided in a climate with continuous shifting in response to the barriers presented by the COVID-19 pandemic.

The 2021/22 academic year included transitional activities as some courses moved from online to on-ground per shifts in COVID-19 policies. Most professional development sessions continued to be provided in a virtual format, including the PD sessions that were offered at the beginning of each semester.

Faculty & Staff Expertise: Faculty and staff continued to improve their technical skills as they learned new software programs, platforms, and tools to deliver curriculum and instruction. This occurred under continued pressures to deliver, often in a climate of professional and personal health concerns.

Collaboration & Teamwork: Team members from across the institution rallied to share expertise and resources, to group problem-solve, to mentor peers, and to approach one another with compassion, patience, and trust as together, they responded to the challenges presented by COVID-19. Team members focused on students first. This common ground allowed them to put egos aside, temporarily step into roles so that gaps were filled, and recognize that collective success was the result of a number of individual decisions.

Maximized Resources: Faculty and staff utilized the resources that were available to them to find creative solutions and best serve students. Sometimes this meant sharing Zoom accounts, flexible scheduling so that a fewer number of staff could serve a greater number of students, faculty creating their own flyers and materials to promote their classes, and embracing multiple formats for attending meetings so that those who were forced to work from home could be included. Free platforms such as Google Sites, and Canvas , which was already available for academic instruction, were leveraged at no additional cost to house content and deliver professional development.

The following 2021/22 professional development highlights were tracked by the Flex/PD Coordinator and provided as institution-wide achievements, as many faculty and staff provided leadership for these PD opportunities:

Flex 2021/22: 383 faculty reporting 5,200 hours for 550+ Flex sessions with 32 Independent Projects

99% of SDCCE faculty completed their Flex obligation, one of the highest completion rates seen atSDCCD.

Major Events & Activities

Annual Fall & Spring Flex Days:

- Fall: Sept 1, 2, & 3, 2021; Fully Virtual Convocation with SDCCE 2021 with SDCCD President, SDCCD Chancellor, SDCCE VPI, VPSS, VPA, & Invited speakers, over 250 attendees, 50+ virtual sessions, online teaching skill development, equity-centered sessions for student success, remote work support, Equity Curriculum Audit Training Overview; Annual Integrated Planning Update with PRIE Office; Supporting Students Through Work-Based Learning
- Spring Flex Days Spring: Jan. 31 & Feb. 1, 2022: Fully Virtual Institutional Day:InstitutionalUpdatesandpresentationonStrategicEnrollmentManagementPlanningw/40+virtual sessions with continuing focus on online teaching skill development, equity-centered sessions, data-informed decision making & student support
- 26 College of Continuing Education faculty were enrolled and 5 earned their certification through SDCCD OLP. This is an increase of 375% since the end of 2018-2019, with 25 faculty members currently in progress and expected to complete June-July 2021.
- Technology Support Sessions provided via Flex Schedule: Total sessions 180+ in 2021-2022 including CANVAS; OER; Hyflex; Design Plus; Tech-focused Committee Meetings & Activities and other related trainings
- OER (Open Education Resources) Coordinator hired, providing weekly workshops and mentoring sessions w/ 40+ Workshops & Open-Office Hours provided to SDCCE Faculty & Staff

- Hyflex Trainings to Support Student Access: 12+ Hands-on Training for Faculty &Staff w/ Hyflex Meetup Sessions w/ Leads Monica Cueva and Jia Sun
- DLAC(Digital Leadership Academy) Orientation Module Overview
- Microsoft Teams Sessions: 15+ Sessions offered on Teams Basics for Classified, Administrator & Faculty Groups; Office 365 Modules; Going Further w/ Teams

Trainings related to understanding data for faculty and staff/SLOs, Strategic Planning

- SLO Week: April 4-8, 2022. Assessment Week; SLO Task Force w/Online Instruction that Promotes Hands-on Learning w/ 5 Hands-on Sessions
- Strategic Planning Sessions w/ PRIE Office

Professional Development for Classified Professionals

- Participatory Governance Committee for Classified Professional Development established and met regular to plan targeted professional development to SDCCE Classified Professional staff.

- Focus on Classified Professional Online Training: 15+ Collaborating in Teams Customized Sessions for SDCCE Units w/ 100+participants to date including ‘Collaborating in Teams; Going Further w/ Teams and Office 365 Overview (faculty and Administrative employees also invited)
- Classified STAR Conference: Fully Virtual March 29, 2022: StrategicEnrollmentManagementPlanning:FocusonRollofClassifiedProfessional+10+ sessions to support Classified Professionals w/ 75 attendees throughout the day

Diversity, Equity, & Inclusion (DEI):

- 4+ annual LBGTQ + Safe Zone Trainings

- 2 SDCCE Diversity Book Club Events
- 6+SDCCDEEO/Sexual Harassment Trainings
- African-American History Month
- Disability Awareness Days
- Asian-American Week

- Black Student Success Week
- Women’s History Month
- Filipina American History Month

- LBGTQ History Month Events; National Coming Out Day
- ESL Social Justice Workgroup

- Dreamers Student Sessions and immigrant Support Sessions
- Ability Ally: Supporting Students with Disabilities
- Faculty Support Undocumented Students: Equitable Classroom Practices
- Shattering Gender Bias in the Workplace
- Compassionate Communication: Cultural Humility, Equity and Transformation Training

- Be WELL Mental Health Support for Faculty, Staff and Students

Special Projects

- SDCCE Passport to Success Onboarding Project migrated to an 'online' leadership course, with 5 fully on-line sessions and one-on-one mentoring support with 15 DE/Online Mentors trained to for 20+ participants, which included new included faculty and staff. Plans to continue in 2022-2023. Online Passport to Success Mentor Project Training of15+skilled faculty to be SDCCE Online Mentors, with long-term one-on-one support for 20+ select faculty mentees

Conference Attendance

- As a result of the move to fully virtual conferences, with many low-cost/no-cost options, there are mixed results on attendance. While faculty, classified professionals, and management did attend the 'no-cost conferences', it was challenging to track these activities, Also, faculty may also have attended using Academic Senate funds- but that information is not available until late summer. In terms of existing information, we can report attendance at the following Conferences:
- CTE Outcomes Survey Institute
- CCCAOE Fall & Spring Virtual Conferences
- Strengthening Student Success Online Series

- CAEP TAP Summit
- NACCE ANNUAL & NACCE Make/Shift Summit
- NCORE Conference
- ACCE Fall & Spring Drive-Ins;
- Real College Basic Needs and Guided Pathways Workshops

- California Council for Adult Education South Coast Conference & California Council for Adult Education State Conference
- OTAN & CATESOL Conferences
- Online Teaching Conference/ OER Conference

Conference Evaluation

- Collaborating with the PRIE Research Team, the Flex/PD Coordinator developed an evaluation survey to gather input for conference attendance that were supported with SDCCE institutional funds, but can also be used for any conference attendance as requested. For more information, contact the Flex/PD Coordinator.

6. Assessment Data:
Planning, Research, and Institutional Effectiveness

PRIE uses a variety of methods to track its output as well as identify constituency data needs and measure their level of satisfaction. These methods provide PRIE with structured and unstructured data that can be used for decision-making, continuous improvement, and strategic planning.

Tracking output

PRIE maintains a project log that tracks projects throughout the year. This document is critical to ensure the office stays on track with agreed-upon delivery dates with constituents/requestors. Moreover, this document allows both the Dean and Analyst to have conversations regarding office capacity, feasibility and turnaround times for potential projects, department output, scheduling of part-time employees, PD needs associated with certain projects on the horizon, and much more.

The project log provides the following information:

- Number of projects (current and by term)
- Projects status
- Project lead(s)
- Project start, expected and actual completion date
- Time spent on projects
- Requestor and unit requesting
- Project by initiative/funding (e.g. Accreditation, CAEP, Equity, Program Review, SWP)
- Primary purpose of the information (e.g., Accountability, Budget Planning, Enrollment Management)

The project log is updated on a weekly basis by the employees reporting to the Analyst (one full-time research associate; four part-time temporary NANCE) and as needed for specific projects where the Dean and Administrative Technician participated. Considering that in addition to these staff members, PRIE's Dean oversees the Administrative Technician and three Faculty Coordinators for general office, program review, SLO, accreditation, and institutional professional development work, the number of hours entered into the project log should be considered a partial picture of the overall output produced by the PRIE department.

According to the project log, during 2021/22, Research and Planning worked on 89 projects (see evidence "Project log" for a snippet of the document"). This number is higher than 2020/21 (n = 73) and it is expected to continue growing for 2022/23.

It is important to mention that all the PRIE staff are encouraged to continuously look for mechanisms to optimize processes run by the office. This approach leads to reduced hour allocation for projects and increased constituent satisfaction. Examples of these efforts in relationship to some of the projects above are a) the development of support materials that require less frequent updates for Annual Integrated Planning, b) work on streamlining files associated with the

Program Review reports to reduce validation time, and c) development of survey creation guidelines to increase interdepartmental collaboration and prevent bottleneck situations.

In October 2021, the PRIE office had already worked on 47 projects that were either in progress or completed for the Academic Year 2022/23. Considering that the project log only works as an internal report, PRIE staff brief executive leadership and managers about current projects at different times of the year via meetings and presentations tailored to their needs and interest. Additionally, while this has not been shared with constituents yet, PRIE recently created a document available in SharePoint that contains all the release dates for each of the projects the department is working on for a given term. Once it becomes public, constituents will be able to quickly get information about PRIE's projects such as their place in the project queue and release date (see uploaded evidence "Release dates").

In addition to keeping track of all of the projects occurring during the year, both the dean and the analyst meet frequently with the team to ensure every member is making progress on the projects they are assigned and discuss solutions to barriers that may be preventing them from accomplishing a project. Weekly meetings are held by the dean with the analyst, faculty coordinators, and administrative technician to discuss progress and support needs on different projects. Additionally, the analyst meets every other week with the staff he oversees and as needed with the department's faculty coordinators and administrative technician for collaboration projects. Furthermore, different communication channels are used to ensure support is provided when needed, including phone calls, text messages, MS Teams communication tools, email, and zoom meetings.

Constituency data needs and measuring levels of satisfaction:

To ensure the PRIE office effectively fulfills the needs of its stakeholders, continued requests for feedback (both formal and informal) are made using different mechanisms including surveys, email conversations, and meeting discussions.

When receiving feedback, PRIE pays special, and immediate, attention to issues identified by constituents in data reports generated and surveys launched (e.g., wrong information in report, survey launched presenting errors). This doesn't frequently happen; however, if and when it does, the department provides the individual a summary of the problem identified, the cause of it, and when applicable, steps that the department will take toward preventing this error from occurring in the future (see uploaded evidence "Response to Survey Respondents' Complain" for example). The entirety of the PRIE office always try to go above and beyond in reporting accurate data and being responsive to stakeholders' needs.

Online surveys, conducted annually in Spring, are one of the mechanisms PRIE uses to evaluate if it is meeting the needs of the constituencies it serves. PRIE re-designed this survey to from one that benefits PRIE only to one that benefits all administrative offices at SDCCE. PRIE transitioned the survey to an institution-wide survey with questions for each administrative unit to support more offices in looking at and reviewing data during program review.

PRIE's Administrative Unit Feedback Survey identifies the impact that PRIE has within the institution. A total of 132 people working in our institution completed the survey: 10 supervisors, 6 administrators, 31 classified professionals, 65 faculty, and 19 non-academic/non-classified employees, while one person did not specify their role.

From the institution 95 respondents (72%) knew about the existence of PRIE. Out of the respondents who knew about PRIE, 73 respondents (78%) have a clear understanding of PRIE's duties, with 28 (23%) visiting our website. Forty-four respondents (35%) reported they had interacted with PRIE in the last six months.

From the group that interacted with our office most of respondents had very positive opinions. Forty respondents (93%) stated that it was easy to communicate with our office; forty-one respondents (98%) agreed that our response to support requests was prompt; while 37 respondents (86%) said that our office fulfills its role within SDCCE. Forty respondents (95%) stated that our office is willing to collaborate with other departments; thirty-nine respondents (91%) were satisfied with the services received by our office; and 42 respondents (95%) believe that our office supports the institution's goal of building a data-informed culture. Most of the people who interacted with our office were through collaborations (78%), followed by receiving support (41%), and lastly by receiving a service or product from our office (49%).

By comparing survey results with the average results for all the administrative offices in our institution, PRIE's results had an overall higher positive response rate, especially in the areas of a prompt response to support requests, office openness to collaborate with other departments, and how our office supports the institution's goal of building a data-informed culture.

Student Learning Outcomes and Program Review

The assessment of SLOs and the program review process are foundational for continuous improvement of instructional and administrative programs for student success at SDCCE. In support, 17 Program Pathway SLOs were updated and uploaded to the SDCCE website; SLO assessment week was managed and delivered; and six (6) workshops were presented to SDCCE faculty on the use of assessment results to inform practice and improve program pathways, including:

- Online Instruction that Promotes Hands-on Learning
- An Introduction to Continuous Improvement in the Online Classroom and Beyond
- Using Students Learning Data to Share Your Student's Learning Journey
- Anthology Outcomes & Assessment Data Dive
- Students Learning Journey II: Using Learning Outcomes to Tell Your Student's Story

To institutionalize assessment the SLO Coordinator, along with the SLO Taskforce, produces and sponsors SLO assessment week to celebrate the role of assessment in advancing teaching and learning for student success. During SLO assessment week 2021-22 five workshops were presented (e.g. Student Learning Journey II) and instructional faculty were supported and encouraged to conduct SLO assessments and report results. SLO/PR Coordinator Reported out SLO Assessment Results (June 2022): ninety (90) courses displayed results, where 4,589 students were assessed of which 3944 students (or 85%) met their SLOs.

Program Review is an opportunity for instructional and professional staff to close the loop on assessment by providing a narrative of how assessment results were/will be used to improve the instructional/administrative programs. Questions that capture these reflections and solutions within instructional and administrative programs are questions six and eleven respectively. To this end, the PR Coordinator Co-developed and presented draft comprehensive program review recommendations and training presentations to the program review committee; provided updates to Academic Senate and Program Chairs. Program review writers receive support via Email and Zoom Meetings (Group & One-on-One Training/Support) as needed. Feedback is critical to improvement, and so the PR coordinator and research/planning analyst Co-developed, presented, and updated SDCCE's new PR Writer's Feedback Process. Outcome of feedback process: 100% of participants have reported the process is beneficial, actionable and provides a head start for the upcoming program review cycle. Change/Update: The full feedback process has been modified to focus on two – four departments each year that require increased support, and all units receives additional support by request.

Professional Development

Flex 2021-2022: 383 faculty reporting 5,2002 hours for 550+ Flex sessions and 32 Independent Projects.

99% of SDCCE faculty completed their Flex obligation, one of the highest completion rates seen at SDCCD.

A detailed report is attached. A summary of the results of key professional developments during the 2021/22 academic year are as follows.

1-SDCCE Classified Professional STAR Conference March 28, 2022: Evaluation & Planning Survey

March 28, 2022: The Conference was fully virtual and attended by 65 people. Twenty participants responded on the satisfaction survey, and key comments are included below.

- Having leadership more involved and listening/hearing from others and learning things from a different point-of-view.
- The team-building with the games (and last year the treasure hunt). It is Important to have fun together and enjoy the collective experience/ Team Building Jeopardy was super fun.
- Our priority and focus at all levels/all positions is the success of our students. Classified professionals can directly impact our students.
- Communicating is a very important key to have a good work environment and make the students feel welcome
- The workshops are great for us to learn new skills and practice our skills

2- SDCCE Fall Flex Days Feedback

SDCCE Fall Flex Days, Sept. 1,2 & 3 2021 w/Convocation, Program Meetings and General Sessions. Approximately 238 faculty and staff participated in Fall Flex Days, with 111 responding to the satisfaction survey.

Ratings:

- 70% of those who attended reported they were satisfied/very satisfied overall with Convocation Opening Event
- 79% of those who attended reported they were satisfied/very satisfied overall with Program Meetings
- 85% of those who attended Equity, Diversity & Inclusion and Student Support sessions were satisfied/very satisfied overall including Equity Curriculum; Institutional Planning sessions; DSPS Team Accessibility Session and Supporting Student, UCSIC Naturalization
- 90% of those who attended overall agreed/strongly agreed that the Flex Day Sessions allowed them to gain more skill and knowledge
- 92% of those who attended overall agreed/strongly agreed that the Flex Day Sessions provided valuable/useful information that they can use in their work

3-SDCCE Spring Flex Days 2022: Jan. 31 & Feb. 1, 2022 w/ Institutional Presentations, Program Meetings and General Sessions. Approximately 219 faculty and staff participated in sessions, and 98 responded to the satisfaction survey.

Ratings:

- 78% of those who attended reported they were satisfied/very satisfied with Opening Session w/ Institutional Updates & Enrollment Management
- 90% of those who attended reported they were satisfied/very satisfied with the Program Meetings
- 74% of those who attended reported they were satisfied/very satisfied with the Distance Ed/Tech focused sessions
- 83% of those who attended reported they were satisfied/very satisfied with the sessions that support SDCCE processes, procedures, and policies

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Planning, Research, and Institutional Effectiveness

The department values and heavily relies upon the opportunity to utilize external professional development to maintain and advance research and planning knowledge, learn about and apply new skills and techniques, and stay current on new analytical techniques and software through conference opportunities and regional and noncredit research and planning meetings.

NCORE

Two PRIE staff members attended the 2022 NCORE Conference in Portland, Oregon in June 2022. The NCORE conference is a national annual event addressing issues of race and ethnicity in higher education. The conference, through many sessions, focused on free expression and the exchange of ideas to create and sustain comprehensive institutional change regardless of gender, gender identity or expression, race, color, national or ethnic origin, religion or religious belief, age, marital status, sexual orientation, immigration status, disabilities, or veteran status.

One of the most memorable sessions was a riveting speech, that literally shook the walls, by the keynote speaker, The Rev. Dr. William J. Barber, a noted author who established the organization, "*Poor People's Campaign – A National Call for Moral Revival*". Dr. Barber's speech was delivered to a packed auditorium and inspired hundreds of NCORE attendees with a powerful and urgent call to equity and unity, inspiring more ideas and conversations throughout the four days of the conference.

RP Conference (CAMP and HACU)

Two PRIE staff members attended the RP Conference 2022 at Garden Grove, CA in April 2022. Both employees hosted a session at this conference named "Binational Adult Education on the U.S.A. – Mexico Border". In this session, the PRIE members presented the preliminary results of the qualitative stage for this project. In addition to presenting at the RP Conference, the employees attended various sessions.

The SLO Coordinator attends the annual SLO Symposium and the Assessment Institute, which is a yearly event focused on building support, networking and providing solutions for assessment of equitable student learning. Additionally, the Coordinator benefits from the collegial exchange of information and support that occurs among SLO coordinators locally and statewide during Friday SLO Talks - a weekly training and professional development session provided by the California Community Colleges Statewide Academic Senate.

In 2021/22, staff participation in conferences was limited due to extraordinary demands on the office for strategic master planning activities, Peoplesoft and Institutional Research Database validation, increased requests for dashboards (once developed these tools are efficient to update, but initial development is time-intensive), a series of interviews and qualitative analysis for the Binational Student Study, and increased requests for presentations and facilitated data sessions, including for the SWP Faculty Institute. The office facilitated development and approval of new institutional goals, objectives and activities with the Planning and

Institutional Effectiveness Committee for a new strategic master plan and strategic plan, including feedback and writing sessions. With the upcoming accreditation self-study, tracking of strategic plan progress, ongoing research, and new research development (metrics and dashboards) to support enrollment and student success outcomes, as well as elevated requests to support data training and discussion, the PRIE Office will likely need to continue somewhat limited external professional development opportunities in 2021/22 and possibly into 2022/23.

Much of the research that PRIE engages in is work that demands high-skill levels and extraordinary time to understand how to program and manipulate data using a variety of complex software (Peoplesoft, Hyperion, Excel and Excel macros, Tableau, SPSS, Power BI). With the transition of the Institutional Research Database out of Hyperion and to Microsoft, training will be needed for all District researchers, including for accessing and building queries and reports in a newly developing IRD and associated data display software such as Power BI (an alternative data dashboard software that will be automatically connected to Campus Solutions on the back-end and thus a more efficient tool. The trainings will be time-intensive, yet will prove crucial to continued work. Some training began in late 2021/22, with more to come.

Developing cohesive and clear reports, presentations and facilitating trainings are also high-skill, high-time commitments. Much time is devoted to training and then re-training NANCE positions as turn over is high due to low-wage, part-time nature of the positions (example, our project assistant and one of three research assistants recently resign for better job opportunities). However, we are a staff with a great variety of talents, and we intend to utilize those talents to cross-train internally where and when possible and to up-skill staff where and when possible.

In 2021/22, with bandwidth for limited external PD, staff largely switched away from attending general R&P field and noncredit multi-day conferences and focused on participation in a few short, virtual, low or no-cost conferences and regional meetings, or state conferences hosted nearby. This will also continue in 2022/23. The RP Group developed short, no-cost virtual lunch-time sessions for researchers across to the state to exchange ideas and information in *Pier to Pier* conversations that have helped connect PRIE to how others across the state are responding to new statewide initiatives and requests. For example, several colleges have adopted an entrepreneurial mind-set to advancing their research offices capacity and capability in utilizing new technologies, encouraging remote/hybrid work, creating faculty research positions, and in the training/advocacy offered by the research office to the institution and community. Members of the PRIE office try to attend short, one-to-two hour virtual presentations that describe changes occurring within the CCCCO, CAEP, SWP, DEI, and other initiatives that impact programming and services planning and data needs; however, this too has been limited due to balancing workload demands.

Professional Development

Faculty are required to complete a specific number of hours of professional development, based on teaching load, for each academic year. As such, with 383 faculty participating, over 550 Flex sessions were provided during the 2021-2022 academic year, with over 5,200 hours of instruction for faculty and staff, while 99% of faculty met their Flex obligation. Faculty have an opportunity to submit independent projects as evidence of professional development as well. Faculty completed 32 independent projects during the 2021-2022 academic year.

Classified professionals are not required to complete a specific number of hours of professional development, and although they may attend any professional development session provided to faculty, it seems that classified professionals have significantly fewer opportunities for professional development. It is difficult and sometimes prohibitive, for classified professionals to participate in professional development during regular work hours. There is great dependence on them to provide essential functions such as security, technical support, facilities management, and direct support for students. Indeed, CE sites would need to shut down temporarily so that classified professionals could leave their regular job responsibilities and attend professional development sessions. Over-coming these barriers will be important in 2022/23, with support for this by the president already having taken place in fall 2022 convocation and flex days, by closing sites during the first half of opening day and a special Classified Professional session lead by Classified Senate.

Part-time classified professionals and adjunct faculty in particular, likely also lack opportunities to participate in professional development.

In addition to the need to reflect and perhaps revise policies and staffing schedules, it seems important to consider the content of professional development curriculum and instruction to ensure that it is specifically aligned to benefit classified professionals, including part-time classified professionals.

While professional development opportunities were high-quality and addressed needed areas, they lacked coordination, a common approach, and a shared foundation. Often, professional development sessions seemed to be created and provided by individuals who recognized a need and chose to address it. These sessions were not linked or guided by a common theme. To synthesize professional development opportunities, it seems important to develop a well-articulated institutional wide approach that can direct the development of new professional development opportunities, and weave current professional development opportunities into a shared approach.

Recommendations:

- Develop a theme to guide each academic year's professional development focus, particularly for the Fall Convocation and Flex Days
- Expand professional development opportunities to more fully embrace classified professionals and adjunct faculty
- Create a Center for Excellence in Transformative Learning (CETL)
- Assess the effectiveness of, and continuously improve, professional development opportunities in the context of the theme and CETL

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

Planning, Research, and Institutional Effectiveness

The PRIE Office is a small office from the perspective of personnel, with large-scale and wide-reaching activities and supports for the institution. The breadth of the demands on PRIE has grown over the past 6 years since its creation, and while staffing has increased to a small extent, the increase in what PRIE oversees has outpaced SDCCE's support for PRIE staffing.

Added to PRIE's oversight since July 2018 are the following:

- Oversight of Accreditation-related activities, with PRIE Dean serving as Accreditation Liason Officer
- Cyclical Governance Handbook Revision and update of Mission, Vision, Values
- Ongoing system support and training for the Anthology database and user platforms, including two separate modules for program review, strategic planning, resource requests, and student learning outcome assessment
- Oversight of an expanded integrated planning process with resource request oversight added in 2018
- Institutional Professional Development for conferences and classified staff in 2018 with a .4 FTE roles. Additional staffing is being added for 2022/23 with a part-time coordinator and Flex duties and the Flex/PD Coordinator coming fully under PRIE and the coordinators working in a co-coordinator model.
- Ongoing data coaching and increased workshops and trainings to build a culture of data-informed decision making
- Oversight of planning database and use of data in planning and accreditation reporting for both has significantly increased
- Faculty Institute data and facilitation and additional regional SWP demands/research to support the region

In Fall 2022 the PRIE Office currently consists of five full-time staff:

- Dean
- Research and Planning Analyst/Supervisor
- Research Associate
- Administrative Technician
- Faculty Flex/Professional Development Coordinator - new in 19/20 (full time coordinator; however, 0.6 reported directly to VPI for FLEX) - this changed for 2022/23 with the full 1.0 contract reporting to the PRIE dean

PRIE's additional personnel are part-time of varying assignments:

- Two 0.4 FTE NANCE Research Assistants through CAEP and SWP funds - new in 18/19 - one of which is a converted Project Assistant position
- Two 0.4 NANCE Research Assistant to support the Faculty Institute as of 2020
- 0.5 Program Review & SLO Coordinator
- 0.4 Professional Development Coordinator
- 0.5 FTE for a faculty Professional Development Co-Coordinator (new in 2022/23)
- 0.4 Accreditation/Planning Coordinator in fall 2021, converted to 0.6 in spring 2022
- Additional funds support continued summer work as faculty are considered adjunct in summer

The PRIE Office seeks to create a first-class Center for Research and lead the state in noncredit research. Additional staffing is in need to not only right-size the current demands for research, but to truly be innovators of research for noncredit.

Recommendation: Secure an Associate Dean and at least one Research Analyst or Research Associate to support increased demands on higher-level research coordination, including:

- Data-based analysis and coordination of planning and accreditation tracking and reporting
- Data and system training for faculty, including building a culture of data usage
- Increased grant and initiative-related requests for data support
- Development of new accountability-based metrics and reporting and increased data governance/IRD development, and external database validation
- Staffing coordination and development of new data reports, technologies, dashboards, etc.

While activities that support Accreditation and Strategic Planning had in the past been episodic at SDCCE, PRIE has moved the needle in that planning and accreditation activities, tracking, and reporting are ongoing. Self-study writing is being facilitated by PRIE in 2022/23 and the self-study visit will occur in 2023/24.

Recommendation: Secure additional temporary faculty writing and Action Plan analysis support will be needed for synthesis of themes to create the Accreditation Action Plan and the compilation of the self-study in summer and fall 2023.

Recommendation: Consultant support to build out the Research Center and identify staffing and resource needs will be needed. PRIE will apply for an IEPI grant to support these endeavors.

Professional Development

Staffing resources are aligned with the strategic plan and priorities of the institution. As professional development has been elevated in importance, additional staffing has been added. For example, there was one full-time Professional Development/Flex Coordinator for the 2021/22 academic year. An additional .5 position was added for the 2022/23 academic year as professional development was more highly prioritized, for a current total of 1.5 professional development coordinator positions.

Professional development, including two Flex Days at the beginning of each semester, were delivered virtually due to COVID-19 restrictions. This eliminated the need to fund resources for an on-ground experience. The Fall 2022 Flex Days began with an on-ground day of presentations. Assistance staffing a check-in/greeting table would have been helpful. The Interim Flex Coordinator was the only staff assigned to greet and assist participants, direct presenters, and provide resources. The Interim Flex Coordinator was dependent upon other departments who were willing to share resources, such as decorative plants, coffee/donuts, and printed materials. Adequate staffing prevented the event from reaching its full potential.

Recommendation: Secure staffing and other resources to assist with on-ground Flex Days.

Recommendation: Consultant support to build out the CETL and identify staffing and resource needs will be needed. PRIE will apply for an IEPI grant to support these endeavors.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

Planning, Research, and Institutional Effectiveness

The PRIE Office obtained two new computers in 2021/22, with several more going out of warranty. In fall 2023, the PRIE Office relocated to the North City campus. This relocation is part of an ambitious project to establish a Center for Student Success, Equity, and Innovation Research (CSSEIR), title pending. With PRIE's move to North City contract personnel were provided laptops and docking stations.

Recommendation: Computers will be a need for remaining staff within the next year to two-years and a color multi-function printer will be needed for the Research Center in 2022/23. With growth of office personnel, additional software seats will be needed for survey and data reporting software.

Recommendation: Support for consultants to translate surveys to multiple languages and support large-scale research projects

Recommendation: Consultant support to build out the Research Center will be needed. PRIE will apply for an IEPI grant to support these endeavors.

Professional Development

The institution provides sufficient technology to deliver professional developments during the Flex session at the beginning of each semester and ongoing through the academic year and summer. Technology professionals are available at each College site and the Educational Cultural Center where professional development is held.

Specifically, on-ground professional development is delivered in classrooms that contain sufficient technologies to provide high-quality instruction. HyFlex and hybrid professional development formats utilize classrooms with advanced technologies that support each modality. These are the same classrooms used to provide academic instruction and so they are resourced to maximize learning opportunities. Many faculty are skilled at using these resources as professional development presenters.

All San Diego Community College faculty and staff have individual Zoom accounts that facilitate the delivery of, and attendance at, virtual professional development sessions.

While skilled technology professionals are available at each College site and the Educational Cultural Center where professional development is held, District-wide online technology support is slow to respond. Those with technology issues may submit a ticket to request support. A phone number is available for those experiencing a technology emergency.

At the time of this report, members of the District-wide online technology support team were approximately 1 month behind in responding to tickets. District-wide technology support seems understaffed and overwhelmed as they attempt to respond to all student, faculty, and staff needs. This may significantly impair the delivery of effective professional development opportunities that require technical support.

Recommendation: It seems that additional staffing for technology support is needed to meet current demands.

Recommendation: Consultant support to build out the CETL will be needed. PRIE will apply for an IEPI grant to support these endeavors.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?: Planning, Research, and Institutional Effectiveness

With PRIE's move to North City campus, the Research Center space is expected to support Research and Planning staffing and small-space training needs, as well as large space training facilities that PRIE can reserve. Office space continues to be limited to grow SPAA-level and above staffing.

Recommendation: Build out of the Center should include three semi-private (two/third walled) offices with full office set-up (phone, sit/stand desk, storage, laptop & docking station, double monitors, black and white printers, ergonomic chairs, white boards), sit/stand desk and cubicle stations for 4-6 staff with accompanying storage.

Professional Development

On-ground professional development activities occur at each of the San Diego Community College sites. At the beginning of each semester, on-ground Flex sessions occur over the span of two days at the Educational Cultural Center. Classrooms at each location are typically used to deliver on-ground professional development. These same classrooms are part of regular instructional programs for students, and so include advanced technologies important to facilitating instruction. Many presenters are faculty members who are comfortable with using the technologies in the classrooms.

HyFlex and hybrid professional development opportunities are typically provided via a classroom or conference room with advanced technologies. Virtual professional development is also provided from a College site, although a small conference room or office is often the delivery site.

Recommendation: With the plan for the Development of the Center for Excellence in Transformative Learning, additional school facilities will require resourcing and include a series of steps in building such a facility out. Examples of best practices would include Mesa College's LOFT (Learning Opportunities for Transformation) Center.

11. Impact of Resources:
Planning, Research, and Institutional Effectiveness

The majority of PRIE's budget supports staffing; however, a portion of PRIE’s budget also supports annually renewed software that maintains the ability of PRIE to support institutionally-directed essential functions for institutional research and planning. For example:

- Software and cloud-based subscriptions support dispersal and communication of data throughout the institution and in multiple formats for users. For example: Tableau is used to create and post interactive data dashboards for SDCCE practitioners and public information on our website. We also use this software as an enhanced database tool that improves the ability to analyze data and trends. The District has purchased Power BI, and PRIE plans to transition it's dashboards to this product over time to save on costs to SDCCE.
- Software supports the collection and analysis of student and employee feedback and satisfaction information (i.e. Survey Monkey survey software, QSR Qualitative Analytical software) as well as SDAER Consortium and governance committee feedback.
- Software supports mapping and geocoding for off-site programs (i.e. ESRI & Street Mapper)

For PRIE, professional development also includes the opportunity and expectation that research and planning conducted at SDCCE is shared with the community, and that PRIE advocates for noncredit statewide. As mentioned previously, several presentations were made this past year at conferences. Similarly, due to workload, PD was restricted to only the most critical.

The breadth of Planning, Research, Accreditation and Institutional Effectiveness activities are lead by the Dean of PRIE. Different parts of these activities are operationally implemented by just a few full-time permanent staff. PRIE has one planning and research analyst (supervisory) that supported a heavily increased CTE-based research load and increased AIP resource request duties over the last several years. PRIE also has one research associate focused on programming data and research. An administrative technician supports the PRIE website, some office and committee work, and maintains the Anthology platform and supports users. The office has proven to be a highly productive resource for the institution; however, the full-time staff level is inadequate to conduct all research requested by the institution and to effectively support the institution in high-level data discussions and analysis as is ever more being requested. These activities take much training, advanced knowledge, and time to conduct and the PRIE office desperately needs more full-time research staff at the level of Research Analyst and Associate Dean of Research, Planning, and Innovation. PRIE has asked for and will continue to include this need as a critically high priority need in it's planning and resource requests (more on this below).

Two GFU-based part-time faculty coordinators support program review/SLOs and accreditation.

Receipt of funding from the SWP Faculty Institute Initiative allowed the office to continue two temporary, part-time Research Assistant positions. A combination of CAEP and SWP funds through resource allocation allowed the continuation of a third temporary, part-time research assistant and a temporary, part-time project assistant. These positions temporarily increased PRIE's capacity for 2021/22 to support new dashboard reporting, survey deployment, and reporting student outcomes; however, funding is not guaranteed and research assistants are limited in the level of research they can conduct. It is difficult to maintain staff in these part-time positions and to adequately train RAs and PAs prior to their moving on to better-paid or full-time job opportunities, which creates a continuous productivity and infrastructure problem for the department.

More SDCCE and regional data and accountability requests specific to career technical education have been requested in the past several years, and it's clear that they will continue to come in in ensuing years, including for CAEP when CCCApply provides the ability to track students from high school to Continuing Education. While temporary funding for NANCE personnel have come in, funding has not matched the personnel needed. A 1.0 restricted-fund researcher position is needed to support institutional research and planning for CTE, and allow our one full-time research analyst to focus on CAEP and SEAP research and planning activities, including building out research for SDUSD-SDCCE transition, SDCCE program to program transition, student DEI (cross-sectional) data and advocacy. Future strategies and directions for the department could include building out more cross-sectional dashboards and research reporting to support practitioners in taking an equity-based and advocacy-based lens on improving programs and services for overlooked student populations who have often been marginalized in the face of long-held processes that aren't reflective of their needs. The binational student study is one such work, already in progress that supports CAEP and Equity goals, that focuses on needs of a population of students that have not benefitted from previous focus.

PRIE realizes the need to provide deeper dives for practitioners and programs into the multitude of data and information that is already available. Often data and reports are produced for groups or committees and made available through public posting and presentations, yet true follow-up fizzles without guided scrutiny of findings and support translating findings into actionable strategies and activities. Yet this compounds time spent producing research reports and projects and necessitates special knowledge and training to conduct, for which the PRIE Office as it is currently staffed is unable to do. These directions will be dependent upon the institution's acknowledgement of the need for department growth and attached funding to support higher-level permanent positions. NANCE are not able to provide the kind of support the institution needs to move true analysis and use of findings forward to action. In the near term a second contract classified research analyst and Associate Dean is critically needed.

Of note, these ongoing research infrastructure issues do not reside at just SDCCE, but across most College and District research departments at SDCCD. Calls for more accountability and funding reporting regionally and statewide, more CTE reporting, more equity reporting, more specialized surveys and focus groups, and more accountability with strategic planning and accreditation will continue to go un-supported unless need is acknowledged at the college and across the District and region and funding streams are identified and allotted.

Professional Development

Resources provided during the 2021-2022 academic year equipped faculty and staff to more effectively serve students during the challenges caused by the COVID-19 pandemic. A detailed report is attached.

Institutional Goals were met or exceeded as documented in the Flex System. On-going data collection was in the context of a strong focus on teaching & learning, equity-centered activities, and support for remote work.

Key impacts are evidenced by the following.

With 383 faculty participating, over 550 Flex sessions were provided during the 2021-2022 academic year, with over 5,200 hours of instruction for faculty and staff, while 99% of faculty met their Flex obligation. Faculty completed 32 independent projects during the 2021-2022 academic year.

Annual Fall & Spring Flex Days

One week of trainings related to understanding data for faculty and staff/SLOs, Strategic Planning

- SLO Week: April 4-8, 2022.
- Assessment Week; SLO Task Force w/ Online Instruction that Promotes Hands-on Learning w/ 5 Hands-on Sessions
- Strategic Planning Sessions w/ PRIE Office- ongoing

Professional Development for Classified Professionals included Participatory Governance Committee, Classified Professional Online Training, & Classified STAR Conference

Diversity, Equity, & Inclusion (DEI) was celebrated with 19 individual professional development sessions and organized monthly and weekly focuses such as African-American History Month, Disability Awareness Days, Asian-American Week, Black Student Success Week, Women's History Month, Filipina American History Month, LBGTQ History Month Events; National Coming Out Day and more.

Special Projects included SDCCE Passport to Success Onboarding Project.

Conference Attendance included

- CTE Outcomes Survey Institute
- CCCAOE Fall & Spring Virtual Conferences

- Strengthening Student Success Online Series
- CAEP TAP Summit
- NACCE ANNUAL & NACCE Make/Shift Summit
- NCORE Conference
- ACCE Fall & Spring Drive-Ins;
- Real College Basic Needs and Guided Pathways Workshops
- California Council for Adult Education South Coast Conference & California Council for Adult Education State Conference
- OTAN & CATESOL Conferences
- Online Teaching Conference/ OER Conference

President's Office

PRESIDENT'S OFFICE Administrative Review and Improvement

Providing Department: President's Office

Lead Writer: La Toiya Noles

1. Department Mission Statement(s):

The President's Office holds the institution's mission statement as its own: San Diego College of 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.

2. Department Summary Statement:

The President's Office consists of the President, the Executive Assistant to the President, Strategic Planning and Innovation Project Manager and Project Assistant. This office provides executive leadership within a shared governance environment, providing a supportive environment for faculty, classified professionals, and administration that focuses on collaborative and innovative ways to encourage and ensure social justice and student success (lifelong learning, training, career advancement, and pathways to college).

3. Students:

The Office of the President makes a concerted effort to bring SDCCE into the forefront by highlighting:

- Educational pathways,
- Honoring the concept of equity,
- Providing overview of support services required for student success
- Engaging community partners in our efforts to lead the way in non-credit education for adult learners.
- Educating legislators,
- Presenting at conferences,
- Pursuing strategic partnerships,
- Eliciting media to "get the word out."

The President's Office continues to endorse and support the 7 Pillars for the San Diego College of Continuing Education to provide equity and access to students in need. They are:

1. Employment Security
2. Food Security
3. Housing Security
4. Financial Security
5. Textbook and Course Material Affordability
6. Intellectual and Emotional Security
7. Transportation Security

In addition, the President's Office collaborates closely with San Diego College of Continuing Education Foundation and community agencies to provide grants, scholarships, internships, and other wrap around services to ensure student success.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:
Significant Changes:

Organization Structure:

- Integrated Student Services and Instructional Services
- Increased Student Services at each campus
- College Operations Supervisor clarifying reporting structure
- Dean Co-Model at each campus
- Developed a full Research Center located at the North City Campus
- Hosted 3-day retreat with Executive President's Cabinet, President's Cabinet, Executive Governance Council
- Associated Student Body Leaders Luncheon with President

Major Staffing Changes:

- Hired an Executive Assistant to the President
- Hired a Professional Development Team to develop a structure for PD that supports all constituents
- Hired Public Information Officer

New Initiatives:

One Stop Shop placed at each campus includes Student Services:

- Basic Needs
- Health Services
- Admissions & Records
- Central customer service phone number (1-800)

Collaborations:

- Uber
- California Coast Credit Union
- San Diego Workforce Partnership
- Jackie Robinson YMCA
- RISE San Diego
- San Diego Unified School District

5. Highlight your department's most significant accomplishments this past year.:

The President's Office most significant highlights of 2022:

1. Hosted a Successful Fall Convocation
2. Hosted 3-day retreat with Executive President's Cabinet, President's Cabinet, Executive Governance Council
3. CNA Partnership with San Diego Unified School District
4. NCAL Kick-Off Symposium hosting at SDCCE November 2022
5. Launching *ChildWatch* at 3 CE campuses Cesar Chavez | Mid City | ECC
6. Expansion of Instructional Programs: LVN | Dental Hygienist | X-Ray Tech
7. Book Store renovation and student lounges and all campuses
8. Health Services (Rotating Campuses)
9. Designated President's page on SDCCE website to expand visibility and access to President's goals and vision

6. Assessment Data:
The President's Office holds an annual forum to promote dialog and to report on the state of SDCCE: new initiatives, progress on strategic plan, mission, and vision.

According to the *2022 SDCCE Administrative Unit Feedback Survey:*

- **71% of Administrators have a clear understanding of the President's Office role.**

To capture the remaining 29% of Administrators who are not aware of the President's Office role; the President's Office hosted a successful 2022 Fall Convocation rolling out the new goals and initiatives for the years to come. The President also hired a Public Information Officer and developed a Communications Office to support with marketing/rebranding and informing all constituents of the President's Office goals, plans and accomplishments.

- **8% of Administrators have visited the President's/ President's Office website in the last six months.**
- **83% of respondents were aware of the President's Office existence.**

To remedy this issue the President has created a significant online presence with a SDCCE President's web page *https://sdcce.edu/organization/president* as well as increasing engagement across various social media channels.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :
The President engages in various public service and professional development opportunities to promote SDCCE and strengthen connections to various institutions throughout the San Diego area:

- Uber
- California Coast Credit Union
- San Diego Workforce Partnership
- Jackie Robinson YMCA
- RISE San Diego
- San Diego Unified School District

In addition, the President attends several professional development conferences each year, including but not limited to:

- ASPEN Convening
- HACU Annual Conference
- COLEGAS Conference
- AAWCC National Annual Leadership Conference
- CCLC Annual Convention
- CCLC CEO Leadership Program

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :
The President's Office needs additional personnel support to meet the increased workload of the office due to the many new initiatives, programs and services offered by SDCCE. The additional staffing required to become more efficient include an Administrative Assistant V and Project Assistant.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:
The institution supports the department by providing computers, monitors, laptops and software to conduct business and presentations to internal and external constituents.

Current needs include additional computer technology and equipment, should additional staff be granted through the Resource Allocation process.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:
Facilities staff provide support in keeping the department areas clean, safe and welcoming to all SDCCE stakeholders to carry out the mission and vision of SDCCE.

Current needs include:

- Workstations should additional staff be granted through the Resource Allocation process
- New flooring in CE Headquarters
- Support with Book Store renovation

11. Impact of Resources:
The President's Office received NANCE support in an attempt to meet the increased workload of the office due to the staffing changes, new initiatives and services offered by SDCCE, and an increased demand in functionality of the department. However, the President's Office requires two permanent, full-time assistants and a Project Assistant to meet the needs of an already busy office as it continues to grow to keep up with the efforts to support the college's students, classified professionals, faculty, administrators, shared governance structure, and the community.

Public Information Office

PUBLIC INFORMATION OFFICE Administrative Review and Improvement

Providing Department: Public Information Office

Status: Final Submission

Lead Writer: Anabel Pulido

1. Department Mission Statement(s):

The Public Information Office holds the institution's mission statement as its own: San Diego College of 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.

2. Department Summary Statement:

The Public Information Office establishes priorities that support organizational goals outlined in various documents, including the SDCCD Strategic Plan and the SDCCE Strategic Plan. The Public Information Office helps focus communications-related projects on the established priorities.

3. Students:

The Public Information Office aligns projects with support for student access, success and equity. For example, we use best practices for accessibility standards on the public website and include statements on student event fliers that indicate how accessibility requests can be made. Student success stories are shared in printed materials, in social media posts and on the public website.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

- Major focus on developing content for CTE/Strong Workforce Programs
- Transition between PIOs
- New College President/new intitiatives

5. Highlight your department's most significant accomplishments this past year.:

- Published advertorial in Diverse Issues in Higher Education, supporting enrollment through digital marketing, building content across all academic areas, supporting the content for the President, held a major news conference for $35 million state grant
- Created systems for five campuses for ESL office personnel to create online sign-up forms for in-person registration appointments. ESL office personnel created 468 online sign-up forms for in-person registration appointments. More than 2500 website users signed up for in-person ESL registration appointments.
- Created a system for ESL office personnel to create online sign-up forms for online registration for new ESL students. ESL office personnel created 226 online sign-up forms for online registration for new ESL students. More than 2300 website users signed up for online registration appointments.
- Created a system for ESL office personnel to create online sign-up forms for online registration for returning ESL students. ESL office personnel created 249 online sign-up forms for online registration for returning ESL students. More than 4000 returning students signed up for online registration appointments.
- Maintained and supported job-training online orientation sign-ups. Student services created more than 530 orientation sign-up forms. More than 22,500 website users signed up for orientations.
- Designed and built the Pathways Project based on analytics data and ongoing user research. In addition to aligning careers to job training programs. The project incorporates sign-up information and the current class schedule for each job training program. Website users engaged with the new Pathways elements more than 277,000 times.
- Maintained and provided security updates for the web servers and website. Supported 48 website content contributors who created or updated more than 2300 web pages. The main website had 1,847,689 page views from 405,689 users. Website users were directed to SDCCD Online Student Application and Registration 26,499 times (19,146 unique users).

6. Assessment Data:

The Public Information Office (PIO) uses digital reports from social media platforms and Google analytics to review program advertisements. The PIO also receives enrollment information from instructional deans. We also refer to user experience software to make updates and improvements to the way users experience and navigate the web site.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

The Public Information Office team attends workshops and conferences related to specific jobs and skills; many also attend and complete classes specific to jobs and skills. However, training has been limited during the pandemic.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

- The PIO/Office of Communications if currently staffed by one Public Information Officer, 1 Multimedia Specialist, one Graphic Artist/Photographer, and one consultant writer.
- Full-time social media marketing needed AKA Digital Communications Specialist
- Second Graphic Artist/photographer to offer more support to all the campuses.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

- Team has necessary equipment to develop content for print and digital, for photo, and video. Having a separate phone for social media content creation could be helpful.
- Request for Ideally a dedicated server for our office with at least 30 terabytes of storage and redundant backup. For our operational use; something fast, safe, reliable high-capacity storage for archiving and sharing high resolution video files and other media projects.
- An annual subscription to Caspio to create a project management system will be ideal to handle all program requests when it comes to requesting program promotions, posters, flyers, and digital media to reach current and potential students.
- Request for a new video camera system and additional video-specific lenses.
- A new desktop Apple Mac is recommended for our current graphic artist.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:

- Scheduling with Deans and faculty at each SDCCE campuses has been responsive to schedule interviews, videos, and photos.
- If the Office of Communications gets approved to hire a digital communications specialist a new desk, computer and location will be needed close to the PIO.
- If the theatre at ECC will be getting upgraded and renovated a new space for the graphic artist and multimedia specialist will be needed, ideally close to the PIO.

Multimedia specific operational environment needs for production space in order to carry out the technical and creative tasks and functions for video production: The multimedia specialist uses, maintains, stores and services a wide variety of professional video production equipment including camera, lenses, audio recorders, microphones, tripods, lighting fixtures, cables, batteries, mounting equipment, hard drives, accessories, and expendables stored in the office in several

large lockable cabinets. A large space is needed in a secure private office for safety, security (facilities night cleaning staff not permitted access), accessibility, climate control (especially humidity), power for equipment (electrical outlets), as well as for storage, assembly, testing, and quality control of our inventory of sensitive and expensive video production and post-production equipment. Space is also required to build and test different camera configurations. It would be ideal to also have a custom workbench for testing, repair, organization and battery charging station.

- For video editing post-production, a quiet office with ability to adjust lighting and preferably sound proofing, and sound dampening for audio recording, mixing, and editing. As well as for video color correcting/color grading, video, photo and film restoration and archiving.

- Photos can be provided.

- If our current workspace could be upgraded, it would be ideal. Other ideal items would be to build a small custom studio to film interviews and take photos, as well as a sound-recording booth.

- Regarding changes over the past couple years has been an increase in the projects for internal communication.

11. Impact of Resources:
The Public Information Office did not receive requested resources.

Student Services Office

STUDENT SERVICES OFFICE Administrative Review and Improvement

Providing Department: Student Services Office

1. Department Mission Statement(s):
The Mission of the Office of Student Services is to foster student success and create a culture of engagement through holistic, equitable, student-centered, high-quality support services and programs

2. Department Summary Statement:
Student Services is dedicated to cultivating empowering, inclusive, and engaging environments for our students to succeed. We do this by providing programs and services that inspire students to take the next step in their educational and career journey. We support and celebrate our diverse communities through values steeped in equity and excellence. We support students at every step of their journey at SDCCE from outreach to admissions, engagement, and obtainment of a certificate or diploma, graduation, all the way through their transition to a credit college or into the workforce. This support can be found in our offices, including – Outreach, Admissions, Associated Students, Career, Counseling and Orientation, Evaluations, Student Affairs, Student Success and Equity, and the Vice President of Student Services Office. Support is also found through programs for students with varied abilities, first-generation, low-income and diverse populations, including: AB 540, Immigrants, Refugees, Black Student Success, CalWORKs, DSPS, and SDCEats!

3. Students:
The central focus for the Office of Student Services is access, retention, and success.
Under the purview of the Office of Student Services are:

- Career and College Transition Centers
  - San Diego Gateway to College and Career
  - San Diego Promise

- Counseling
  - Orientation
  - Assessment
  - Mental Health
- Student Affairs
  - Associated Student Body
  - Policy 3100
  - Commencement
  - Scholarship
- Student Equity
  - CalWORKs
  - Outreach
  - Direct Support Program
  - Black Student Success
  - Veterans Services
  - Farm to Family Fair
  - The Marketplace
  - Mini-Marts
  - SEA Program
  - Technology Access Program
  - Learning Communities

All these departments support student success outside of the classroom (instruction) in order to support academic achievement within the classroom (instruction).

Update, this list remains the same, however, we have added the Black Student Success program and Direct Support Program.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:
Recently the Office of Student Services obtained a new management position, Director, Admissions and Records. With this new addition, the Office of Student Services has re-organized the structure of the office and has created an Admissions & Records Department.

The San Diego College of Continuing Education (SDCCE) Admissions & Records department oversees the student application process, student enrollment process, attendance/grade rosters, CTE Transitions Credit by Exam grade rosters, non-credit and high school transcripts, high school diplomas, student college photo ID card, student enrollment and attendance verification, enforcing attendance accounting policies and procedures, and enforcing academic regulations and deadlines

across all SDCCE campuses.

The following Admissions & Records services are provided throughout our SDCCE campuses:

- Assistance with applying
- Assistance with enrollment
- Assistance with mySDCCD password reset
- Obtaining student attendance card/college photo ID
- Obtain official College of Continuing Education transcripts
- Obtaining official High School Diploma transcripts
- Obtaining enrollment/attendance verification forms

6. Assessment Data:

Counselor evaluations, management evaluations, weekly SARS reports, weekly Orientation reports and student surveys are being conducted, Cleard4

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Professional development opportunities for Student Services administrators, classified professionals and faculty members continue, examples include, online trainings/zoom trainings, leadership seminars, Microsoft Office trainings and administrative conferences. This also includes department monthly meetings.

11. Impact of Resources:

The majority percentage of funding for Student Services comes from categorical funds. We had a 5% reduction but were able to maintain 100% services due to rollover funding. We also received $1.5 million in CARES funding to give out as direct aide to support our students. The distribution of financial aid to our students was significant due to the fact that we do not have a financial aid department and we successfully created a process to make this possible.

Contract Education/Eti

Contract Education\Eti Administrative Review and Improvement

Providing Department: Contract Education/Eti

1. Department Mission Statement(s):

Provide expertise and skill development to organizations and individuals, helping you do whatever you do, and do it better; to contribute to the economic development of San Diego region; to offer programs and services that complement those of the San Diego Community Colleges

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DSPS & Student Affairs Administrative Review

Providing Department: .

1. Department Mission Statement(s):

The DSPS mission is to offer a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal, and vocational goals.

2. Department Summary Statement:

Disability Support Programs and Services (DSPS) assists San Diego Continuing Education to meet the requirements of federal laws (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) and SDCCD policy by ensuring access to equal educational opportunities. Academic adjustments and modifications are determined for each student by an interactive process with a DSPS counselor.

Student Affairs. The purpose of the Associated Student Body (ASB) at SDCCE is to promote the interests and welfare of the students and the campus community. Membership is open to all students and is voluntary. ASB members host campus events, provide opportunity drawings, and may sit on governance committees.

3. Students:

Disability Support Programs and Services are required to be available for students with disabilities who request accommodations in class. Classroom accommodations by design are identified to increase access to classes and course materials that would be inaccessible to due disability. At SDCCE, the DSPS department faculty go above and beyond by offering professional flex development on using the allyship model, making classroom visits and presentations, and co-hosting events with our sister colleges for Disability Awareness Month. Further, we offer learning strategies support for students via our Resource Instructors, free learning disability testing, assistive technology, software, and adapted workstations.

Student Affairs: Student Affairs is instrumental in supporting the success our students. From student engagement activities such as ASB and student development such as involving students in participatory governance opportunities, to restorative justice opportunities such as restorative justice, student access, success and equity is clearly weaved into the work Student Affairs is engaged in.

Career and College Transitions

CAREER AND COLLEGE TRANSITIONS Administrative Review and Improvement

Providing Department: Career and College Transitions

1. Department Mission Statement(s):

SDCCE's Career and College Transition Centers commit to student success by promoting career development, self-exploration, and employment strategies for students and recent graduates. Through job search assistance, coaching, and employer engagement, we help students define educational or career pathways and empower them to reach academic and career potential.

2. Department Summary Statement:

Partially funded through the Strong Workforce grant, Career and College Transitions is a sustainable department that supports students' employment endeavors. Career and College Transitions provides oversight to SDCCE's seven career centers for career and employment services to students who are completing their career pathways and will be looking for employment, students seeking employment in necessary jobs, and students who intend to transfer to further educational

opportunities. Career and College Transitions works with businesses and organizations of all sizes and sectors to deliver students' very best employment opportunities. Partnerships formed with employers allow SDCCE to connect student and alumni communities' abundant and diverse talents to local employment needs. Industry collaboration allows a full range of services, resources, and programs available to students.

3. Students:

Career and College Transitions provides services to all of the students of San Diego College Continuing Education. We do this in a variety of ways which include but are not limited to:

- Hiring events for specific industry pathways as well as all pathways hiring events
- Employer's spotlights
- Employer mixers
- In-classroom presentations for job opportunities
- Career and College Transitions Ready to Work series
- Workshops for individual students or classroom presentations in resume building, soft skills attainment, and interviewing skills.
- YouTube Channel aimed at work readiness presentations.
- We also partner with organizations that can provide employment resources and services to our immigrant population and our Disability Services students.
- Partner with individual campus Deans to provide employment services that support their individual career pathways

These services are available at each of the seven campuses of San Diego College Continuing Education in person and virtually as well as on our YouTube website.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

This year we added to our department a new employer job board Handshake. Partnering with four sister colleges we now have an opportunity to have more access to employers and the ability to provide more employment opportunities to students. While this new job board has been crucial for our department it has also bought extra work. Each employer who wants to be added to our job board must be individually approved. This entails a current job placement specialist reviewing each request separately checking to ensure that it is a legitimate employer and that the employment opportunities provide real living wage positions for our students. Because of the protocol of adding employers, we have not been able to add all employers or review them in a timely manner which means we must also use other means of connecting to employers outside of the job board.

5. Highlight your department's most significant accomplishments this past year.:

While we were still partially in a remote environment during the last year, we were able to make solid employer connections to provide new and different opportunities for our students. Those connections were:

1. AMAZON provides necessity jobs for all students
2. Spectrum provides necessity jobs for all students as well as students in the IT and administrative pathways
3. TESLA provides employment opportunities for the automotive department
4. USPS provides employment opportunties for the automotive department
5. APPLE provides necessity employment jobs for all student

6. Assessment Data:

Career and College Transitions has implemented multiple instruments and ways that allow us to track and collect data for services provided. The following forms will be used to evaluate our process and goals for the following year. The goal is to increase by 15% the number of forms in each category that are completed in each of these areas. This will further support how we continue to support students, faculty, and staff across the campuses.

This year the forms are providing additional support for the entering of WBL activities in response to SG21. WBL activities are those that support students enrolled in CTE courses to prepare for employment. SG21 targets all activities offered either in the classroom as part of the course offering or from the job developers in different formats. Last year using our student engagement tracking sheets, we were able to support the organization in identifying 473 instances of WBL activities offered during the 20-21 school year. The forms are also used to support:

- Student Job Placement Form: This form is completed by each job developer as students gain employment. Using this form the department is able to collect the Employer Name; Date employed; Position; Full or Part-time status; Wage. This information can be shared with the Deans of the pathways as well as faculty so that they are aware of how their students are meeting employment goals.
- Student Tracking Form - Housed in Google docs and Microsoft Teams, each individual job developer now has tracking sheets by career pathways. As before job developers and the job placement coordinator to input information regarding services provided to individual students. The form is updated continually until the student completed their career program and graduates or gains employment.
- Employer Tracking Form - Housed in Google docs, Microsoft Teams and HANDSHAKE, these platforms allow job plaement specialist and the job placement coordinator to track employer engagements by career pathways. This allows us to ensure that we are building partnerships that can benefit the students enrolled in SDCE and that will lead to living wage employment opportunities.
- Employer Survey Form - Provided to employers within 24 hours after a hiring event or a Employer Spotlight. The purpose of the form is to track employer satisfaction, solicit information on what if any services needs to be added to the hiring events and provides information on whether students will be offered employment opportunities as a result of the event.
- SARS - Changes were made to the SARS tracking form that is specific to the activities that are specific to job developer and the job placement coordinator. SARS will be used to specifically indicate the number of students that we continue to support for career services.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

C&CT has an opportunity to engage in many professional development opportunities that have helped to support their development as job placement specialists, job placement case manager, and Dean of the area. Additionally, the institution has provided opportunities for the personnel in the department to become certified National Association Workforce Development Professionals and Certified Workforce Development Professionals. Acquiring these certifications will allow staff to stay abreast of

ever-changing laws and regulations, and trends in the workforce system and prepare for the future. Additionally, the CWDP designation will offer us the ability to have a nationally recognized and portable credential accepted by an average of 8 in 10 employers making hiring decisions. This will be a direct benefit to our students and the institution.

For the upcoming school year, C&CT would like the opportunity to continue to participate in professional development in the following areas:

- Certified Workforce Development Professional (CWDP) Opportunities
- National Association Workforce Development Professional (NAWDP) Opportunities
- Association of California Community College Administrators (ACCCA)
- California Community College Association Occupational Education (CCCAOE)
- Equity Conference Opportunities (NCORE, AM2MEND)
- California Workforce Association (CWA) Opportunities

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

As we continue to grow, the department is placing a lot of focus on how we support students at the beginning of their career journey instead of waiting until the end of the journey. Part of that is providing students with Career Planning before Education Planning and career assessments aimed at helping them to make decisions that will lead to greater success in their journey. The C&CT department currently has only one career counselor to do this very important work. It would be beneficial to the department if we would be able to have another adjunct career counselor dedicated to supporting our career planning before the educational planning journey.

Another major area in which we could use additional staffing is working with our HANDSHAKE platform. This new platform was implemented in our department as part of the district's initiative to support the four institutions in providing employment opportunities through San Deigo employers. This new job board while very valuable requires that each employer who applies to advvertise employment opportunties is individually approved. The approval process involves reviewing the employer's request, their job website and any employer reivews to ensure that they are a reputable employer providing a minimum entry-level living wages. We currently are using one of the Job Placement Specialsits to do this reivew and with over 350 employers waiting for review in addition to their daily job duties of supporting students, we coudl use a NANCE to help support in this efforts.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

The department has not had new technology since its inception. Currently job palcemetn specialsits are using Microsoft Surface Pros that have become slow and antiquated. To support all of the variosu platforms that we are putting into place to provide student sucess it is impeatie that the staff be provdied new laptops that are much faster and have the ability to hold more information.

11. Impact of Resources:

The resources that are provided to the Career and College Transitions is limited. Last year resources received support the team in accomplishing the following:

1. Obtaining updated Labor Market Information to display throughout the campuses
2. Postage for a donation of men's clothing to support their employment journey
3. Professional development to continue to be CDWP certified
4. Attendance at virtual conferences to gain skills to continue to be relevant in Workforce Development
5. Office supplies to use at home during the pandemic which also includes any needed technology

Counseling (with SSSP integrated)

COUNSELING (with SSSP integrated) Administrative Review and Improvement

Providing Department: Counseling (with SSSP integrated)

Lead Writer: Cat Prindle

Supporting Writer(s): Reem Putrus; SDCCE counselors

1. Department Mission Statement(s):

The counseling department is committed to student success by providing counseling and support services using a student-centered approach in the following areas: orientation; academic advising using multiple measures; goal setting, educational planning, and follow-up. Counselors empower students to make informed decisions regarding educational, career, and personal goals.

2. Department Summary Statement:

Counselors assist SDCCE students with their educational, career and personal goals. Counselors help students with identifying their educational goals by creating and updating educational plans and encouraging student success, so students are more likely to achieve their educational objectives. The goal is to increase student retention and to provide a student support foundation through the delivery of coordinated services. Counselors assist in college transition, providing scholarship and financial aid information, career guidance, referral to community resources, and personal counseling as appropriate. Students have access to support services at all seven SDCCE campuses using multiple modalities.

In addition to general counseling, students have access to dedicated counselors through additional student services offices for career counseling, CalWORKs, and Disability Support Programs and Services.

3. Students:

Counseling is integral in assisting with SDCCE's commitment to student success. Student support services are provided to all matriculated programs. All students have equal access to both remote and in-person counseling services.

Some of the specific ways that counselors support student access, success and equity are:

- Provide intake and enrollment support through individual and group orientations and educational planning; Utilize multiple measures for appropriate placement into programs and courses

- Conduct classroom presentations/visitations using multiple modalities when possible
- Provide follow-up services individually and/or in small groups
- Refer students to community services, career counseling, DSPS, resource centers, job developers, and Rising to Success basic needs services and resources.
- Develop relationships with various community service providers for student referrals.
- Promote and assist students with campus events and programs
- Provide personal, crisis counseling & conflict management within our purview
- Participate in campus-wide events
- Collaborate with SDCCE and college outreach, ambassadors, and college counselors.
- Assist students with transitioning into community college
- Meet with faculty to support student success
- Invite guest speakers from SDCCE, colleges, and community agencies to counseling meetings to foster collaborations
- Establish and maintain relationships with local high schools
- Regularly collaborate with student service professionals, faculty, and administration
- Participate in district wide committees
- Attend conferences that promote equity and inclusion
- Evaluate, plan, and implement consistent delivery of counseling services at all SDCCE campuses

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

Some of the biggest challenges impacting the counseling department in the past year were personnel changes and shortages, differing levels of student traffic across campuses, varying campus hours, and the inconsistent enrollment processes between programs.

Staffing Changes:

- Counselor Edith Quintero was Acting Dean of Student Services from July 1, 2021 to August 31, 2022. New Dean of Counseling, Roberta Krauss, started September 1, 2022.
- A full-time contract counselor retired January 1,2022; the position has not been posted for replacement.
- Two contract counselors continued reassigned assignments to Immigrant Support Program (.60) and American Federation of Teachers(.40).
- Two full-time counselors retired in 2020, during the hiring freeze. Their positions are still frozen and have not been filled.
- Two bilingual adjunct counselors were hired to begin their assignment in Fall 2021, but due to HR and return to work delays, they didn't start until Feb. 2022. In August 2022, they transferred to Miramar College.
- There continues to be shortages of Classified Professionals at several campuses due to retirements and being hired into other district positions.

Campus Inconsistencies:

- Variances in in-person courses, student traffic, and campus hours result in continuous adjustments
- Some campuses continue to have higher student traffic levels and a greater % of in-person classes resulting in greater impacts to in-person counseling services at those campuses.
- Campus hours varied at different campuses throughout the year requiring adjustments to counselor and staff schedules.
- While the request for in-person appointments is increasing with the full reopening of campuses, many students request remote counseling services. There also continues to be a large amount of student email correspondence required.

Enrollment Processes:

- Different enrollment processes, class modalities, and program growth have become difficult to manage, especially considering the different instructional modalities (online, partially online, on campus) that have developed because of pandemic remote work.
- Counselors working with different programs have had to keep track of course interest lists, varying registration and census dates, permission codes requirements, class schedules, etc.
- Some programs have experienced an increase in enrollments and need additional counseling support.

5. Highlight your department's most significant accomplishments this past year.:

One of the most significant accomplishments for the counseling department in 2022 was the creation of a dedicated counseling canvas site that can be updated in real time and can be widely shared with students and faculty (**evidence)**.It also was a product of teamwork and collaboration with faculty and the PIO department. Counseling partnered with faculty consultant, Brian Palmiter, to develop their own canvas site with information about student services and all SDCCE educational programs. The publicity officer designed a new counseling logo and counselors purchased SDCCE counselor polos and arranged to have a new department photo taken. A counseling team developed a counselor flyer with a QR code so students could easily access the counselor canvas page**(evidence)**.300 flyers were printed and given out at the 5 SDCCE Summer Exploration Days. Many faculty have included the link to the counselor canvas page in the canvas course shells.

Besides participating in spring open houses and the Summer Exploration Days, counselors serve(d) on several crucial SDCCE committees which will impact students and counseling: Reopening Task Force, Focus Groups (Student Onboarding, Marketing & Outreach, Student Centered Counseling, Transition & Student Journey, Program Development & Innovation); CCE Student Application Process; and Strategic Enrollment Planning. In addition, a group of counselors worked with the Acting Dean of Counseling to develop a script and content areas for a new on-demand orientation that will be piloted spring 2023 and fully implemented fall 2023.

Collaboration with SDCCE faculty and district continued with counselor participation at program meetings, Academic Senate, SDCCD Counselor Retreat, CCEMesa Pathways workgroup, Mesa Pathways (MPC) Retreat, credit by exam articulation, SDCCD Online Counseling Committee, District Student Services Council, San Diego Adult Education Regional Consortium (SDAERC), and CAEP (California Adult Education Program) Super Region meetings.

Other significant accomplishments in the past year include:

- In-person counseling department retreat with updates by VPSS Carter(June 2022) (**evidence**)
- Updated Adjunct Counselor Training materials (**evidence**)
- Launch of new grant funded program to reduce/prevent dropout called "Dropout Detective" for the ECC (Educational Cultural Complex) Automotive Program
- Onboarding a bilingual SDICCA intern Fall 2022

- Election of an assistant department chair for 2022-23
- Providing in-person counseling services at all campuses and visits/presentations to in-person classes when possible
- North City & Mid-City in-service and collaboration to provide general counseling for programs at both campuses
- New Immigrant Support Center launched at Cesar Chavez Campus (fall 2022)
- ECC piloted hybrid orientations for office skills, automotive and heavy voc programs
- Counselors served on committees and participated in the in-person 2021 Scholarship Awards and Commencement events
- Counselors serve(d) in leadership roles by presenting at conferences/workshops (Student Equity Resources with Dean Maureen Rubalcaba, AFT Equity in Action Panel, CCE Mesa Pathways workgroup co-chair, conducting Safe Zone Trainings, Pride Center openings at City, Miramar College; serving as District Queer Alliance Resource Coordinator for SDCCE; Diversity Equity & Inclusion presenter; online trainer for LGBTQ+101 basics)

6. Assessment Data:

Student success data is reported through the California Community Colleges Management Information System. Counselors enter key services provided into Campus Solutions. MIS reporting is through Campus Solutions. Student surveys summary data has been collected in the past. However, the student survey process is conducted in-person. There was not a system in place for remote surveys for 2021-22. A new student survey is being developed by the district for implementation in Spring 2023.

The counseling department developed an anonymous zoom poll based on Counseling Program SLO #2: "Students utilize basic information regarding registration and educational options offered through SDCCE". Some counselors utilized this in their online orientations in March 2022. (**evidence**)

An orientation survey was given during orientations conducted from March 1-March 26. The poll consisted of three questions related to Counseling SLO #2 1) I understand the process to enroll in SDCCE courses/programs includes having a student ID number and an up-to-date student portal (www.myportal.sdccd.edu); 2) I received basic information about the SDCCE course/program that interests me, and I understand the information presented 3) I received information about how to seek follow-up services like contacting Student Services for help and scheduling a counseling appointment.

SLO Assessment Results March 2022:175 students assessed: 175 students met the SLO (Met Criteria= 90% or better). The survey results show that students are getting the information they need in orientation/ed planning sessions to enroll in classes, understand the programs, and how to seek follow-up services.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Each year, SDCCE and SDCCD hold fall and spring counseling department retreats. The SDCCD spring retreat is planned by counseling faculty. These retreats are an opportunity to focus on team building, health and wellness, best counseling practices, equity and inclusion, and other areas that benefit both counselors and students.

The VPSS and Dean of Counseling support counselors' participation in professional development activities. Counselors participate in convocation presentations (Racelighting with Dr. J. Luke Wood, Serving Communities as an Equity Warrior (Kim Desmond), Serving Men of Color in Community College with Dr. Marissa Vasquez), annual conferences (CAEP Summit, Career Conference, SDCCD Virtual Conference for K-12 Educators and community partners, Strengthening Student Success Conference, etc.), and professional development featuring technology, equity, wellness, and supporting the diverse student population at SDCCE. Since the pandemic, counselors have been able to participate in remote professional development opportunities. Now that more will be in person, it will be more challenging to participate in due to cost/travel. (**Evidence**: **2021-22 list of SDCCE counseling professional development activities)**

Some of the trainings/professional development that will be needed in the coming year are: ConexEd Cranium Café Suite refresher since it will be used by SDCCE for remote counseling spring 2023, CCCApply (to be implemented Fall 2023), Canvas Tools & functions (student appointments, Pronto, video, adding banners, DSPS compliant, etc), On Demand Orientation (to be piloted spring 2023), continued wellness training through VEBA (Voluntary Employee Benefits Association) and other providers.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The counseling department has been impacted by an inadequate number of counselors to serve our SDCCE students in the matriculated programs for several years. Due to the district hiring freeze, we were unable to fill positions for counselors who had retired before June 2020. A counselor retired in January 2022 and that position hasn’t been filled due to not having a permanent dean of counseling until September 1, 2022. Another counselor has been serving in an Acting Dean position since May 2021. Although we were able to hire two adjunct counselors to work with bilingual students in fall 2021, they were only at SDCCE for 6 months before they were hired at our sister colleges. We need to be able to hire and onboard adjunct counselors more quickly and provide them with long-term stable hours. Upcoming proposed changes in the onboarding process for new SDCCE students will also greatly impact the need for additional counselors.

Since our return to campus, there is a higher need for mental health professionals. We need dedicated mental health counselors at SDCCE. We are in the process of hiring a mental health counselor. However, considering that we have 7 campuses and over 13,000 students, SDCCE students could benefit from more dedicated mental health professionals/paraprofessionals.

Staffing is inadequate at most SDCCE campuses. There have been several transfers and retirements in the past two years that have resulted in vacant positions that have yet to be filled. There is a need for more classified professionals and NANCE employees. Hiring has resumed across the district, but some classified professionals have transferred to our sister colleges and other district positions; creating gaps in employment for most of our campuses. More bilingual staff are needed at every campus due to the increase in the number of bilingual students. Programs that have experienced growth this past year would benefit from a designated classified professional/NANCE employee.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

The counseling department has needed updated computers even before we returned to campuses post Pandemic. Many students still prefer counseling appointments and orientations/ed planning by zoom. Many meetings are still on zoom.Our older computers have outdated software and programs and IT has been unable to keep up with the help desk requests. The district needs more IT staff to respond to technical issues as they arise. There needs to be a standardized and fair distribution of technology and supplies to all campuses. There is a desire to continue to have some meetings on zoom or hyflex. There is insufficient access to hyflex technology at all campuses.

On a positive note, counselors who requested 2nd monitors and webcams have gotten them. Also, there are regular opportunities to participate in technological training (Online Learning Pathways and others) including access to mentors and videos to ensure that counselors can navigate new technology systems.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:

Many students could benefit from access to computers/laptops/Wi-Fi, digital literacy classes and technical support for Zoom and Canvas at all SDCCE campuses. Some programs, like high school/high school equivalency and some advanced ESL classes are likely to stay online. Many students do not have computers or reliable access to computers and the internet. There needs to be a computer lab at every campus where students can come in during set hours to use the computers for their online courses. We also need more computers in the lobbies to assist new students with registration, setting up their portal, etc. Some campuses only have two computers for this purpose. It will be easier to assist students if there are more computers available for student use. More students can get enrolled in a timely manner, and they will be less likely to drop out of their courses. There needs to be more room for more people to assist students. Computers at most campuses are close together.

There is also a need for additional SMART classrooms that offer technology for hybrid/hyflex courses. Students who are having challenges with online courses would benefit from more hybrid/hyflex and in-person course options.

11. Impact of Resources:

Student Success Support Program (SSSP) funds allow the continuance of core matriculation services: orientation, assessment, education planning, counseling, and follow-up services. The funds are primarily dedicated to personnel (counseling and student services professionals). The funding has supported hiring additional adjunct counselors and NANCE (Non-Academic Non-Classified Employees**).** With more counselors, staff, and updated technology, we can more easily keep up with the rapid changes and serve students remotely and in person. The most valuable resource is our personnel, and without enough counselors to assist students we will lack as an institution.

HEERF funds were used to support students' success via academic support. The counseling department was able to hire two bilingual adjunct counselors in January 2022 to help support bilingual students in the growing high school equivalency program. Counselors informed students about HEERF grants that were being provided by Continuing Education.

Having hybrid ready classrooms will give counselors the ability to learn and master hybrid technologies, reaching more students. The best tech and applications available should be the goal and the standard. Counseling faculty are ready and willing to utilize new tech and applications to better serve our students. We all are making do with what we have.

Student Affairs

Student Affairs Administrative Review and Improvement Item

Providing Department: Student Affairs

Status: Still in Writing Process

Lead Writer: Michele Madrid Novak

1. Department Mission Statement(s):

The San Diego College of Continuing Education’s Office of Student Affairs provides programs and services that support and enhance the learning experience for all students. Our mission is to support the success of all students and support their educational and career goals by offering a holistic approach in their journey.

2. Department Summary Statement:

The office of Student Affairs is responsible for the administration of activities that support and enhance the student experience. Additionally, the Student Affairs Office adjudicates student conduct violations adhering to Board Policy 5500 (Student's Rights, Responsibilities, Campus Safety, & Administrative Due Process). The Student Affairs office also works closely with the District Title IX Office to assist in investigations pertaining to Title IX violations.

Student Affairs plans and supports each of the Associated Student Body (ASB) groups at SDCCE's seven (7) campuses. ASB membership is open to all currently enrolled students. Student Affairs administers the college's Basic Needs and Mental Health programs that serves the entire SDCCE community.

3. Students:

The Student Affairs Office is essential in providing support for student access, success and equity. Student Engagement opportunities are readily made available to students. Student leaders play an integral role in supporting the mission of the college by participating in Shared Governance groups and lending their voice and insight to issues that affect the entire student population. Equity is weaved into programs administered by the Student Affairs Office especially when it relates to student conduct violations, mental health and wellbeing of students, basic needs, and student engagement activities.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

In 2022, the stand-alone Student Affairs Office and Dean of Student Affairs was established. Historically, the San Diego College of Continuing Education's Student Affairs Dean was also the Dean of Disability Support Programs and Services (DSPS). The separation of departments and establishing a Dean of Student Affairs helped to alleviate any potential conflicts of interests in adjudicating student conduct matters.

5. Highlight your department’s most significant accomplishments this past year.:

The most significant accomplishment for Student Affairs office has been streamlining ASB elections to coincide with our sister college elections as well as electing the inaugural Student Trustee to represent the San Diego College of Continuing Education.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

Professional development opportunities are provided to all faculty and classified professionals regarding understanding of Board Policy 5500 (formerly 3100) Students Rights, Responsibilities, Campus Safety and Administrative Due Process. These PD opportunities are offered to faculty as Flex credit. They are held yearly during Fall Convocation and Spring Institutional Week as well as Ad Hoc. Be Well CCE, SDCCE's Mental Health Outreach program also provides PD opportunities to faculty and professional staff on a variety of topics such as domestic violence awareness, mindfulness, de-stress activities, support groups, as well as various other topics that support the emotional well being and stigma reduction behind mental health.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The office of Student Affairs is a newly established stand alone office of the college. Currently, there is only one contract classified professional that supports the department including the Dean. It is necessary for the institution to provide ongoing funding of support staff to effectively carry out the objectives and mission of the department. Staffing needed to support the different departments within the office of Student Affairs would be the following positions:

Student Services Assistant

Student Services Assistant, Sr.

Administrative Assistant IV

Administrative Technician

Basic Needs Ambassadors (12, NANCE employees)

Student Affairs Ambassadors (4, NANCE employees)

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

It would be helpful if the institution provided regular and timely updates to technology used by the office of Student Affairs. Access to programs and the means to acquire technology updates are sometimes laborious and the amount of time it takes is lengthy. Additional resources are necessary to be able to manage technology issues within the department through established department budgets.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:

Dedicated space for Associated Student Body membership to hold meetings and congregate is necessary to the overall effective student engagement strategy for the college.

Dedicated space to establish a One Stop Student Services Engagement Center is needed.

11. Impact of Resources:

A department budget for the office of Student Affairs has yet to be established and is absolutely necessary to effectively carry out the mission of the department.

Student Equity Office

OFFICE OF STUDENT EQUITY Administrative Review and Improvement

Providing Department: Student Equity Office

Lead Writer: Tavaris Franklin

Supporting Writer(s): Edith Quintero, Roberta Krauss

1. Department Mission Statement(s):

To foster supportive and inclusive environments designed to inspire and empower people, cultivate lifelong learning, create lasting solutions for racial inequities and social justice, and strengthen communities by facilitating unparalleled access to student supports and referrals to resources to complete their educational and career goals at SDCCE.

2. Department Summary Statement:

San Diego Rising to Success (R2S) has moved through a sustainability analysis and migrated supported programming and services to the Office of Student Equity. The Office of Student Equity serves prospective and current students by providing an inclusive environment that fosters the advancement of access for all students, targets the breaking down of barriers to retention and completion, strives to meet student basic and direct needs, and provides referrals to resources and external programs and services through partnerships with Health & Human Services Agency, San Diego Food Bank, Legal-aid, Jewish Family Services, and other community agencies. SDCCE's Office of Student Equity targets disproportionately impacted student populations and outreaches to San Diego communities.

The Office of Student Equity is embedded in institution-wide projects from marketing, online student services platforms, website projects, and professional learning opportunities. The Office of Student Equity continues to focus on aligning programs and services with instructional and campus departments to meet the institution's strategic plan goals.

The Office of Student Equity Embodies

CalWORKs; Outreach Services; SDCCEats!; PATHWAYS; Retention Services; Veterans Services; the Technology Access Project (TAP), Digital Literacy Project, Basic Needs and Direct Student Supports; Immigrant-based Support Program (ISP); and the recently launched Black Student Success Program.

3. Students:

The Office of Student Equity is committed to increasing student access through equity minded practices to further foster retention and completion rates in disproportionately impacted student populations. Programs and services support diverse, equitable, and inclusive academic programming, instructional strategies, professional learning opportunities, and direct student supports through allocated funds for targeted programming and services that promote and facilitate student success at SDCCE.

4. Describe any significant changes and/or developments that occurred in your department this past year and the impact of these changes:

San Diego Continuing Education will continue the goal of increasing institutional capacity for inquiry, research, evaluation, and the use of data in decision-making. Measurable outcomes will be based on both quantitative and qualitative data to support expanded or new success initiatives. Data will be analyzed providing outcomes that will move SDCE toward ameliorating achievement for students. Data will reveal the number of students who have completed SSSP processes, enrolled, completed courses and certificate programs or transitioned to a credit college. Progress towards meeting student success goals for noncredit students will be assessed each fall with the data provided by the Office of Planning, Research and Institutional Effectiveness.

San Diego Continuing Education (SDCE)
has adopted two proven Student Success frameworks that inform the work of the educational institution in providing expanded learning opportunities for all students. The first Student-Centered Success framework, adopted from the Research Group's Six Success Factors, adheres to the idea that students need to be directed, focused, nurtured, engaged, connected, and valued in order for them to be academically successful. The second Institutional Success Framework, adopted from Achieving the Dream, adheres to a student-centered model for institutional improvement which is guided by five principles: 1. committed leadership, 2. use of evidence to improve programs and services, 3. broad engagement, 4. systemic institutional improvement, and 5. equity. These principles, in conjunction with the following five steps: 1. commit to improving student outcomes, 2. use data to prioritize actions, 3. engage stakeholders to help develop a plan, 4. implement, evaluate, and improve strategies, and 5. establish a culture of continuous improvement, leading to the one goal of success for all students.

The Student Equity Plan aligns with the institutional mission, and by design, ensures coordination across student equity related categorical programs and/or campus based programs under the Guided Pathways Framework. The integration of matriculation, instruction, and student support services serve as a guide for SDCE as it develops the capacity to implement, scale, and sustain planned activities. Student success goals align with institutional efforts through collaborative planning, budgeting, research, and evaluation in order to institutionalize activities that close equity gaps and promote success and completion. The Student Equity Plan fosters an institutional culture of equity, academic excellence, student centered decision-making, and continuous improvement. Intentional and meaningful interventions will promote an institutional culture of equity, creating an environment where students can thrive and reach educational goals.

CalWORKs has seen an increase in the number of students it serves. With the increase number of refugees residing around the Mid City area, the Mid City campus and all Counselors and Intake coordinators have increase their student caseload by over 100 students. An adjunct counselors were hired to support the increase of students. CalWORKs Work Study program has also expanded to hire additional 6 Ambassadors to support with CalWORKs translation services. The CalWORKs Work Study program had 22 students employed on and off campus.

5. Highlight your department's most significant accomplishments this past year.:
With 80% of CalWORKs students enrolling in ESL classes. The CalWORKs program collaborated with the ESL department to provide a streamline enrollment process in multi-language in order to support the influx of refugee and asylum students attending the SDCCE.

CalWORKs program partnership with HHSA to provide services on campus and via zoom to students. In addition, the CalWORKs department distribute 400 computers and Wi-Fi to students.

Veterans Services at San Diego Continuing Education (SDCCE) provides tuition-free job training programs to Veteran students. Students have the opportunity to learn a skills trade in Auto Services (Auto Technology, Service Advisor, Auto Paint & Body, and Upholstery) and Welding. Veterans receive additional support with free textbooks, materials, counseling, and direct referrals. Students are supported through their transition to career or college. In addition to its Veterans Services, SDCCE partners with Back 2 Work's Caltrans Veterans Outreach Program (VOP) to help Veterans overcome employment barriers from formerly incarcerated to homeless by providing paid apprenticeships.The program is up to 6 months and builds strong community relationships. The partnership provides the necessary resources and work readiness programming for Veteran students to successfully reintegrate back into the workforce and into self-sufficiency. The mission of the partnership is to set Veteran men and women up for success by providing career opportunities to participants.

Approximately 15% of the population in San Diego County is Veterans with an unemployment rate of 27%. Nearly half of those Veterans are homeless. By building strong community relationships, our partnership provides the necessary resources and work readiness programming for Veteran students to successfully reintegrate back into the workforce and into self-sufficiency. SDCCE supports the career readiness and access to job training programs. The program is up to 6 months and possible innovative collaboration and partnership. The mission of the partnership is to set men and women up for a successful future by providing career opportunities to participants with significant barriers to employment, furthering their success back into their communities and become self-supporting.

To create awareness of SDCCE and our programs and services we formed new partnerships while continuing to strengthen existing partnerships. We established regular information sessions at Metro Career Center, Second Chance, PATH, San Diego Libraries, CoreCiviC, and the San Diego Housing Commission. We are working towards solidifying our partnerships with school districts and other community-based organizations, such as SDUSD CCTE, Barrio Logan College Institute, Promise2Kid, and Brig Miramar to establish regular workshops and informational sessions for their participants. We collaborated with our faculty to showcase our certificate programs at Lincoln High School and the San Diego Housing Commission. We collaborated with the ESL department to onboard Alliance for Africa participants. To highlight our distinctive college and career readiness programs in the high-demand trades, we offered a "Redefine Success" series to expose students to the many options available to them as they transition from high school. We launched the virtual SDCCE Welcome Center and maintained a strong social media presence.

Outreach Services reached over 16,000 prospective students, coordinated with college events, and continues to partner with external agencies and organizations serving targeted populations with 95 tours, 3,348 presentations, 538 workshops, 5,514 phone calls and emails, 2,345 tabling events and activities. Successful outreach campaigns were supported through Rising to Success with continued social media announcements, online platforms, and weekly "drop-in" virtual events. Outreach also hosted Exploration Days at each campus location: West City, Mid City, Cesar E. Chavez, CE Mesa, ECC and North City with nearly 1,000 people in attendance.

R2S PATHWAYS is playing a key role in addressing student barriers to completion and is uniquely positioned to make valuable contributions through strategic and effective interventions and innovative and collaborative practices. R2S PATHWAYS is pioneering a wide range of intensive services designed to support noncredit students and increase retention and completion in certificate career training courses and programs. Increased counseling and academic advising is interwoven into the program allowing for barriers to retention and completion be tackled. Continued follow-up and wrap around services are at the center of R2S PATHWAYS' programming delivering supports that help students face hurdles that are often a barrier for educational participation and progress. Because financial aid is not available for SDCE noncredit students, R2S PATHWAYS works to provide or direct refer its cohort students to employment support or services, transportation assistance, child care, housing, food, and course equipment, materials, and textbooks.

R2S is aligning planning with instructional department program activities to better meet the goals of the institution's strategic plan. R2S will update the Student equity Plan in spring 2020 with clear targets to support targeted student populations defined by legislation and institution data at the program and course level. R2S' strategic plan will align with instructional programming and outcomes data. R2S reviewed program reviews of all departments to better inform planning.

6. Assessment Data:

The Office of Student Equity works collaboratively with Institutional Effectiveness to identify disproportionately impacted student groups in relation to completion of CTE, high school diploma and HSE. Data required to meet Student Equity and Achievement Program (SEAP) is completed annually. Data includes headcount, enrollment, basic demographics of students, overall and by program - age; race and ethnicity; income; and gender. Other data sources utilized for SEAP programs and services include analytics on potential outreach populations by Civilian Marketing and internal Campus Solutions reports; census data; County and City data; and program enrollment and outcomes data. In an effort to measure the impact of academic programs and student support services, annual student data is updated and reported. Annual reports for SEAP funded programs and services is submitted internally each January. The anticipated dashboards will support increased data analysis and decision-making for the Office of Student Equity.

PATHWAYS and CalWORKs use MIS, SARs, and Campus Solutions to cross reference enrollment, services provided, and completion rates for students. PATHWAYS also uses excel to track student services and completion including retention and persistence to the next course/term. CalWORKs ACCESS and Excel databases are maintained by Intake Coordinators and Counselors collecting enrollment, program, retention, and completion. Outreach Services maintains tracking of activities and events in excel on an monthly and annual basis.

SDCCEats! collects quantitative data at a superficial level with the numbers of students served, product inventory and estimated weight. Sign-in sheets are also transposed for use in SDCCEats! for services provided and Outreach Services to recruit prospective students. Specific initiative data is generally completed manually and requires extensive time and additional research support.

The Office of Student equity is working on new submission of PRIE data requests to look at retention, completion, and persistence to one term or credit college (as and if data is available) for specific programs (CalWORKs and G2S PATHWAYS). SARS and MIS data is maintained in Campus Solutions. Please see evidence for CW MIS reports. G^2S PATHWAYS is working with District this to ensure MIS data is collected for DI populations. This reporting process has been delayed due to priorities at the District.

Analytics and assessment outcomes are used to review programs and services and their successes. Data is used to increase, expand, or end programs and services. Data reflecting promising practices may be used to realign or revise a project or program to better serve the student. Because the data used for student equity, its strategic plan and program review aligns with mandates and state legislation first with supportive programming and services alignment following. The core of student success through equity is access and completion. Institution-wide data is provided through institutional effectiveness reports and available to departments and programming.

Launchboard results of support surveys may be accessed here. SEAP data reports were completed in late fall 2020 and used for spring 2021 reporting. The report is completed annually.

Please see evidence for associated outcomes data reports or summaries.

7. To what extent does the department and/or institution provide all personnel with opportunities for professional development? If any, what additional professional development activities are necessary, and why? :

The Office of Student Equity continues to support assigned faculty and staff in their Professional Learning Opportunities (PLOs). Personnel attend student success conferences and workshops as well as participate and present at conferences and workshops. Faculty, staff, and supervisors have been provided the opportunity to apply and attend leadership academies and continue to participate in internal and external training, presentations, community engagement projects, and professional conferences such as ACCCA. Staff and faculty are encouraged to continue their professional and personal growth.

The Office of Student Equity continues to support and contribute to SDCCE's professional development and flex calendars; coordinates and collaborates on diversity, equity, and inclusion events, workshops, and presentations; and strives to bring equity minded PLOs to staff, faculty, and students through participation in the Professional Development Committee.

8. To what extent does the institution support the department by providing sufficient staffing (e.g., faculty, classified professionals, NANCE)? If any, what additional staffing are necessary, and why? :

The institution provides funding to support; CalWORKS, ISP, and TAP programs with Project assistants. With the growth and expansion of additional of affinity groups like; the recent launch Black Student Success program (BSSP) and soon-to-launch LGBTQ+, we will need additional funding to hire Nance employees or a permanent student services staff.

9. To what extent does the institution support your department by providing sufficient technology and other resources? If any, what additional resources are necessary, and why?:

With the growth and expansion of ISP, BSSP, and LGBTQ+ programs, we will need technology (computers, printers, etc.) to support the centers and software to track students and program data.

10. Comment on how current school facilities contribute to the operational environment. If any, what additional facilities are necessary, and why?:

With the development of new programs like BSSP and LGBTQ+, we will need space to create a welcoming environment where students can receive support for their needs.

11. Impact of Resources:

CAEP funds a 1.0 FTE Outreach Coordinator to increase and enhance outreach strategies with San Diego Unified School District and other local service areas school districts with a focus on transition from high school to SDCCE and SDCCE (i.e. ABE/ASE or ESL) to SDCCE CTE programs and/or the credit college. An Acting Outreach Coordinator is serving in this position up to June 2023. CAEP and SWP split fund two Project Assistants to serve under Outreach Services. These positions are currently vacant and recruitment is underway. HEERF funding has been temporarily allocated to support reengagement and engagement activities through Outreach through Spring 2022.

The Office of Student Equity has received no other resources and therefore cannot describe how allocated resources supported or impacted the department. Services and programs operate in a deficit budget with 100% of funds in contract and other personnel costs. Most NANCE support staff were eliminated, Outreach services has no SDCCE promotional items, supplies, materials, and or any program associated cost funding. Limited resources greatly impact management due to having to serve as program coordinator, staff, and Dean while the few staff assigned to the department are working at maximum capacity.

Significant budget restraints and cuts are expected through at least 2022-2023 with a pending noncredit funding model coming online next year. SEAP funding is allocated from the total District allocation received based on credit college formula.

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