



SAN DIEGO COMMUNITY COLLEGE DISTRICT



2023-2030 DISTRICT STRATEGIC PLAN

SAN DIEGO COMMUNITY COLLEGE DISTRICT

2023-2030
DISTRICT STRATEGIC PLAN

JULY 2022

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LETTER FROM THE CHANCELLOR

Colleagues and Friends,

I am pleased to present the new San Diego Community College District Strategic Plan. The SDCCD Strategic Plan will guide the future of the Colleges and the District over the next eight years (2023-2030) by identifying our collective vision, goals, and objectives. It builds on and complements strategic plans developed by San Diego City College, Mesa College, Miramar College, and the College of Continuing Education.

A key focus of the plan will be how the District can fulfill its commitment to equitable outcomes for the 100,000 students it serves annually. It reflects input from dozens of meetings, online surveys, and presentations made over six months. I want to thank the roughly 10,000 employees, students, and community members who participated in the strategic planning process. As I listened to the many constructive comments shared, I was impressed by the level of commitment to the District and its important mission.

Since the only constant is change, the SDCCD Strategic Plan will continue to evolve to reflect new challenges and opportunities. I am committed to doing my part to help implement our collective vision. I will periodically share updates on our progress. Meanwhile, I encourage you to stay engaged as the District implements this plan.



Cordially,

A handwritten signature in black ink, appearing to read 'C. Cortez', written in a cursive style.

Carlos O. Cortez
SDCCD Chancellor



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

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1

INTRODUCTION

Chapter I - INTRODUCTION

Early in 2022, the San Diego Community College District (SDCCD) launched a planning and outreach process to create a new district-wide strategic plan for the 2023 to 2030 time period. The SDCCD Strategic Plan will guide the future of the District over the next eight years, as it undertakes to provide **all students*** with an equitable and inclusive learning environment where they can thrive and successfully achieve their educational and career goals. It does this by articulating the District’s most important priorities and goals, laying out a strategic road map for achieving these outcomes. Metrics consistent with the Student-Centered Funding Formula will be used to monitor progress over the life span of the plan. The Enrollment Management Plan now under development will be the source for these metrics. The Strategic Plan will guide the District in strengthening student academic achievement and overall well-being, planning for current and future needs, transforming infrastructure, and guiding resource allocation and staffing priorities. The goals and objectives established in the SDCCD Strategic Plan are the result of a six-month process conducted from January 2022 through June 2022. Also, this strategic plan was the first to be developed by the District in the wake of the COVID-19 pandemic and so reflects lessons learned and opportunities that emerged during that challenging time.

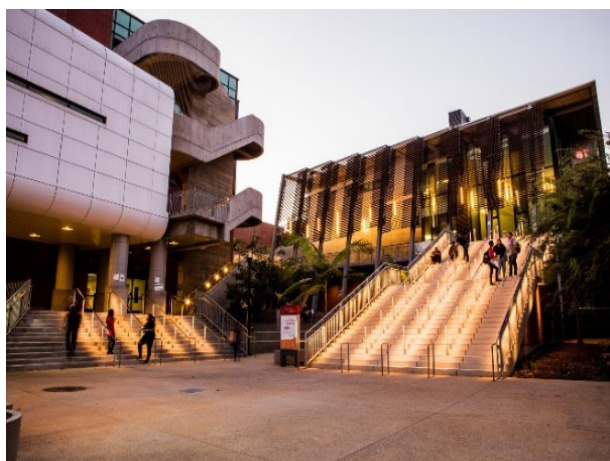
*By “**all students**” SDCCD is encompassing people of all backgrounds including but not limited to students from all ethnic and racial groups such as African American/Black, American Indian/Alaskan Native, Asian/Pacific Islander, Filipino/a, Latinx/Hispanic, White, and those of two or more races; to students from all cultural groups, faith communities, and non-religious/spiritual communities; students with disabilities and special needs, and all LGBTQIA+ students, and all students regardless of gender identities, including transgender, cisgender, and non-binary or gender expansive individuals.



About SDCCD

The **San Diego Community College District (SDCCD)** covers 196 square miles, a geographic area that is home for over one million residents, and one that lies entirely within the city of San Diego. Each year the District serves approximately 100,000 students, making it among the largest of California’s 73 community college districts. The SDCCD is a multi-college district, providing oversight for three associate degree awarding colleges: San Diego City College, San Diego Mesa College, and San Diego Miramar College; and the seven campuses of the San Diego College of Continuing Education. The District was formed in 1972 when voters approved separating its four colleges from the San Diego Unified School District.

SDCCD College Campuses



Constance M. Carroll, Ph.D. Arts and Humanities building and Business & Technology building, San Diego City College

The District can trace its origins to the establishment of San Diego **City College** in 1914, one of the oldest community colleges in the state. Located in downtown San Diego, City College serves over 14,000 students every fall and spring semester and offers more than 200 degrees and programs through more than 1,100 classes.

Founded in 1964, San Diego **Mesa College** is centrally located within the district. It offers nearly 200 associate degree and certificate programs and is one of 15 California community colleges offering a four-year baccalaureate degree. Mesa serves approximately 30,000 students each year.



Student Services Center, San Diego Mesa College



Student Services Center, San Diego Miramar College

Miramar College is located in the most northern sector of the district in the Mira Mesa/Scripps Ranch area of San Diego along the I-15 corridor where it serves approximately 29,000 students annually. Established in 1969, Miramar offers 72 associate degrees, 94 career technical education certificates, and a full range of transfer programs.

With seven campuses geographically dispersed across the district, along with hundreds of community locations, the San Diego **College of Continuing Education** (SDCCE) is the adult education college in the SDCCD. In a normal year before the COVID 19 pandemic it served approximately 40,000 students annually. Along with City College it was also founded in 1914, making it one of the oldest noncredit institutions in the nation and today it is one of the largest.

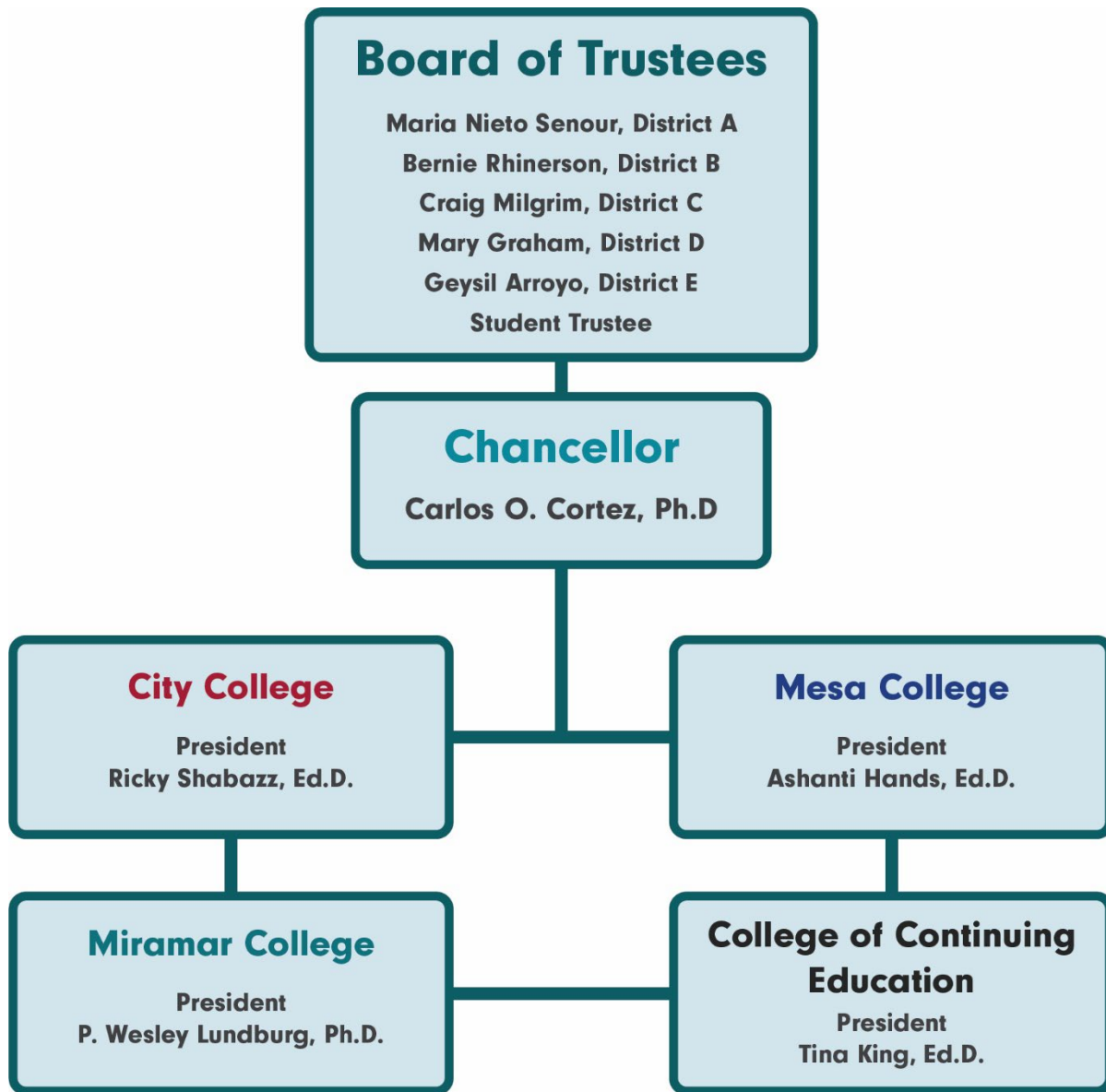


César E. Chávez campus, San Diego College of Continuing Education

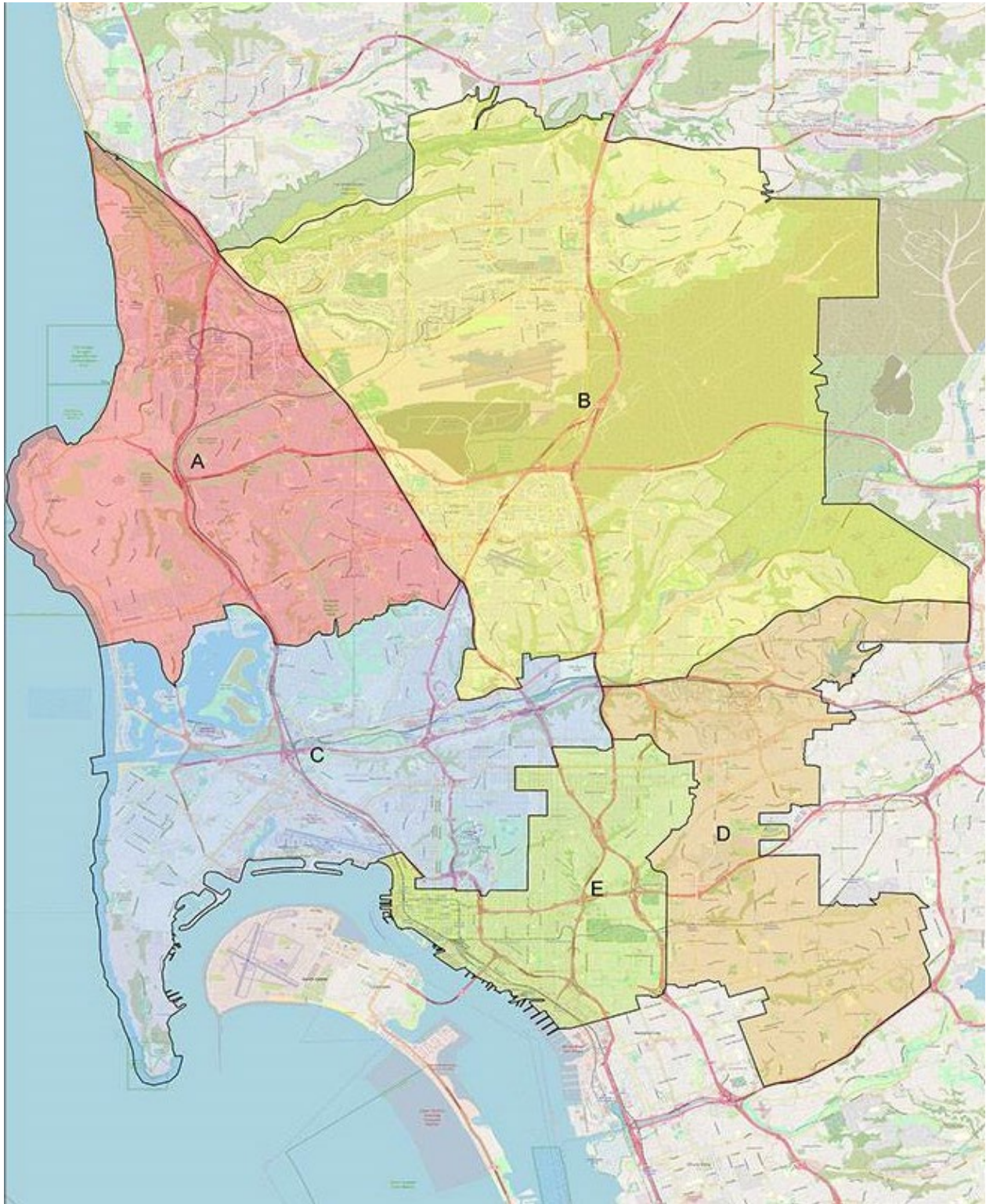
In addition to the colleges of SDCCD there are five other community colleges in the County of San Diego. Located in Chula Vista, south of SDCCD, is Southwester College. To the east of SDCCD lies Cuyamaca College in Rancho San Diego and Grossmont College in El Cajon. To the north there is Palomar College in San Marcos. Farthest to the north is the Mira Costa Community College District whose main campus is in Oceanside.

District Organization

The San Diego Community College District is governed by its five-member, locally elected Board of Trustees, and a student board member. The five trustees are elected by the voters of San Diego to serve four-year terms. Three students, each serving a one-year term, fill the student trustee position on a rotating basis. The boundaries of the five trustee districts (A, B, C, D, and E) are outlined in the map shown below. The Chancellor, the district's chief executive officer, is responsible for carrying out policies approved by the Board of Trustees.

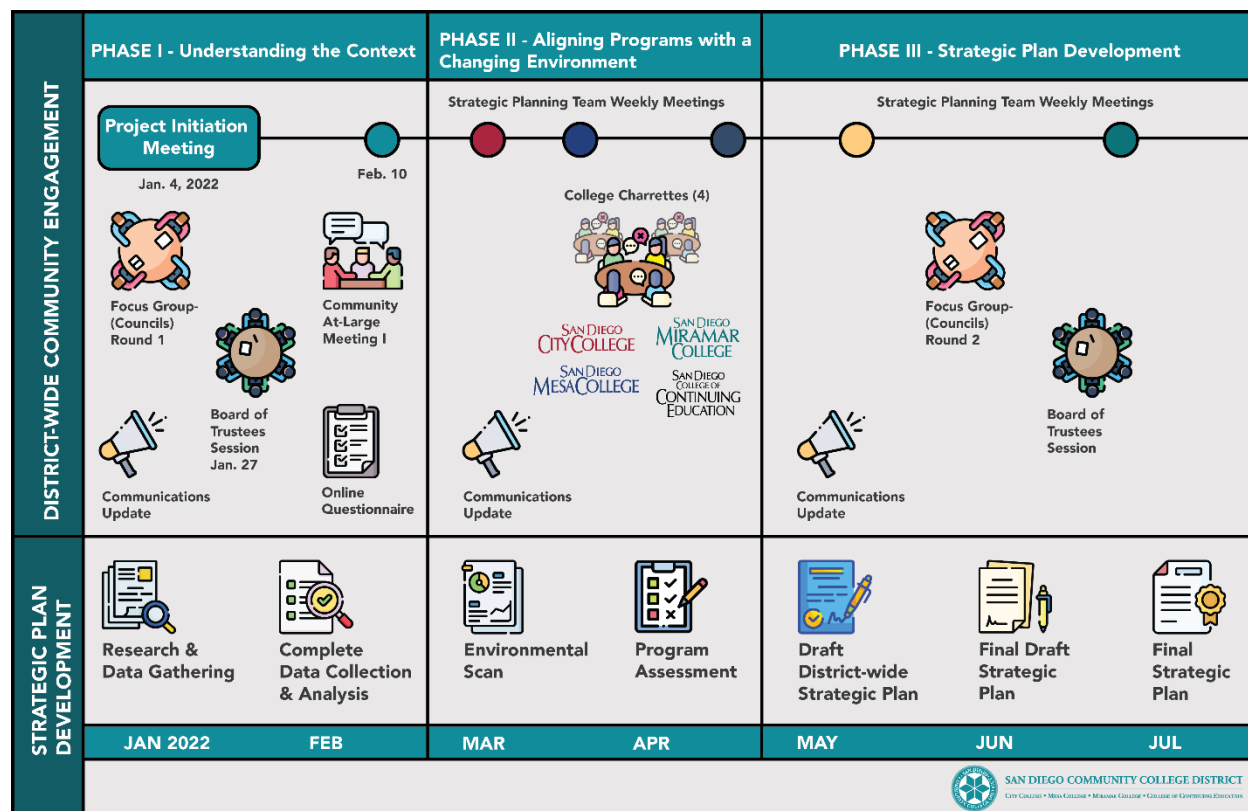


San Diego Community College Districts - 2021



Plan Development Process

The development of the SDCCD strategic plan took place in three phases over a six-month period as illustrated below. Throughout all three phases, the MIG Inc. consultant team¹ met weekly with a Strategic Planning Team that reported directly to the Chancellor. Each phase relied heavily on input provided by members of the District community including faculty, staff, and students from all four colleges.



The first phase relied on extensive outreach with the District community to identify needs and priorities, including opportunities and challenges that the strategic plan should address. During this phase, nearly 8,000 individuals participated in an online survey, including 6,700 students representing all four colleges, 770 employees, and ten community members. (Key findings from the survey are summarized in Pages 46 to 53 in Chapter II).

¹ Moore, Iacofano and Goltsman, or MIG Inc., is a national leader with nearly 40 years of experience in strategic planning and educational programming for community colleges.

Concurrent with the online survey the consultant team facilitated a series of sixteen focus group/committee meetings where participants were asked to share their views on what they considered to be strengths of the District, issues and challenges facing the District, and opportunities for the future. These interactive sessions were held with the following groups during the first two months of the planning process. Input provided by these groups provided the substantive foundation for development of the Strategic Plan.

- Chancellor’s Cabinet
- Board of Trustees
- Governance Council
- Corporate Council
- Strategic Planning Committee #1
- Management Association
- Trustee Advisory Council (TAC)
- Classified Senate Presidents
- SPAA Board
- Academic Senate Presidents
- San Diego Promise
- Budget Planning & Development
- Student Services Council
- Chancellor and Team / Review Themes
- United Student Council
- Strategic Planning Committee #2
- Management Services Council
- Curriculum and Instructional Council

A community at large meeting designed to reach a broader audience was also held during this period. All of these sessions took place on-line as a public health measure during the COVID-19 pandemic which was still a concerning factor.

During this same period, the consultant team conducted an environmental scan compiling and analyzing data on regional demographics, economic trends, student enrollments, student outcomes, and other related external and internal conditions shaping the district today and into the future.



Graphic Design Program, San Diego City College

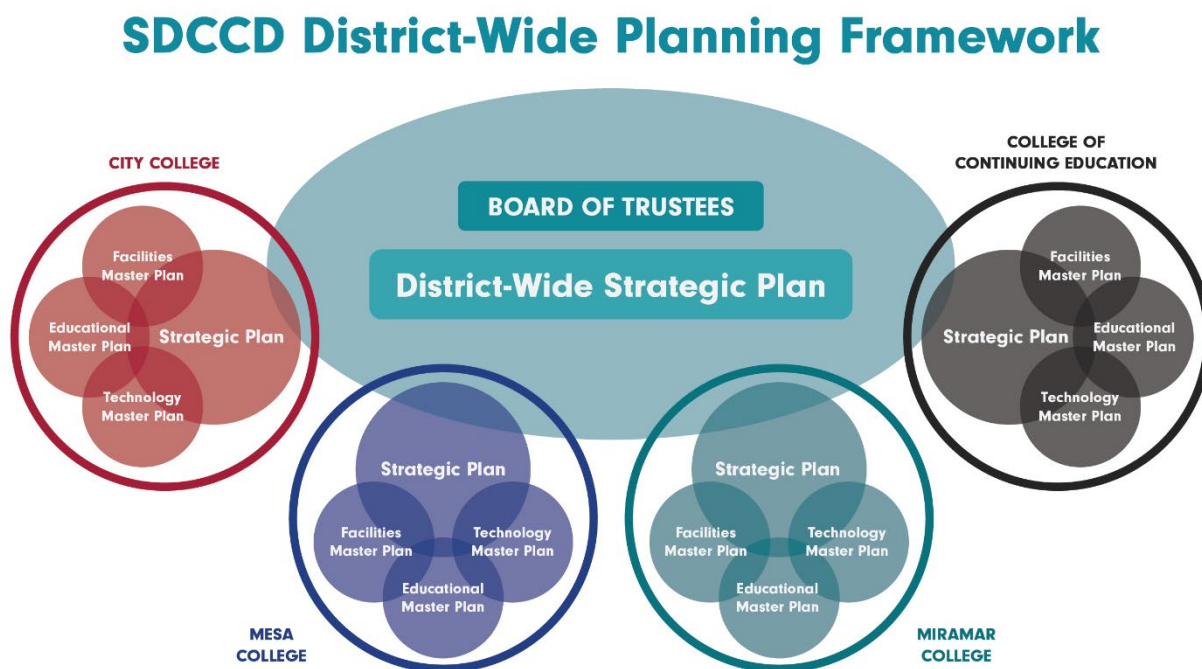
In Phase II, findings from the outreach meetings, online survey, and the environmental scan were synthesized and presented to the district community in the form of key themes for their consideration. This primarily took place during five separate three-hour planning charrettes, one for each of the four colleges and the district offices. During each charrette participants were divided into separate breakout groups with each group focused on a specific topic/theme that

had emerged during Phase I. Each breakout group was charged with the task of generating proposed strategies and actions for addressing their assigned topic.

At the start of Phase III, results from the charrettes were summarized and then shaped into a distinct set of goals and objectives. This strategic plan framework would constitute the heart of the strategic plan and throughout Phase III would be developed and refined through an iterative review process with executive leadership from the district and the colleges and subsequently shared with the district community for further refinement before presentation to the Board of Trustees in early June.

Related Planning Processes

The role of the District-wide Strategic Plan (DWSP) is to provide an overarching framework of goals and objectives for the district as a whole but also for the four colleges within the district and their respective planning processes. This would include the strategic plans for each of the four colleges as well as other related planning documents, including their educational master plans, facilities master plans, and technology master plans. This relationship is portrayed schematically below.



Given this fundamental dynamic relationship between the colleges and the district, the District Strategic Plan was developed with the expectation that it would support and align with the strategic plans of the four colleges which had been developed and approved in prior years. In turn, the District Strategic Plan will serve as a foundation for future updates of

those strategic plans. The Strategic Plans Comparison Table starting on Page 65 of the appendix demonstrates the extent to which the new strategic plan of the district and the current strategic plans of the colleges are already in alignment with each other. It is expected that this alignment will grow even closer in future years.

2

ENVIRONMENTAL SCAN



Chapter II – ENVIRONMENTAL SCAN

An Environmental Scan was conducted to report on internal and external conditions related to population and demographics, industry and occupational trends, and college enrollment among other factors. Information provided by this Scan informed development of the SDCCD Strategic Plan and will assist the District in preparing and responding to current conditions and to changes, opportunities and challenges anticipated in the future. Findings from the Environmental Scan are presented here as a profile of the District and of the community it serves.

Regional Context

40M

California population

3.3M

San Diego County Population

1.1M

District Service Area Population

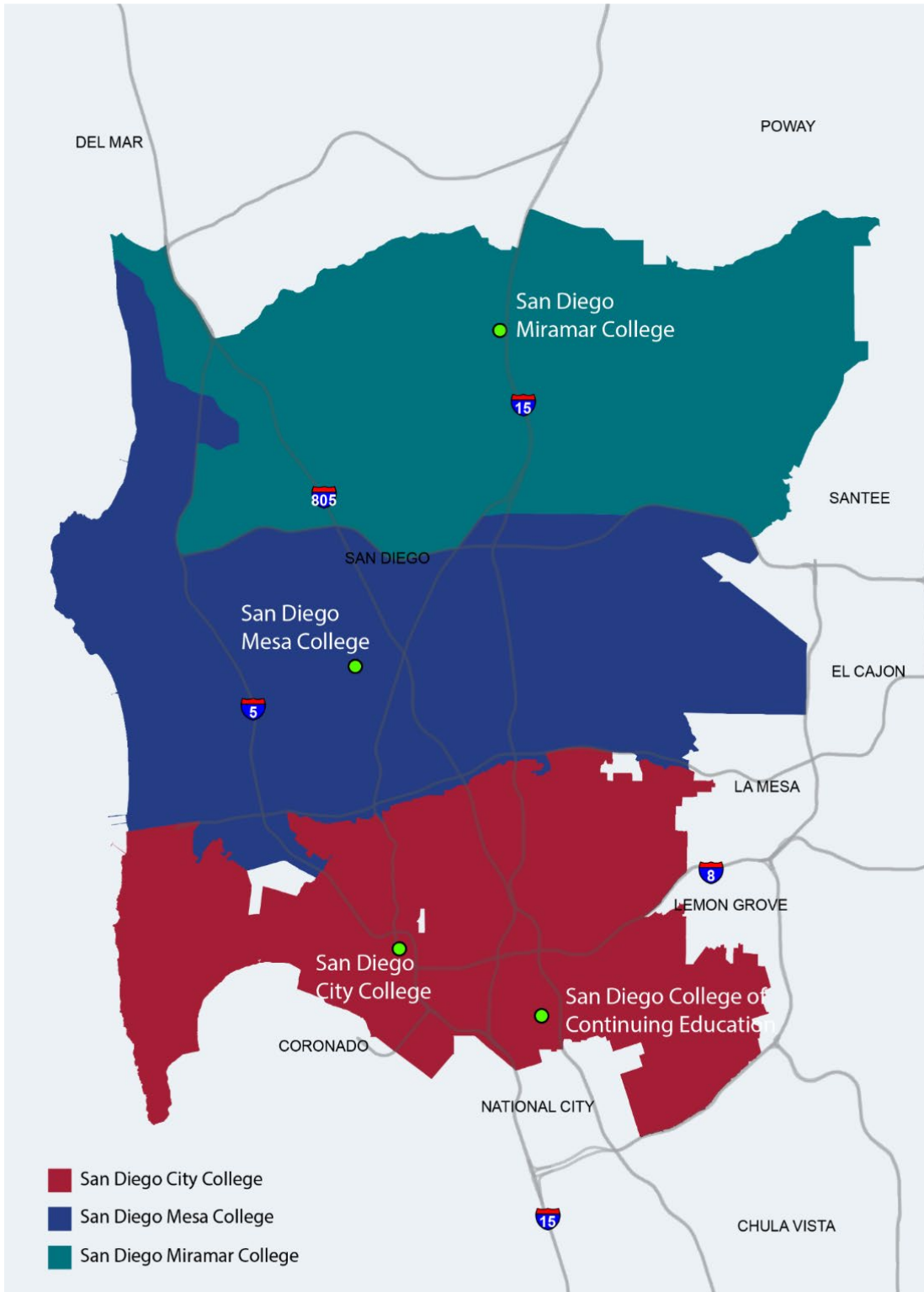
Source: US Census Bureau and SANDAG Data Surfer

Among one of the largest of California’s 73 community college districts, the San Diego Community College District (SDCCD) serves approximately 100,000 students annually at its three credit colleges, San Diego City College, Mesa College, Miramar College, and the seven non-credit campuses of San Diego College of Continuing Education. The District encompasses approximately 196 square miles located within the city of San Diego. Over 1 million people reside within the District’s service area.



Miramar College Emergency Medical Technician Class

Service Area Map



Three Credit Colleges - Campus Locations

San Diego City College

1313 Park Boulevard,
San Diego, CA 92101

San Diego Miramar College

10440 Black Mountain Road
San Diego, CA 92126

San Diego Mesa College

7250 Mesa College Drive
San Diego, CA 92111

Seven College of Continuing Education Campus Locations

SDCE Miramar College

10440 Black Mountain Road
San Diego, CA 92126

North City

8355 Aero Drive
San Diego, CA 92123

SDCE Mesa College

7350 Armstrong Place
San Diego, CA 92111

West City

3249 Fordham Street
San Diego, CA 92110

Mid-City

3792 Fairmount Avenue
San Diego, CA 92105

César E. Chávez

1901 Main Street
San Diego, CA 92113

Educational Cultural Complex

4343 Ocean View Blvd.
San Diego, CA 92113

San Diego Unified School District

The entirety of the SDCCD service area is also served by the San Diego Unified School District. High school students have opportunities to be concurrently enrolled in SDCCD colleges and are the source of many first-year students.

High Schools in San Diego Unified School District

- Canyon Hills High School
- Clairemont High School
- Crawford High School
- East Village
- Henry High School
- Hoover High School
- iHigh Virtual Academy (9-12)
- Kearny High
- La Jolla High School
- Lincoln High School
- Madison High School
- Mark Twain High School
- Mira Mesa High School
- Mission Bay High School
- Morse High School Mt. Everest Academy (K-12)
- Point Loma High School
- San Diego High Educational Complex
- San Diego Metropolitan Regional & Technical (MET) - (9-12)
- School of Creative and Performing Arts (SCPA) (6-12)
- Scripps Ranch High School
- University City High School



Veterinary Technician Program, San Diego Mesa College



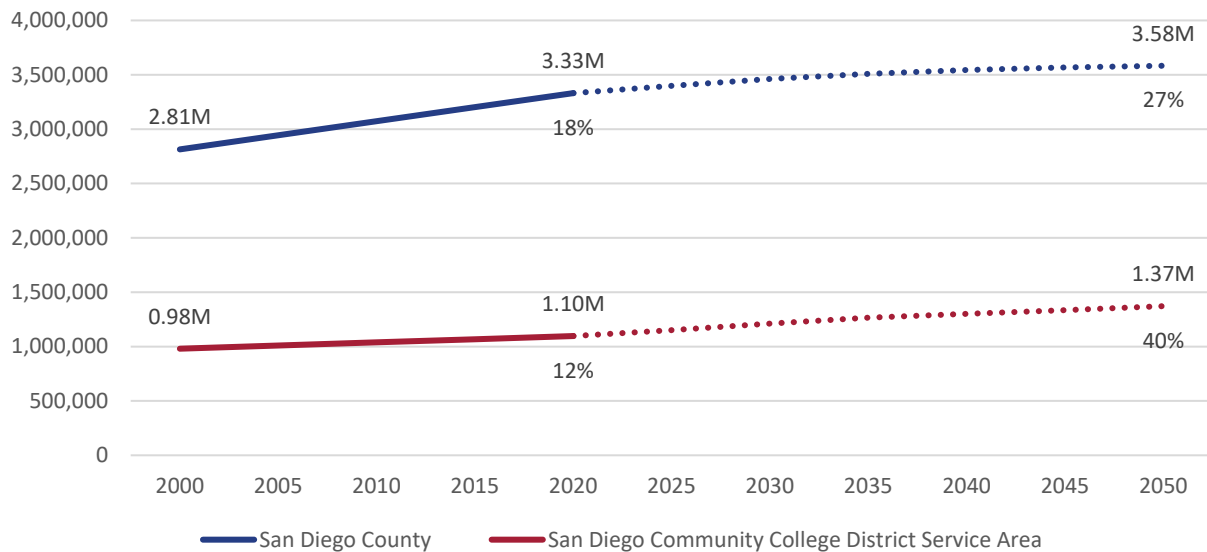
Reclaiming the Humanities Conference at San Diego City College

Population

The total population of San Diego County and the District service area are projected to continue increasing. However, the rate of change for the County is expected to level off and decline in the next ten years. The result is that a larger portion of the total growth will be within the City of San Diego, with a total increase of 40% over the 2000 population. Growth is projected to

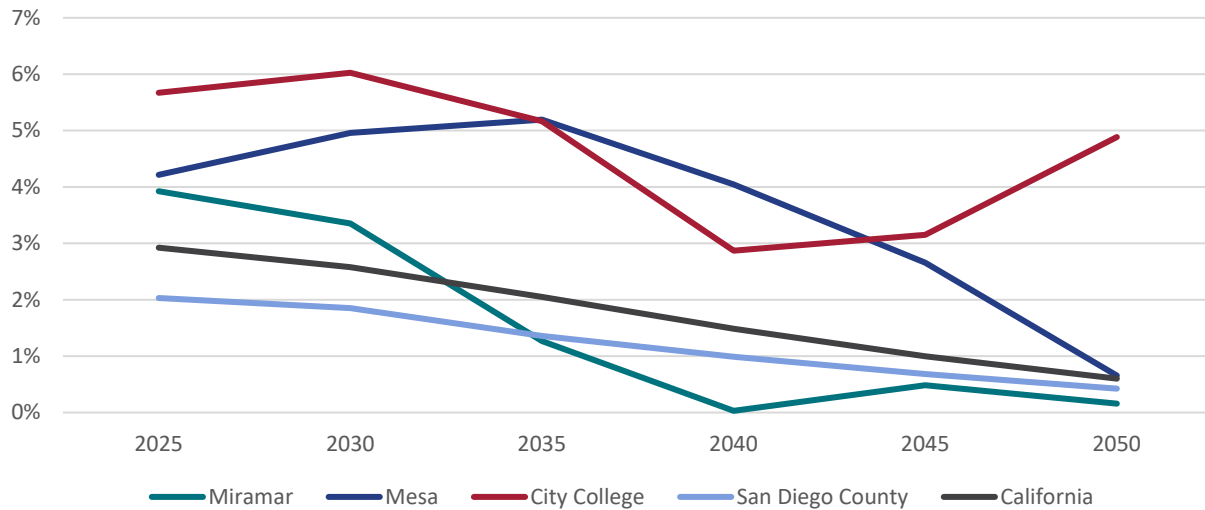
remain strong across all the individual campus service areas for the next ten years as well. Mesa and City College will continue to out-pace the county and state growth rates with the fastest growth happening in the City College area.

Actual and Projected Population for SD County and SDCCD Service Area 2000-2050



Source: SANDAG Data Surfer

Projected Rate of Growth For SDCCD Campus Service Areas, SD County and California 2025-2050

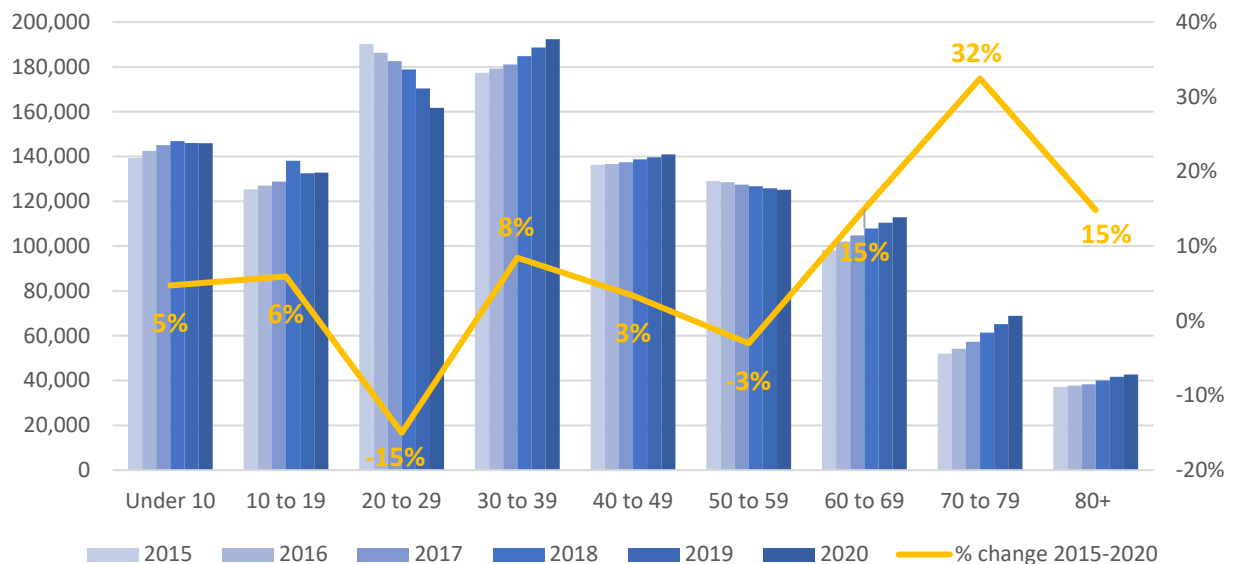


Source: SANDAG Projection

Age

Over the past five years, the largest decline in the population has been within the 20-29-year-old segment. This is an important age group for college attendance. The age groups working their way through K-12 education continue to grow modestly. Meanwhile, all age groups beyond 60 increased substantially in relationship to the overall population. This is in line with the trends across California.

Age Trends: SDCCD Service Area, 2015 - 2020

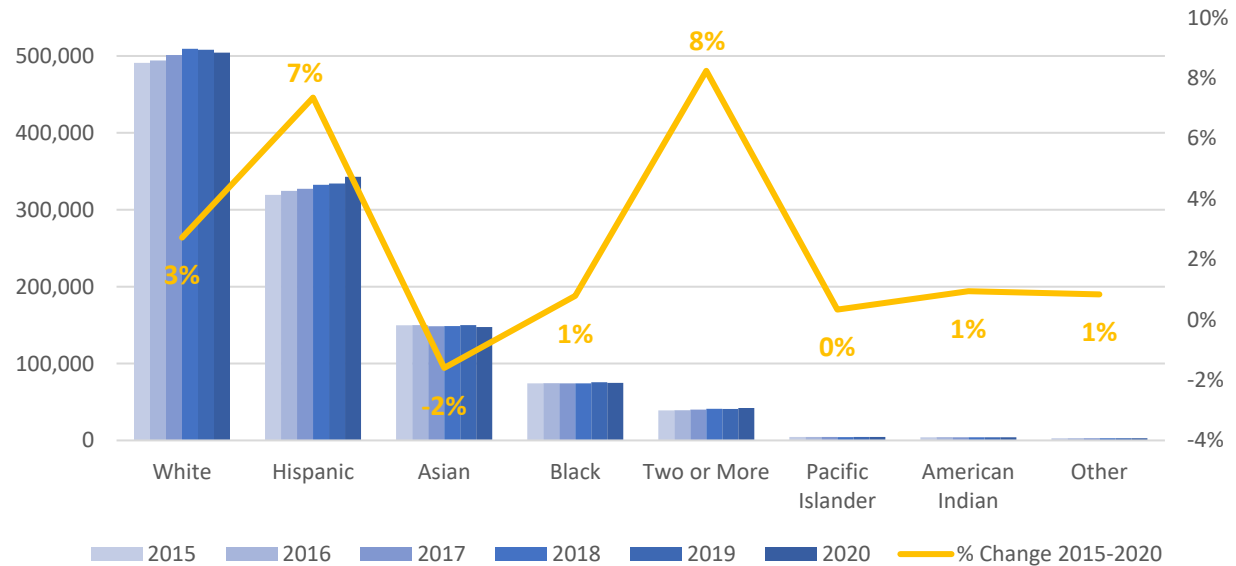


Source: SANDAG Current Estimates, San Diego Community College Service Area 2021

Ethnicity

The Hispanic population has continued to grow quickly, increasing 7% between 2015 and 2020. While a relatively small portion of the overall population, a fast-growing segment identifies with two or more racial/ethnic groups. Over the same period, this portion of the population grew 8%.

Race/Ethnicity Trends: SDCCD Service Area, 2015 - 2020



Source: SANDAG Current Estimates, San Diego Community College Service Area 2021

Gender²

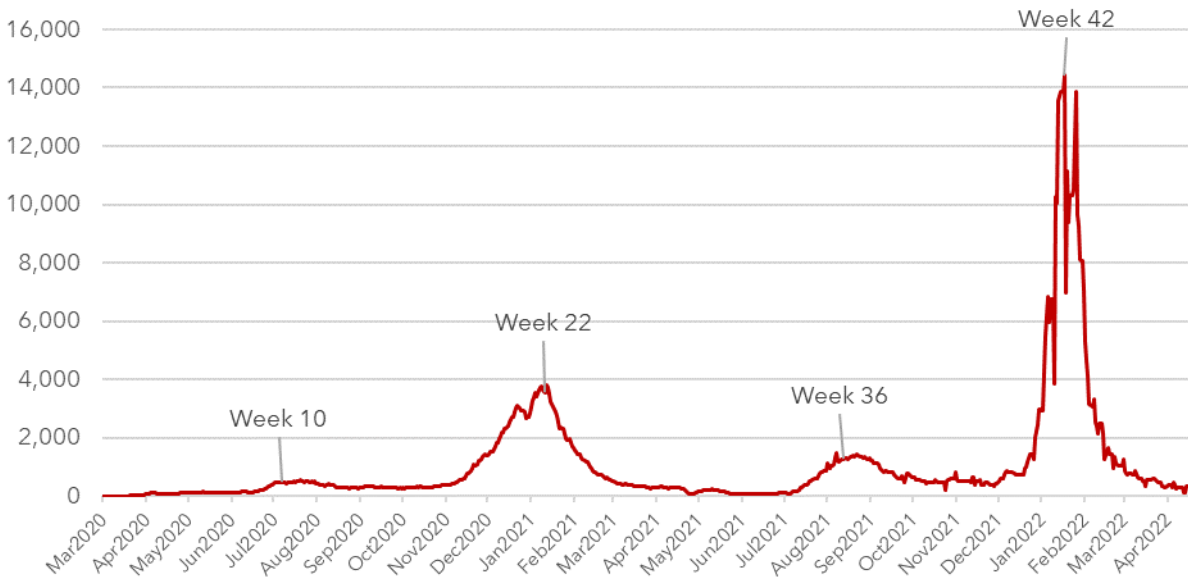
There are more men than women in San Diego County with 50.5% male (or 1,681,650) and 49.5% female (or 1,648,650). This gender ratio of 101 men to 100 women is higher than the California state average of 99 men to 100 women (U.S. Census Population Estimates July 2021).

² The gender data presented here and on Page 31 in this document reflects the outdated use of a gender binary. SDCCD recognizes that the use of the gender binary erases the many students and employees that identify outside the antiquated definition. SDCCD is currently working internally and externally to expand the collection of gender diverse data. The district is committed as part of this Strategic Plan, to expand its data collection, outreach, and recognition of gender diversity.

COVID Impacts

The case count for COVID-19 infections in San Diego County followed the same general pattern as the United States as a whole, with three main surges in January 2021, August 2021 and January-February 2022.

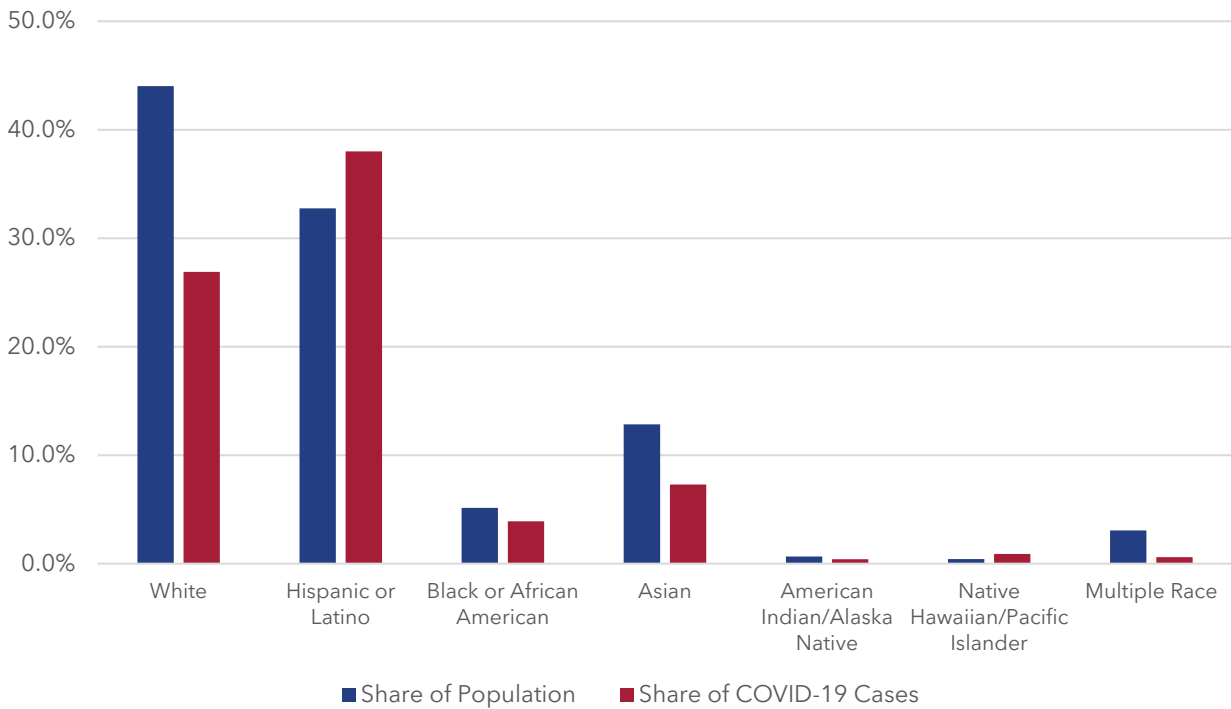
COVID-19 Rolling Average Case Count, San Diego County



Source: CDC Cases & Deaths in San Diego County, California

Hispanic/Latinx residents of San Diego County were hit hardest by COVID-19. The percent of cases and lost employment income were the highest for this segment of the community. People identifying as Hispanic/Latinx make up 33% of the population but accounted for 38% of all COVID cases to-date. Meanwhile, people identifying as white make up 44% of the population and accounted for only 27% of COVID cases.

Share of Population and COVID-19 Cases, San Diego County

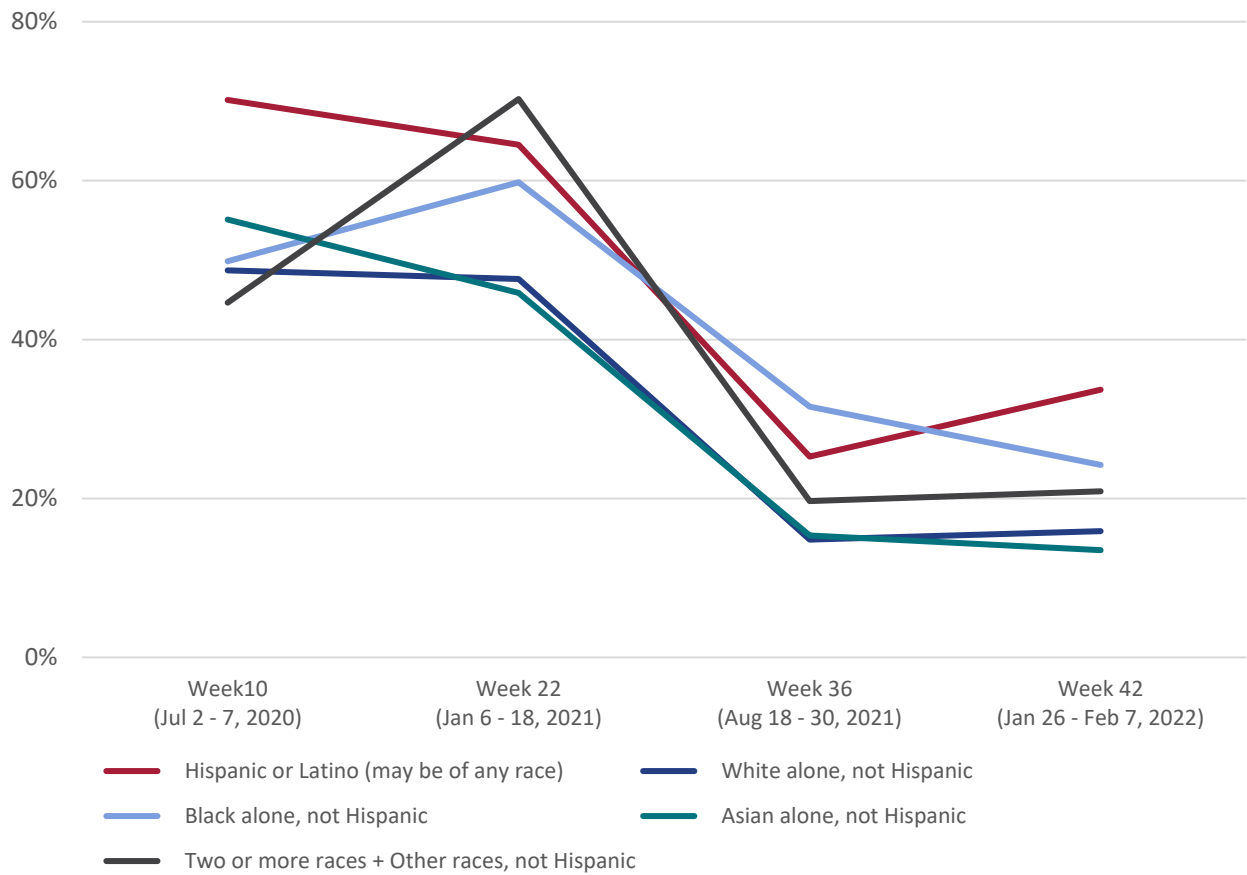


Source: San Diego County Communicable Disease Registry; SANDAG 2019 Population Estimates

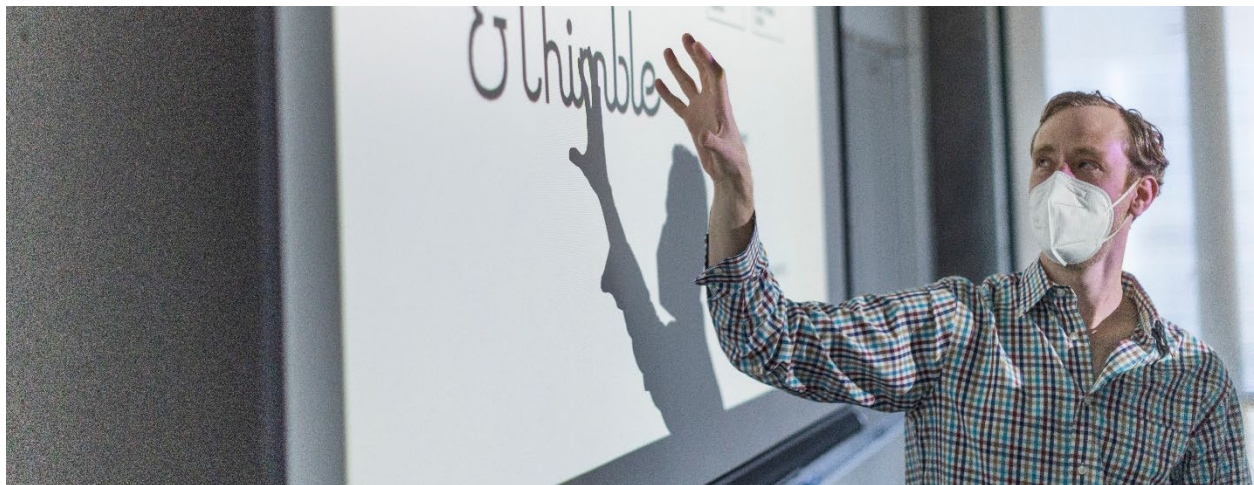
In addition to illness and death across the state, many people lost employment as workplaces closed or modified operations. Early in the pandemic, a large percentage of residents reported losing employment income over the past four weeks³. This response declined after the first peak of the case count (around January 2021), but consistently the largest portion of respondents who had lost employment income identified as Hispanic/Latinx or Black. Related findings in the Household Pulse Survey for California revealed that Black and Hispanic/Latinx households were also far more likely to experience difficulty paying for typical expenses week-to-week.

³ US Census Household Pulse Survey, Week 10, Week 22, Week 36, and Week 42

Percentage of California Population Reporting Losing Employment Income Over Past 4 Weeks



Source: Household Pulse Survey, US Census Bureau

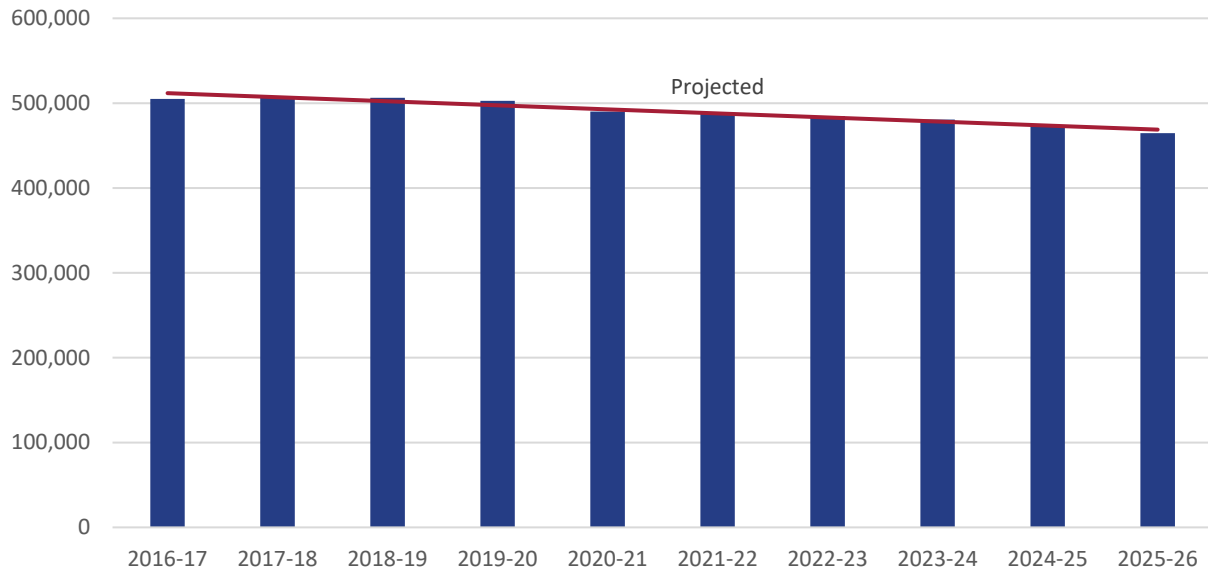


City College advance typography graphic design class taught by Associate Professor and Co-Chair of Visual and Performing Arts Sean Bacon, 2022.

K-12 Education

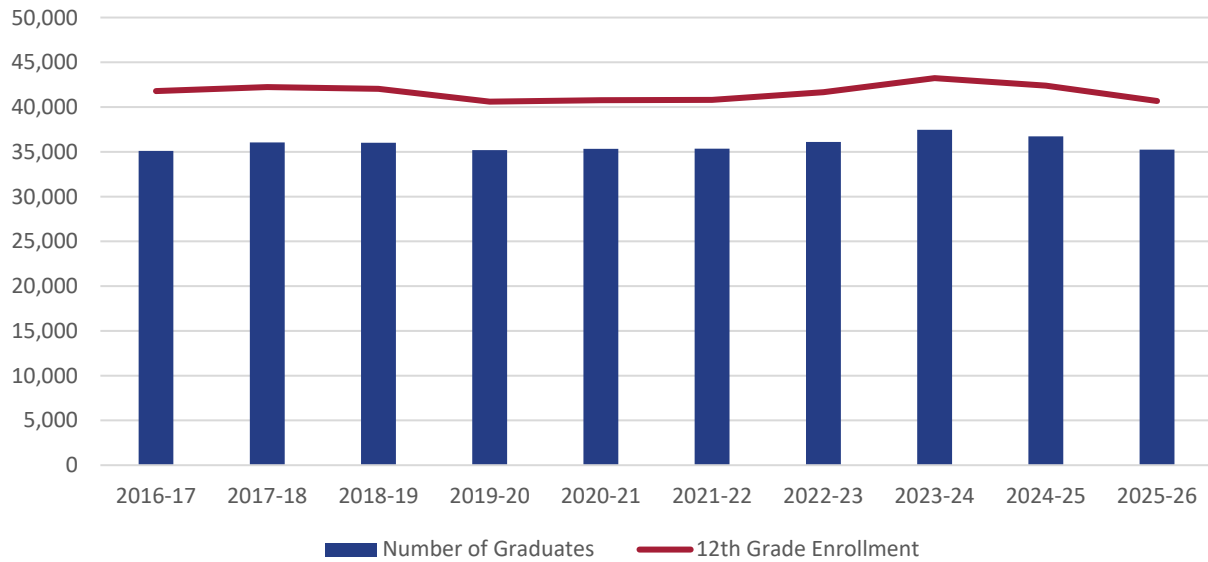
After staying somewhat stable over the last five years, overall K-12 enrollment is projected to decline steadily. As the current students finish high school, fewer youth are arriving leading to a projected decline through at least 2030. The gap between enrollment and graduation, fairly steady at approximately 5,000 students across San Diego county, is opportunity for colleges to assist in completing a diploma or developing in a career path.

Total San Diego County K-12 Enrollment 2016/17 - 2025/26



Source: California Department of Finance Demographic Research Unit June 2021 (actual enrollment to 2020/21 school year)

San Diego County High School Graduates and 12th Grade Enrollment 2016/17-2025/26



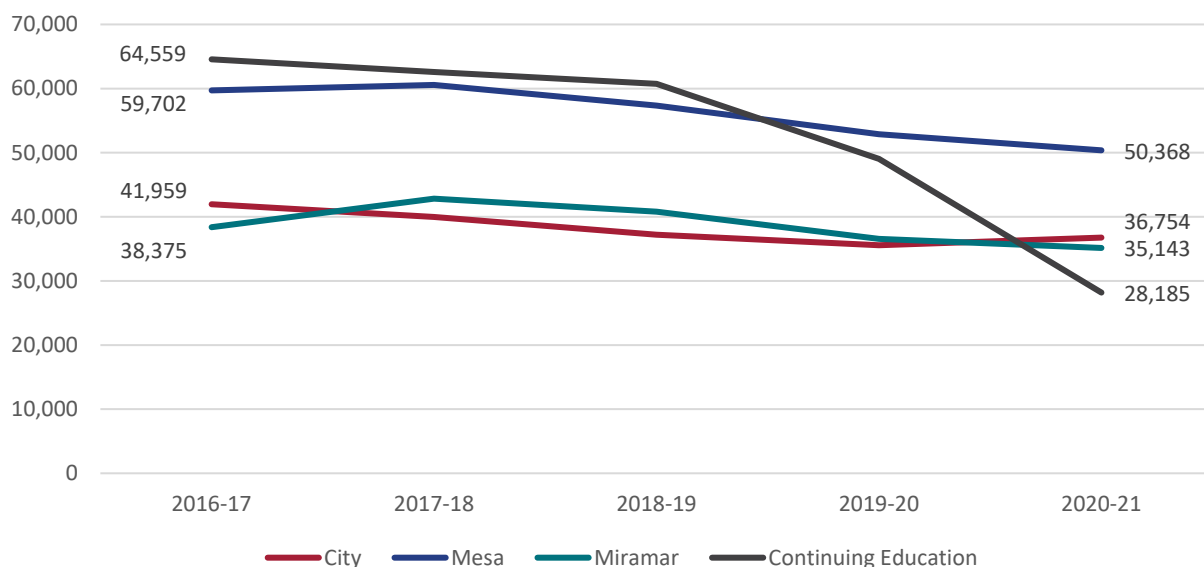
Source: California Department of Finance Demographic Research Unit June 2021 (actual enrollment to 2020/21 school year)

SDCCD District Data

Enrollment

Over 150,000 students enrolled into SDCCD during the 2020-21 academic year (unduplicated headcount by college is summed over four terms for each academic year)⁴. This number shows the beginning of the impact of the COVID-19 pandemic, which amplified a decline seen over the past five years. This was seen most dramatically in the College of Continuing Education which, before 2018-19 had the largest number of students and has declined to the smallest number (28,185) over two years' time. Mesa currently has the largest headcount at 50,368, with City College (36,754) following. Miramar College (35,143) has had the most stable enrollment during this time, declining just over 3,000 students since 2016/17. More than half of the headcount at each of the credit colleges (City, Mesa, and Miramar) are enrolled full-time⁵ while the College of Continuing Education is almost entirely part-time students.

Unduplicated Headcount⁶ by Campus Academic Year 2016/17 - 2020/21



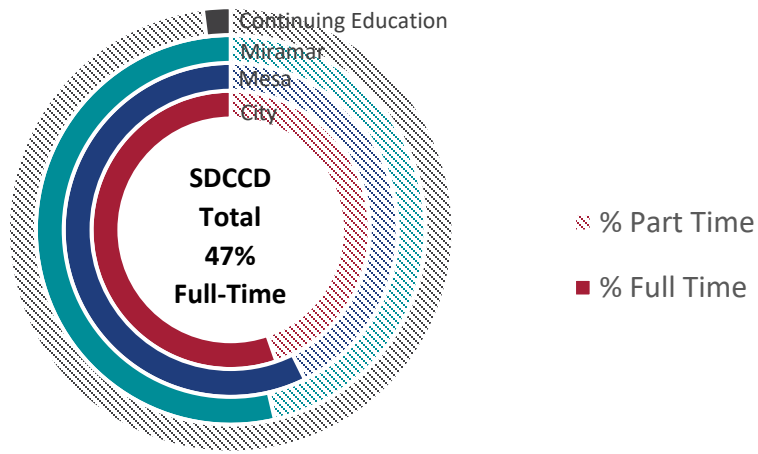
Source: SDCCD Office of Institutional Effectiveness and Research

⁴ Unduplicated headcount, Source SDCCD Office of Institutional Effectiveness and Research

⁵ 12 credits or more

⁶ Headcount by college is summed over four terms for each academic year.

Part Time* Status by college:



| | |
|-----------------------------|-----|
| City | 45% |
| Mesa | 43% |
| Miramar | 46% |
| Continuing Education | 98% |
| Total | 53% |

Part time includes all students in 2020-21 with less than 12 credit load*

Source: SDCCD Office of Institutional Effectiveness and Research

College Across Boundaries



SDCCD Honors Reception at the Prado in Balboa Park

The vast majority of students at SDCCD Colleges are residents within the district. Over the past five academic years only about 4% arrived from outside the District. 1% of the enrolled students are international, bringing their own unique perspectives to campuses. Additionally, 11-13% of students are concurrently enrolled in either a 4-year university or a local high school. Mesa College hosts the

largest number of these students (over 2,200), while Miramar has a slightly higher percentage of the student population enrolled in high school as well as college.

Concurrent enrollment at Credit Colleges 2021

| Institution Type | City College | Mesa College | Miramar College |
|------------------------|--------------|--------------|-----------------|
| 4-Year University | 5% | 5% | 4% |
| Community College Only | 89% | 87% | 87% |
| High School | 6% | 8% | 9% |

Source: SDCCD Office of Institutional Effectiveness and Research

In/Out Of District (Residency)

Over the last five academic years, steady trend

Resident
96%

Non-Resident
3%

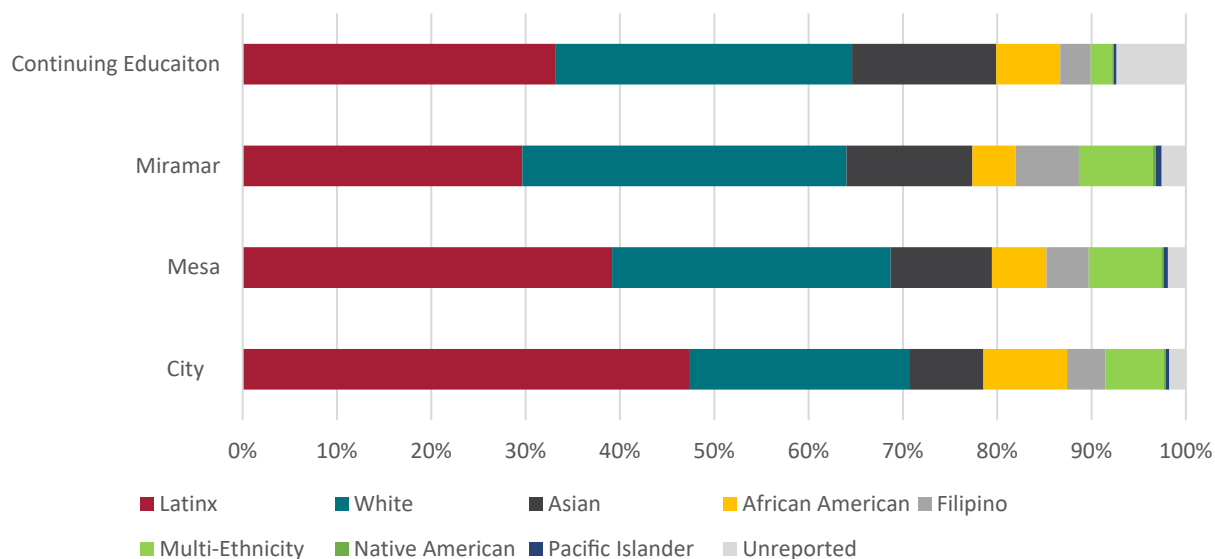
International
1%

Source: SDCCD Office of Institutional Effectiveness and Research

Ethnicity

Students at SDCCD identify as a diverse group, with over 60% of each campus including identities other than white. Latinx students are the largest ethnic group at all but one campus in 2020 (Miramar has a slightly higher white student population). City College has the largest proportion of Latinx students at 47%. White students make up the second largest group overall. Asian, African American and Filipino students round out the major identifications across all of the campuses.

Headcount by Ethnicity Fall 2020

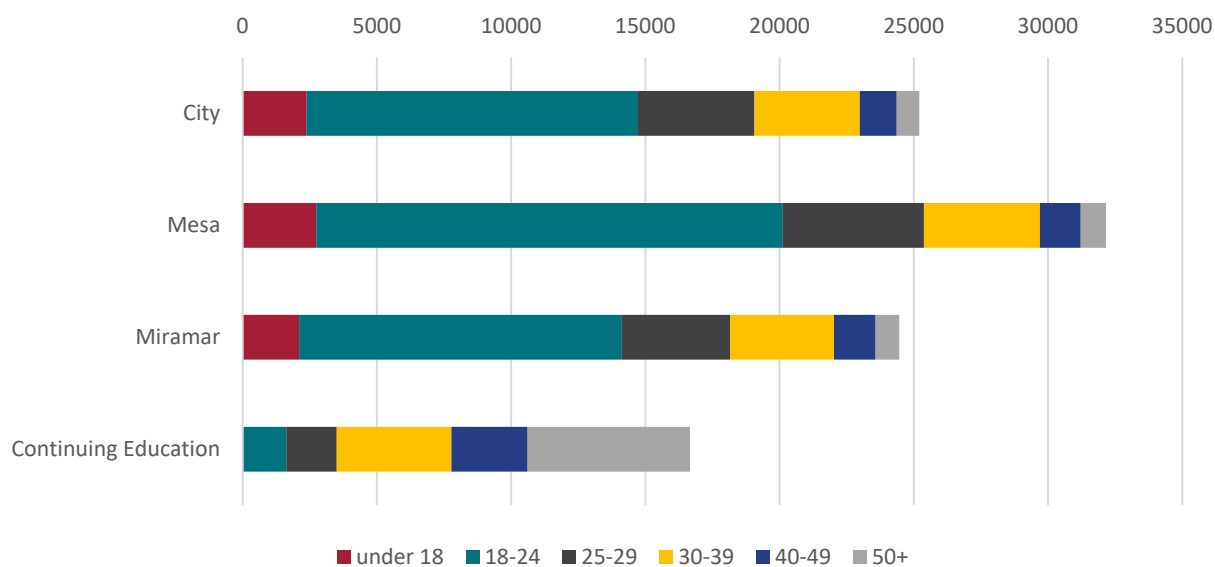


Source: SDCCD Office of Institutional Effectiveness and Research

Age

Mesa College has not only the largest number but also the largest percentage of students under 24. This includes an Under 18 age group representing, in part the concurrent high school enrollment. The College of Continuing Education has a much higher proportion of working age adults (ages 25-49, making up 54% of the headcount) and older adults 50 years or more (36%). This reflects the particular focus of this college.

Headcount by Age Group and College Academic Year 2020/21



Source: SDCCD Office of Institutional Effectiveness and Research

Sex and Gender⁷

Information about the LGBTQ population in the SDCCD is derived from CCCApply student application and enrollment data. This data source encompasses the three credit colleges (City College, Mesa, and Miramar). It does not include students enrolled at the non-credit College of Continuing Education, which is not part of CCCApply. Although recognizing this limitation, the CCCApply data is still sufficient to provide insight about the size and proportion of the LGBTQ+ population within the three credit colleges.

Based on CCCApply application and enrollment data during the period from January 22, 2020 to January 31, 2022, a significant proportion of enrolled students (or 8% on average) reported belonging to the LGBTQ+ population in regard to their sexual orientation:

- City College/ECC: 11%
- Mesa College: 9%
- Miramar: 5%

Sexual Orientation

| Orientation | City | | Mesa | | Miramar | |
|--------------|---------------|-----|---------------|-----|---------------|-----|
| | Count | % | Count | % | Count | % |
| No Selection | 1,259 | 12% | 1,842 | 12% | 1,334 | 12% |
| Heterosexual | 7,524 | 70% | 10,569 | 71% | 8,429 | 74% |
| Decline | 845 | 8% | 1,122 | 8% | 989 | 9% |
| LGBTQ+ | 1,187 | 11% | 1,368 | 9% | 613 | 5% |
| Total | 10,815 | | 14,901 | | 11,365 | |

Source: SDCCD Office of Institutional Research and Planning, LGBTQ+ Students at Credit Colleges Data Summary April 26, 2022

At the same time 1% or less of newly enrolled students reported that their gender identity was non-binary. The data also shows there is a growing gap between the number of female to male students (52% to 46%).

⁷ Disclaimer: CCCApply uses a mix of biological sex (male, female) and gender (non-binary) categories to assess "gender" for applying students. This is problematic, as biological sex and gender are different and not always in agreement. We acknowledge this as a severe limitation of the usefulness of these data, and are involved in a statewide coalition of CCC stakeholders to improve CCCApply for accuracy and inclusivity for elements related to sexual orientation or gender identity.

Gender Identity

| Gender Identity | City | | Mesa | | Miramar | |
|-----------------|---------------|-----|---------------|-----|---------------|-----|
| | Count | % | Count | % | Count | % |
| Non-Binary | 137 | 1% | 140 | 1% | 60 | <1% |
| Female | 7,207 | 56% | 9,984 | 56% | 5,521 | 41% |
| Male | 5,302 | 41% | 7,449 | 42% | 7,509 | 56% |
| Unknown | 157 | 1% | 208 | 1% | 253 | 2% |
| Total | 12,803 | | 17,781 | | 13,343 | |

Source: SDCCD Office of Institutional Research and Planning, LGBTQ+ Students at Credit Colleges Data Summary April 26, 2022

Financial Aid

A declining number of students received any form of financial aid between 2016 and 2021. This is most likely a result of declining overall headcount. The award amount increased slightly from \$2,555 per student award to \$2,624.

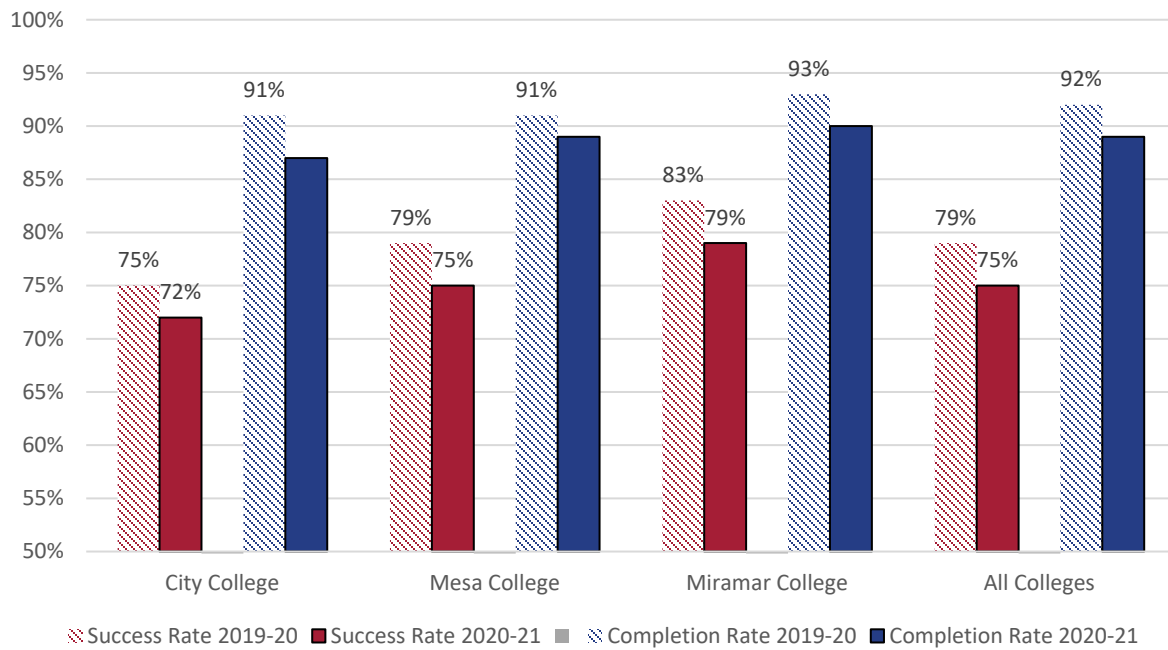
- 2020-21 - 26,833 students (18% of SDCCD headcount) received \$70,429,908
- 2016-17 - 35,157 students (17% of SDCCD headcount) received \$89,828,779

Source: 2020-21 Financial Aid Summary – Data Mart

Course Completion and Success Rates

The first stage of success is at the individual course level. Across all SDCCD courses, 89% of students completed enrolled courses, and 75% were successful (passing grade). Both completion and success rates fell between 2019-20 and 2020-21 across all colleges, likely caused by challenges posed by the COVID-19 pandemic.

Change in Course Completion and Success Rates 2019/20 - 2020/21



Source: Office of Institutional Effectiveness and Research

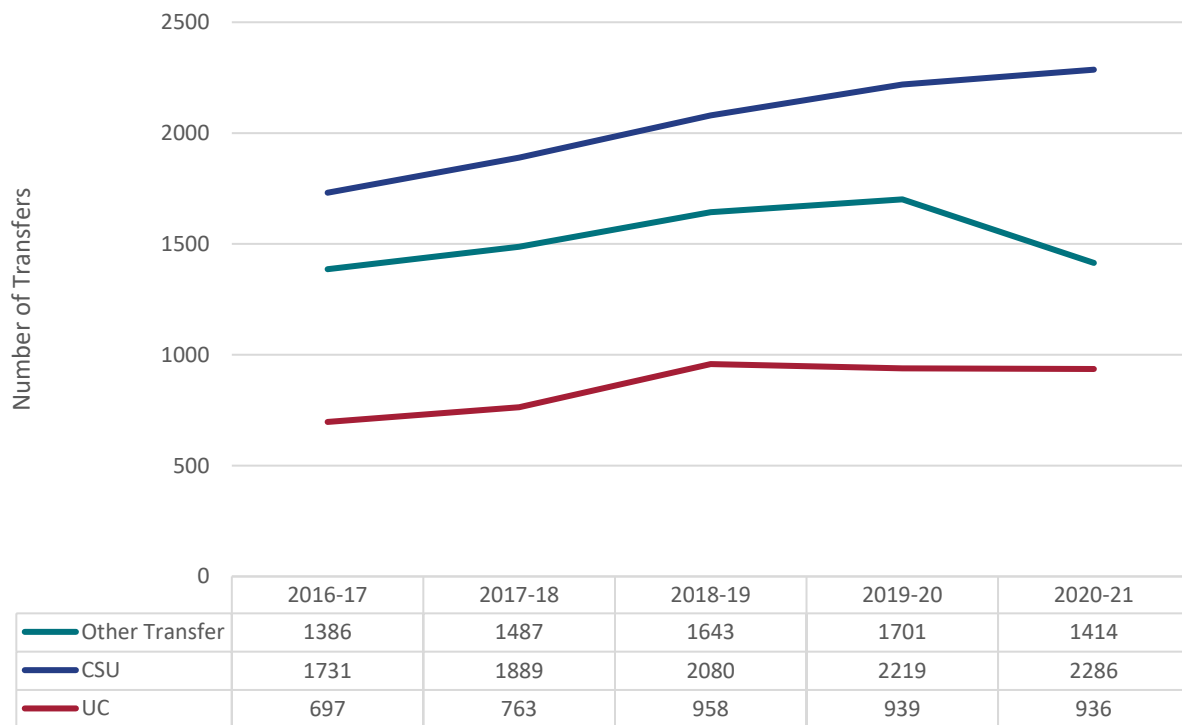
Transfers

Transferring to four-year institutions, including University of California and California State University systems, is an important path for many college students. Over the past five years, the transfers to UC and CSU schools have steadily increased. In the most recent year data was available, transfers out to other institutions have fallen off considerably.



Aviation Maintenance Technology Program, San Diego Miramar College

Transfer by UC, CSU, and Other Institutions 2016 - 2021⁸



Source: Office of Institutional Effectiveness and Research

⁸ SDCCD Data does not slice transfer by college due to students attending multiple colleges in the District.



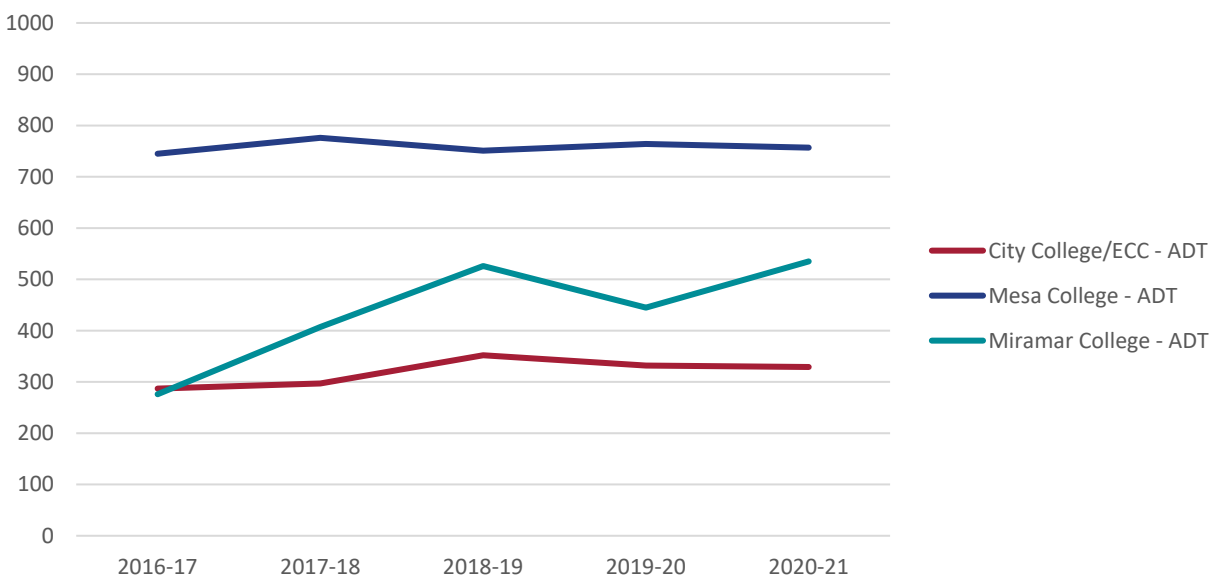
SDCCD Honors Reception, May 2019 at the Prado in Balboa

Program Awards

Mesa College, with the largest enrollment, awards the most Associate and Associate for Transfer (AD-T) degrees in the District. By the nature of the program, focused on workforce skills, the College of Continuing Education is credited with the vast majority of certificates awarded by the District.

Associate Degrees by Campus

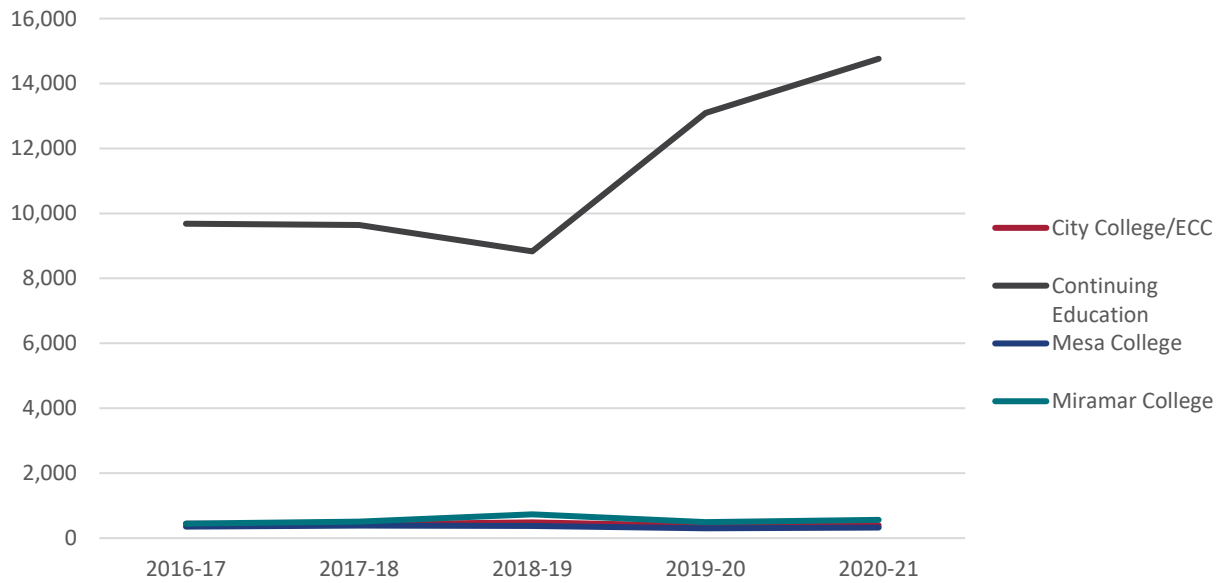
Associate Degree for Transfer (AD-T)⁹



Source: Office of Institutional Effectiveness and Research

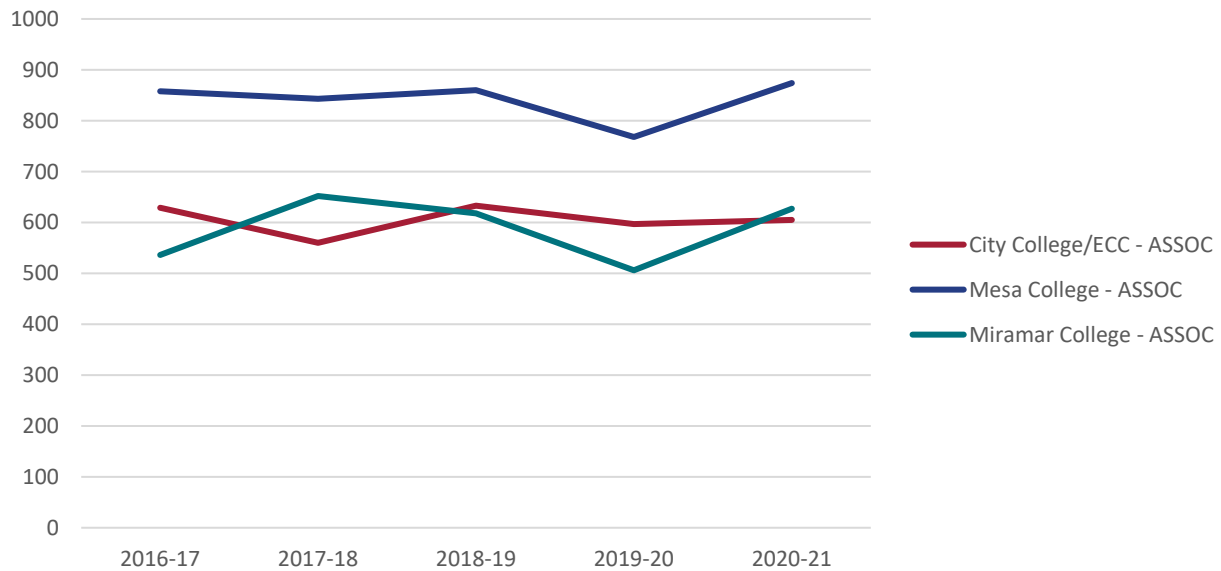
⁹ Associate Degree for Transfer is a pathway that includes a guaranteed saved spot at a participating four-year university to continue on to a bachelor's degree.

Associate Degree



Source: Office of Institutional Effectiveness and Research

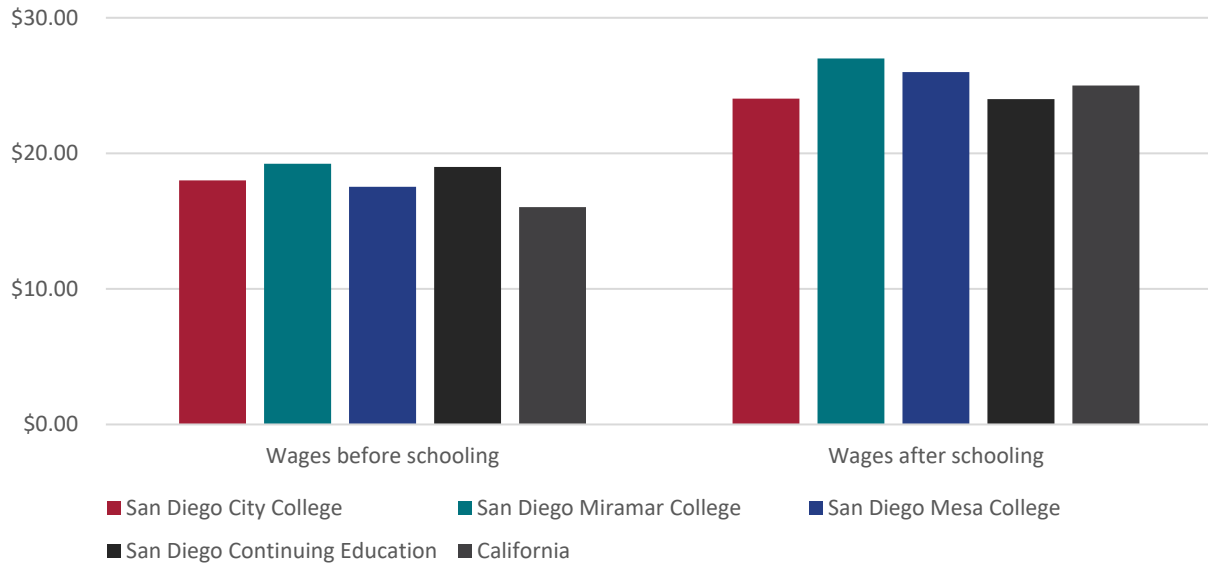
Certificates by Campus



Source: Office of Institutional Effectiveness and Research

Employment Outcomes

In addition to educational achievements, SDCCD graduates experience real economic benefits in the form of increased wages. The California Community College Chancellor’s office conducts an annual survey of employment outcomes for career technical education (CTE) students that clearly shows the increase associated with education at SDCCD colleges.



Source: CTE Employment Outcomes Survey 2021



Career Ambassadors, San Diego Mesa College

Employee Data

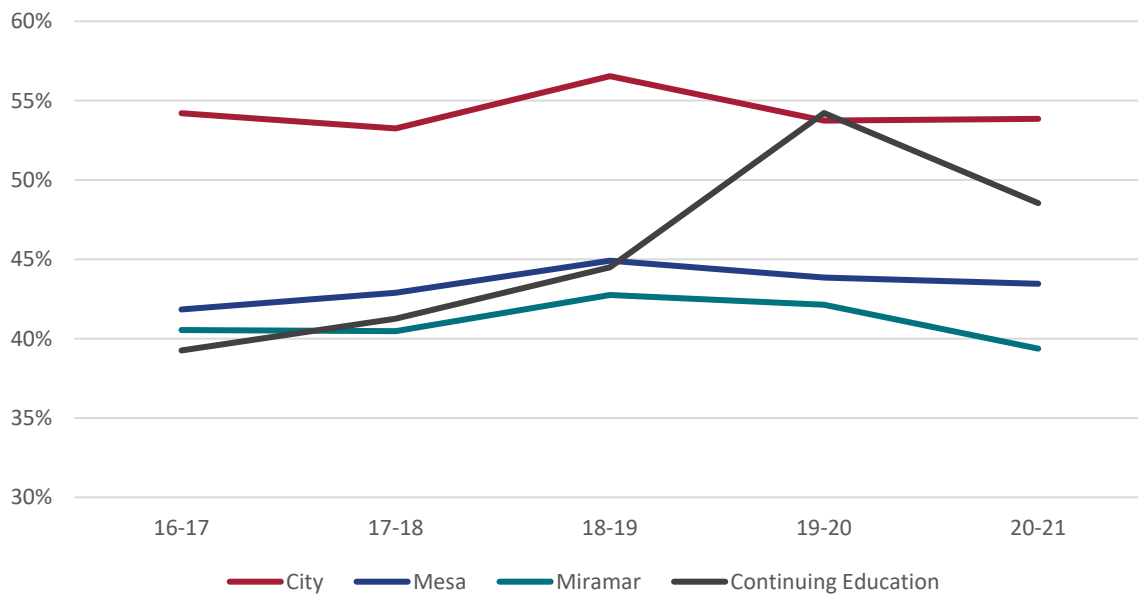
Total Count: 4483

Source: Facts on File District-wide 2020-21

Count by Classification

| Classification | City | Mesa | Miramar | Continuing Education | Total |
|---------------------|------|------|---------|----------------------|-------|
| Classified | 119 | 146 | 79 | 87 | 785 |
| Non-Academic Hourly | 168 | 335 | 230 | 105 | 931 |
| Contract Faculty | 167 | 236 | 117 | 113 | 635 |
| Adjunct Faculty | 853 | 965 | 1012 | 363 | 1846 |
| Management | 17 | 18 | 14 | 18 | 104 |
| Supervisory Staff | 19 | 23 | 21 | 14 | 182 |
| Total Employees | 1343 | 1723 | 1473 | 700 | 4483 |

Diversity percentage over time (Employee Diversity by Campus)



Source: SDCCD Facts on File 2020-21

Comparison of student and employee diversity

% of non-white employees 2020-21: 49% (Facts on File)

% of non-white students 2021: 69% (Student Census)

Student Needs

Students whose basic needs go unmet are more likely to have lower GPAs, higher levels of mental health issues, and poorer health, in general. These factors alone or together can undermine a student's academic success and their ability to remain enrolled.

- 68% experienced at least one form of basic needs insecurity¹⁰, including
- 43% who experienced food insecurity in the prior 30 days,
- 59% who experienced housing insecurity in the previous year, and
- 18% who experienced homelessness in the previous year
- 55% who experienced basic needs insecurity did not apply for campus support because they did not know how
- 57% experiencing basic needs insecurity received some form of public assistance

¹⁰ Results from a survey of over 10,000 SDCCD students completed by the Hope Center for College, Community and Justice at Temple University (June 2021)

Labor Market Trends

Priority and Emerging Sectors

The California Community Colleges Chancellor’s Office (CCCCO) has identified 10 industry sectors for prioritized resources and program development due to the labor market needs and opportunities to prepare students to complete in a global economy.

Priority and Emerging Sectors Employment Projection and Wages San Diego County and Imperial County

| Priority & Emerging Sectors | Employment | 5-yr Projected Job Growth | Businesses | Average Earnings Per Job |
|--|------------|---------------------------|------------|--------------------------|
| Advanced Manufacturing | 92,660 | 1% (573) | 3,239 | \$100,281 |
| Advanced Transportation & Logistics | 59,279 | 2% (1,292) | 4,555 | \$65,659 |
| Agriculture, Water & Environmental Technologies | 26,492 | 5% (1,258) | 1,750 | \$64,090 |
| Business & Entrepreneurship | 294,010 | 1% (4,240) | 29,027 | \$85,684 |
| Education & Human Development | 91,174 | 17% (15,311) | 27,457 | \$41,287 |
| Energy, Construction & Utilities | 135,477 | 3% (4,440) | 10,603 | \$89,316 |
| Health | 139,195 | 12% (16,440) | 8,721 | \$84,335 |
| Information Communication Technologies & Digital Media | 60,885 | 5% (2,880) | 4,544 | \$137,846 |
| Life Sciences & Biotechnology | 68,890 | 6% (4,054) | 2,280 | \$190,668 |
| Public Safety % Government | 339,084 | 1% (2,387) | 1,969 | \$96,622 |
| Retail, Hospitality & Tourism | 312,652 | -5% (-15,573) | 20,062 | \$43,438 |

Source: Community Colleges San Diego & Imperial Counties Career Education

Fast Growing and In-Demand Occupations

To serve the needs of students and employers in the community, the colleges of San Diego Community College District must provide paths to fill job openings and look ahead to the fast growing and high earning occupations. Many of these positions are in the medical fields particularly therapists, technicians, and assistants. Other technical positions in automotive and aerospace are also needed. The tables below focus on the middle-skill jobs available to those with an Associate degree, postsecondary awards, or some college with no degree.

Most Job Openings for Middle-Skill Occupations 2018-2028

| # | Occupational Title | Entry Level Education | Total Job Openings | Median Hourly Wage | Median Annual Wage |
|----|--|--------------------------------|--------------------|--------------------|--------------------|
| 1 | Bookkeeping, Accounting, and Auditing Clerks | Some college, no degree | 18,780 | \$22.52 | \$46,859 |
| 2 | Teacher Assistants | Some college, no degree | 15,580 | n/a | n/a |
| 3 | Medical Assistants | Postsecondary non-degree award | 12,690 | \$19.14 | \$39,802 |
| 4 | Nursing Assistants | Postsecondary non-degree award | 12,560 | n/a | n/a |
| 5 | Heavy and Tractor-Trailer Truck Drivers | Postsecondary non-degree award | 10,170 | \$23.41 | \$48,694 |
| 6 | Hairdressers, Hairstylists, and Cosmetologists | Postsecondary non-degree award | 9,110 | \$13.36 | \$27,781 |
| 7 | Automotive Service Technicians and Mechanics | Postsecondary non-degree award | 6,490 | \$22.90 | \$47,626 |
| 8 | Manicurists and Pedicurists | Postsecondary non-degree award | 6,430 | \$12.93 | \$26,895 |
| 9 | Dental Assistants | Postsecondary non-degree award | 6,420 | \$20.17 | \$41,955 |
| 10 | Preschool Teachers, Except Special Education | Associate's degree | 6,090 | \$15.91 | \$33,095 |

Source: California Employment Development Department 2018-2028 Employment Projections

Fastest Growing Middle-Skill Occupations 2018-2028

| # | Occupational Title | Entry Level Education | Percentage Change | Median Hourly Wage | Median Annual Wage |
|----|--|--------------------------------|-------------------|--------------------|--------------------|
| 1 | Physical Therapist Assistants | Associate's degree | 36.9% | \$29.68 | \$61,732 |
| 2 | Respiratory Therapists | Associate's degree | 34.2% | \$40.96 | \$85,199 |
| 3 | Veterinary Technologists and Technicians | Associate's degree | 33.0% | \$21.96 | \$45,679 |
| 4 | Manicurists and Pedicurists | Postsecondary non-degree award | 29.4% | \$12.93 | \$26,895 |
| 5 | Diagnostic Medical Sonographers | Associate's degree | 26.0% | \$49.31 | \$102,554 |
| 6 | Medical Assistants | Postsecondary non-degree award | 25.9% | \$19.14 | \$39,802 |
| 7 | Phlebotomists | Postsecondary non-degree award | 25.6% | \$25.63 | \$53,296 |
| 8 | Aerospace Engineering and Operations Technicians | Associate's degree | 23.4% | \$29.97 | \$62,339 |
| 9 | Emergency Medical Technicians and Paramedics | Postsecondary non-degree award | 20.9% | n/a | n/a |
| 10 | Environmental Science and Protection Technicians | Associate's degree | 20.0% | n/a | n/a |

Source: California Employment Development Department 2018-2028 Employment Projections

High Earning Middle-Skill Jobs: Central Region of San Diego County 2020-2030

| Occupational Title | Annual Job Openings | Entry-Level Earnings | Median Earnings |
|---|----------------------------|-----------------------------|------------------------|
| Bookkeeping, Accounting, and Auditing Clerks | 908 | \$17.65 | \$21.98 |
| Medical Assistants | 656 | \$16.31 | \$18.57 |
| Heavy and Tractor-Trailer Truck Drivers | 459 | \$16.55 | \$22.39 |
| Computer User Support Specialists | 315 | \$21.87 | \$28.00 |
| Licensed Practical and Licensed Vocational Nurses | 310 | \$25.69 | \$29.64 |
| Dental Assistants | 264 | \$16.46 | \$19.58 |
| Medical Dosimetrists, Medical Records Specialists, Health Technologists and Technicians | 237 | \$17.60 | \$22.13 |
| Aircraft Mechanics and Service Technicians | 236 | \$27.66 | \$31.75 |
| Paralegals and Legal Assistants | 217 | \$25.47 | \$30.38 |
| Telecommunications Equipment Installers and Repairers | 196 | \$26.33 | \$29.84 |
| Electrical and Electronic Engineering Technologist and Technicians | 164 | \$26.38 | \$33.81 |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 134 | \$22.88 | \$27.86 |
| Web Developers and Digital Interface Designers | 129 | \$19.95 | \$30.28 |
| Calibration / Engineering Technologists and Technicians | 118 | \$27.06 | \$35.84 |
| Phlebotomists | 116 | \$20.91 | \$24.88 |
| Firefighters | 101 | \$26.96 | \$33.81 |

Source: *Subregional Profile San Diego County: Central Region (COE, Jun 2021)*

Resilient Jobs in San Diego County

Some jobs are more able to withstand the ups-and-downs of the economy and the uncertainty of the COVID-19 pandemic. The San Diego-Imperial Center of Excellence for Labor Market Research identified job categories that had survived the Great Recession based on a high number of annual job openings, livable wages and low unemployment between 2007 and 2010. Additionally, the study identified the jobs with the greatest number of online job postings per month between March 1 and June 30, 2020 (resilient to the first wave of closures of the COVID-19 pandemic). These jobs are all on paths provided (through career education or transfer) at San Diego Community Colleges.

Recession and Pandemic Resilient Jobs San Diego County

| # | Occupational Title | Typical Entry-level Education | Entry-level Hourly Earnings | Median Hourly Earnings |
|----|---|-----------------------------------|-----------------------------|------------------------|
| 1 | Accountants and Auditors | Bachelor's degree | \$27.66 | \$36.67 |
| 2 | Computer Occupations, All Other | Bachelor's degree | \$30.24 | \$42.92 |
| 3 | Computer Systems Analysts | Bachelor's degree | \$35.12 | \$44.70 |
| 4 | Computer User Support Specialists | Some college, no degree | \$23.13 | \$28.19 |
| 5 | Financial Managers | Bachelor's degree | \$42.54 | \$59.71 |
| 6 | First-Line Supervisors of Food Preparation and Serving Workers | High school diploma or equivalent | \$13.57 | \$16.98 |
| 7 | First-Line Supervisors of Office and Administrative Support Workers | High school diploma or equivalent | \$22.02 | \$27.70 |
| 8 | General and Operations Managers | Bachelor's degree | \$34.98 | \$53.65 |
| 9 | Inspectors, Testers, Sorters, Samplers, and Weighers | High school diploma or equivalent | \$16.24 | \$21.31 |
| 10 | Insurance Sales Agents | High school diploma or equivalent | \$19.81 | \$27.69 |

Source: San Diego-Imperial Center of Excellence for Labor Market Research August 2020

Top Technical and Soft Skills

Employers in the Central Region and San Diego County are looking for both technical proficiency and soft or baseline skills. Across the country, the occupations that have the greatest increase in employment and wages over time require both soft and technical skills. The following are the top skills mentioned in online job postings between January and December 2020.

Top Technical Skills

| Ranking | Technical skills |
|---------|-------------------------------|
| 1 | Accounting |
| 2 | Auditing |
| 3 | Computer Science |
| 4 | Basic Life Support |
| 5 | Nursing |
| 6 | Selling Techniques |
| 7 | Python (Programming Language) |
| 8 | Automation |
| 9 | Agile Methodology |
| 10 | Data Analysis |

Source: San Diego-Imperial Center of Excellence for Labor Market Research August 2020

Top Soft Skills San Diego County

| Ranking | San Diego County |
|---------|--------------------------|
| 1 | Communication skills |
| 2 | Teamwork / collaboration |
| 3 | Customer service |
| 4 | Organizational skills |
| 5 | Detail-oriented |
| 6 | Problem solving |
| 7 | Writing |
| 8 | Planning |
| 9 | Research |
| 10 | Multi-tasking |

Source: 21st Century Employability Skills in Online Job Postings: San Diego County, Centers of Excellence For Labor Market Research

Online Survey - Key Findings

As part of the community engagement process, the District launched an online survey which was available during a three-week period between February 14, 2022 and March 4, 2022. During this time period, a total of 7,521 individuals participated in the survey, including 6,740 students, 771 Employees, and 10 community members. The purpose of the online survey was to provide an additional opportunity for students, faculty, staff, and community members to share their perspectives concerning the District. The online survey included three distinct surveys for each of the three stakeholder groups: students, employees, and community members.

Several questions allowed participants to select two or more answer choices, resulting in total counts and percentages greater than the number of respondents. While the overall survey results should not be considered statistically valid, the findings are from a broad enough sample that they can help us to identify common themes and concerns. A separate stand-alone report provides a more complete summary of findings from the online survey.

Students

The 6,740 student survey participants constituted a cross-section of all four District college including 1,614 from City College, 1,857 from the College of Continuing Education, 2,030 from Mesa College, and 1,239 from Miramar College. Survey participants included many who were relatively new students (less than semesters) and others who had been District students for a longer period of time (more than 10 semesters).

Responses to key questions are presented below:

What attracted you to enroll at your primary college at the SDCCD?

Affordability (61%) was by far the most frequently cited reason for enrolling at a SDCCD college, followed by location (45%), career preparation (37%), and transfer options (32%). The least cited reasons included extracurricular activities (4%) and athletic programs (3%).

| Answer Choices | Responses | |
|---|-----------|------|
| Affordability | 61% | 4026 |
| Location | 45% | 2956 |
| Career preparation | 37% | 2431 |
| Transfer options | 32% | 2117 |
| Personal enrichment opportunities | 28% | 1862 |
| High quality instruction | 27% | 1797 |
| Scholarship or financial aid availability | 25% | 1621 |
| Professional certification options | 22% | 1478 |

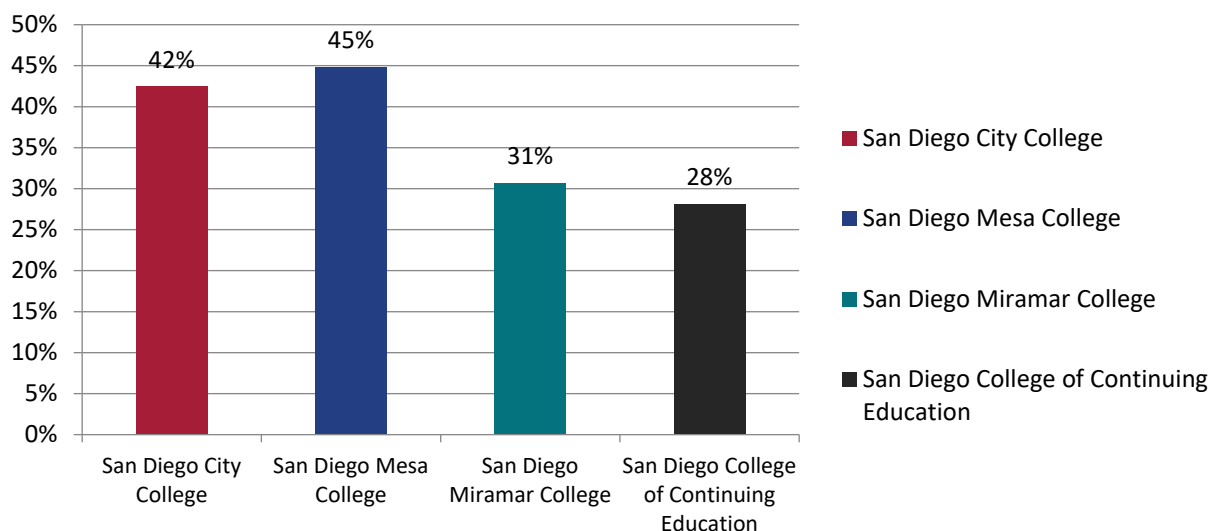
| | | |
|--|----------|------|
| Unique programs | 21% | 1388 |
| Campus grounds, buildings, and facilities | 19% | 1245 |
| Reputation | 14% | 915 |
| Other (please specify) | | 579 |
| Extracurricular opportunities (clubs and academic teams) | 4% | 284 |
| Athletic programs | 3% | 213 |
| | Answered | 6604 |

Over 90% rated their experience at an SDCCD college as excellent or good. Only 3% said it was only fair or poor.

Please indicate other District colleges, where you have also taken classes, if any, other than the one you selected above as your primary college.

Responses indicate it is normal for students enrolled at one SDCCD college to take classes at another. All four colleges share this pattern with Mesa College (45%) and City College (42%) leading the way.

Please indicate other District College(s) where you also have taken classes



Which of these other community colleges outside the SDCCD (if any) have you attended for at least one course in the past three years, either online or in-person, and what were the reasons?

At the same time, the vast majority of survey respondents (83%) have not taken courses at other nearby community colleges outside the SDCCD. When SDCCD students do take classes outside the District, the two colleges most frequently mentioned are Grossmont College (7%) and Southwestern College (6%).

The most frequently cited reasons for taking classes at another community college outside SDCCD was simply that it was closer to home (37%), or they were already a student there (28%). Other frequently cited reason were classes not available at a SDCCD college during convenient times (18%) or classes not offered at a SDCCD college (16%).

What aspects of your primary college at the San Diego Community College District do you like the most?

By far, the two most frequently cited aspects that survey respondent liked the most about their college was the availability of classes (50%) and the course offerings (49%). Other frequently cited aspects include faculty/staff (29%), ease of registration/enrollment process (26%), counseling (23%), and zero cost textbook courses (20%).

On the scale of 1 to 5 (5 being the best), how well do facilities at your District college provide environments (e.g., classrooms, laboratories, study areas, etc.) beneficial to learning?

Among the 6,141 students who responded to these questions just over 50% rated the learning environment a “5” on a scale of 1 to 5 with 5 being the best and another 40% a “4.” Only 11.6% rated the learning environment a “3”, 2.25% rated it a “2”, and less than 2% only a “1”. The weighted average is 4.28.

| | 1 | 2 | 3 | 4 | 5 | TOTAL | WEIGHTED AVERAGE |
|---|--------------|--------------|---------------|-----------------|-----------------|-------|------------------|
| ☆ | 1.92% 118 | 2.25% 138 | 11.59% 712 | 34.08% 2,093 | 50.15% 3,080 | 6,141 | 4.28 |

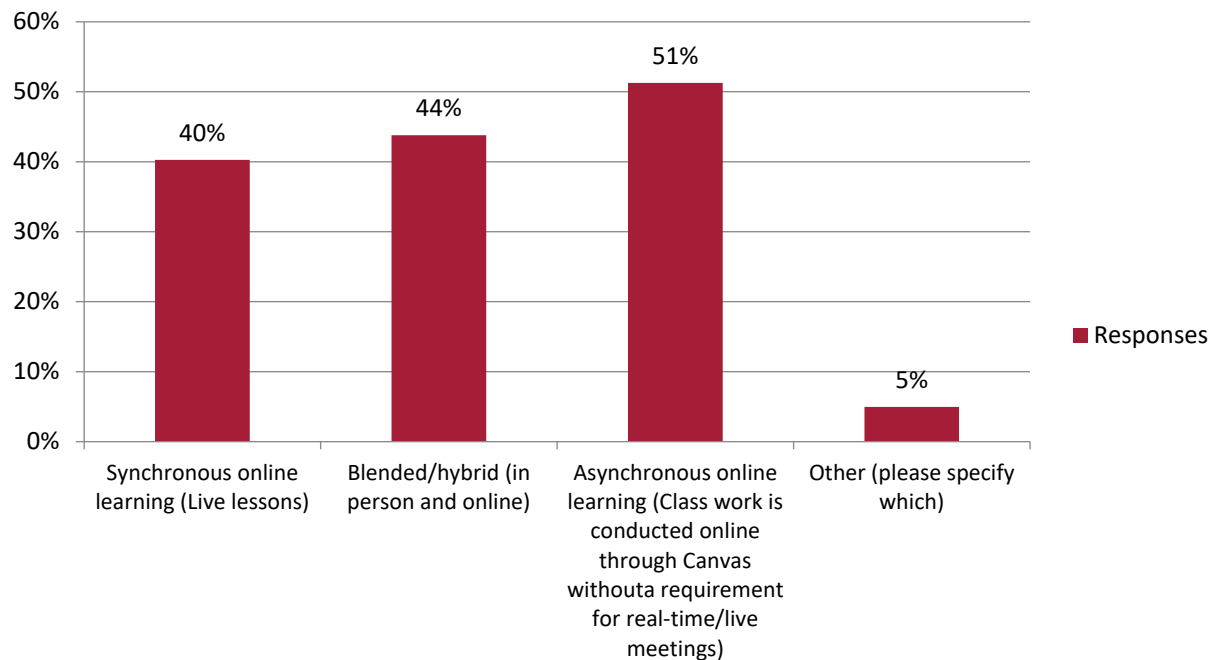
If concern about contracting COVID 19 were no longer a factor, how would you prefer to attend your classes?

Student respondents were evenly split between whether they would or would not attend classes primarily in person if concern about contacting COVID-19 was no longer a factor, with a slight preference indicating that they prefer online learning/distance education (52%) compared to in person classroom learning (48%%).

If you would prefer online learning, which type?

Those who preferred online learning were offered to choose a preference among three different types. The results were fairly evenly distributed. The most popular choice was asynchronous online learning (51%), followed by blended/hybrid, i.e., in person and online (44%), and synchronous online learning, i.e., live lessons (40%).

If you would prefer online learning, which type? (Check all that apply)



Students offered various reasons for their preference:

Prefer Online

- *I have to work because I need to support my family, and I love study a lot, online learning has been good with me, I can work and I can be at college! It's amazing!*
- *Every class online fits perfect for me! That's why I choose San Diego Mesa College*
- *While I prefer in person, blended is better for most of our students...Many work and traveling time and parking cuts into a huge amount of time*
- *I am able to work two jobs and continue my education managing my time,*
- *I would like lab classes in person and other courses as online (asynchronous) due to work schedule)*

Prefer In-Person

- *Most students and people in general learn in person by having it right in front of their face. Online classes are such a disservice, and it takes away from the learning experience.*
- *I am absolutely against online learning; I understand that it was because of our well-being but I was very close to quitting college*
- *Just want to say I really do not like the classes that do not have personal connection, whether it be through zoom or in person. If I wanted no connection with people, I would not go to college, I would just go to a library and read a textbook.*
- *Have the option to choose online or in person due to some students not being in the best home circumstances to take online classes*

Employees

Employees from all four colleges and the District offices participated in the survey. Faculty members including both fulltime (31%) and parttime (19%), constituted fifty percent of all



Biotechnology Program, San Diego Miramar College

survey participants. The next largest employment group were classified employees (26%), followed by supervisor/professional (10%) and management (5%)

Over one in four survey participants (26%) had been associated with the District and its institutions for 20 or more years. However, nearly one half of all employees who participated in the survey had been with the District for 10 years or less (48%)

What do you find most rewarding about working at your primary institution?

Helping students succeed in higher education was by far most popular choice (81%). Other popular reasons included being part of an organization committed to diversity, equity, inclusion, and accessibility (or DEIA) (55%), and salary/compensation/benefits (50%).

| | | |
|--|-----|-----|
| Being part of an organization committed to Diversity, Equity, Inclusion, and Accessibility | 55% | 420 |
| Community support for the college | 24% | 182 |
| Convenient location | 24% | 187 |
| Helping students succeed in higher education | 81% | 619 |
| Opportunities to advance my career | 21% | 158 |
| Quality of College facilities | 21% | 165 |
| Participating in a collegial environment | 39% | 298 |
| Partnerships with employers and organizations in the community | 21% | 163 |
| Reputation of the college | 22% | 170 |
| Salary/compensation/benefits | 50% | 381 |
| Technology | 11% | 85 |
| Unique programs offered by the college | 23% | 177 |

| | | |
|------------------------|-----------------|------------|
| Other (please specify) | 9% | 68 |
| | Answered | 768 |

What aspects of your primary institution do you believe distinguish it from other colleges?

The five most frequently cited aspects that survey respondents indicated as distinguishing their institution (the SDCCCD college or District office) from other colleges:

- Commitment to DEIA – 48%
- Quality of Instruction – 43%
- Depth of Student Support Services – 39%
- Variety of academic programs – 38%
- Reputation within the community college system – 36%

On the scale of 1 to 5 (5 being the best) how well do facilities at your primary institution provide support for a conducive teaching/learning/working environment?

Among the 700 employees who responded to this question just over 40% rated the teaching/learning/working environment a “4” on a scale of 1 to 5 with 5 being the best. Only 23% rated it a 5. The weighted average was 3.69.

In contrast, students appear to have a more positive view compared to employees. When asked a similar question, the weighted average among students was a higher 4.28, as over half of the students had rated the learning environment a 5.

| | 1 | 2 | 3 | 4 | 5 | TOTAL | WEIGHTED AVERAGE |
|---|-------------|-------------|---------------|---------------|---------------|-------|------------------|
| ☆ | 4.71% 33 | 7.00% 49 | 25.14% 176 | 40.43% 283 | 22.71% 159 | 700 | 3.69 |

What do you think are the key issues or priorities that the strategic plan must address?

The top five key issues or priorities identified by employees were:

- Achieving needed staffing levels (52%)
- Declining enrollments (46%)
- Preparing students with the skills most in demand by employers today and in the future (42%)
- Meeting needs of working adults (32%)
- Addressing the equity gap among students (32%)

| | | |
|--|-----|-----|
| Achieving needed staffing levels | 52% | 392 |
| Addressing the equity gap among students | 32% | 239 |
| Adjusting to an evolving economy | 28% | 212 |

| | | |
|--|-----------------|------------|
| Advocate for social justice | 18% | 138 |
| Align efforts and allocate resources to support the district's mission and vision | 14% | 109 |
| Closing gap in operations and maintenance with recent facility growth | 20% | 151 |
| Declining enrollments | 46% | 344 |
| Equitable allocation of resources among the district's institutions | 20% | 152 |
| Expanding the capabilities of our information technology | 18% | 137 |
| Fiscal health and stability | 21% | 159 |
| Growing challenges for part-time staff | 23% | 171 |
| Keeping up with technology despite costs | 24% | 179 |
| Meeting needs of the community | 22% | 163 |
| Meeting needs of working adults | 32% | 243 |
| Obtaining grants and other sources of financial resources to develop and expand programs | 18% | 134 |
| Preparing students with the skills most in demand by employers today and in the future | 42% | 313 |
| Provide opportunities for disproportionately impacted groups | 28% | 210 |
| Reaching those who believe "college isn't for me" | 22% | 168 |
| Strengthening diversity, equity, and inclusion lens in staff recruitment | 18% | 135 |
| Student Centered Funding Formula performance | 8% | 64 |
| Support economic growth in the region | 8% | 60 |
| Support student social mobility | 11% | 85 |
| Supporting student's housing, food, technology, and other resource needs | 23% | 173 |
| Uncertainties from evolving COVID conditions and impacts | 29% | 222 |
| Workforce/employee diversity, equity, inclusion, and accessibility | 22% | 165 |
| Other (please specify) | | 111 |
| | Answered | 754 |

Community Members

A small number of community members (10) responded to the survey. They were associated with the District in various capacities. The answers suggest that some have multiple associations, but the most frequently mentioned connection to the District was as a donor, volunteer, or advisory committee member. A majority of them had been associated with the District for 20 or more years, while for 30% it had been ten years or less.

What do the colleges of the District (SDCCD) currently offer that you find beneficial?

The most frequently offered responses were:

- Opportunities for transfer to a four-year institution (70%)

- Supports job training that allows people to earn higher wages (70%)
- Availability of training opportunities (60%)
- Breadth of degree/certificate programs offered (60%)
- Deliver an education that helps students to better their lives and earn higher wages (60%)

What aspects of the colleges of the District do you believe distinguish it from other colleges?

The top five aspects of the District colleges according to survey respondents were:

- Quality of instruction (67%)
- Depth of student support services (56%)
- Faculty/Staff (56%)
- Multiple campus locations (56%)
- Welcoming campus community environment (56%)

Which focus/priorities should the strategic plan address?

The most frequently cited areas for the strategic plan to address include:

- Adjusting to an evolving economy (60%)
- Preparing students with the skills most in demand by employers today and in the future (60%)
- Declining enrollments (50%)
- Supporting student’s housing, food, technology, and other resource needs (50%)
- Provide opportunities for disproportionately impacted groups (40%)
- Support economic growth in the region (40%)



Commencement, San Diego College of Continuing Education



3

DISTRICT WIDE STRATEGIC PLAN FRAMEWORK



Chapter III – Strategic Plan Framework: Vision, Goals and Objectives

The heart of the SDCCD Strategic Plan is the Strategic Plan Framework. It begins with the Vision; an aspirational statement describing the district’s ideal future state and one that conveys what success will look and feel like.

Goals define what the District needs to achieve to make the Vision a reality. They also provide the district with direction for long-term decision making and guidance as well as an organizing structure for specific strategies and actions that will be carried out by the District. Objectives are more detailed methods identified as ways for attaining the Goals.

District executive staff working with the MIG consultant team utilized findings from the strategic planning process to translate ten discussion topics/themes presented at the planning charrettes into a more compact set of six Goals presented below. In addition, strategies and actions proposed by faculty, staff, and students during the five planning charrettes were used to identify the Objectives for each of the Goals.

These Goals and their Objectives illustrate the future direction of the San Diego Community College District over the next eight years. Goals A through C are the primary goals of the strategic plan as they focus directly on what is required to meet student needs and to achieve student success. In turn, goals D through F are the critically important supportive goals as they form the underlying foundation upon which the primary goals depend and rely upon to function.

SDCCD VISION

Ensuring Success for All Students and Expanding Our Efforts to Achieve Diversity, Equity, Inclusion and Access in Everything We Do.*

GOALS

Goal A:



**Student Success
and Well Being**

Goal B:



**Academic
Excellence**

Goal C:



**Workforce
Development**

Goal D:



**Financial
Health**

Goal E:



**State of the
Art Facilities**

Goal F:



**Institutional
Resiliency**



GOAL A: STUDENT SUCCESS AND WELL BEING

Provide innovative resources and services to help students achieve their educational and career goals.

OBJECTIVES

- A1:** Provide all students*, especially those with the greatest needs, with access to a full suite of support services, including but not limited to student housing solutions, mental health counseling, food and nutrition, financial literacy, and other basic needs. [Ongoing]
- A2:** Be proactive through the provision of email accounts for all students* and by other means to communicate the range of services and support systems available to all students*, especially those with the greatest needs. [On-going]
- A3:** Streamline the registration and enrollment process and make it consistent across all the Colleges. [Short term: 0 – 2 years]
- A4:** Make it easier for non-credit students at the College of Continuing Education to transfer to the for-credit Colleges. [Short term: 0 – 2 years]
- A5:** Ensure diversity, equity, inclusion, and accessibility (DEIA) by reviewing policies and procedures and identifying and eliminating barriers. [Short term: 0 – 2 years]
- A6:** Increase and maintain the diversity of all employees to best serve the diversity of the student population. [On-going]
- A7:** Revise current professional development programs for all employees to align with the District's mission, vision, and values related to successfully serving diverse student communities with equity in success, outcomes, inclusion, and accountability. [Short term: 0 – 2 years]
- A8:** Implement training programs to expand cultural competence in teaching and learning, student services, and all district operations. [On-going]

- A9:** Implement training programs to expand awareness and understanding of the lived experiences of LGBTQIA+ communities and strategies to increase inclusion and accessibility. [On-going]
- A10:** Implement training programs to expand awareness and understanding of the lived experiences of the diverse racial, ethnic, and cultural identities of communities served by the district and its colleges and strategies to increase inclusion and accessibility. [On-going]
- A11:** Expand access to ongoing professional development resources for all employees in competencies related to diversity, equity, inclusion, and accessibility. [On-going]
- A12:** Commit resources to expanding full-time faculty and staff to support equity and training efforts enumerated in A1-A11 [On-going]



GOAL B: ACADEMIC EXCELLENCE

Promote, enhance, and sustain academic excellence through innovative programs that inspire and prepare students for a successful future and lifelong learning.

OBJECTIVES

- B1:** Increase the District’s institutional capacity to support an academically excellent learning environment through adequate staffing levels, diverse staffing, and professional development programs for faculty and professional staff. [On-going]
- B2:** Adopt and apply culturally relevant teaching methods and practices, in conjunction with active learning and more welcoming classrooms to increase diversity in STEM and all other programs. [On-going]
- B3:** Provide resources and support to help all students* meet the academic standards established for all educational programs, while ensuring that all students* are on track to succeed in achieving their educational goals. [Short term: 0 – 2 years and On-going]
- B4:** Provide career planning and services for all students* at the start of and throughout their educational course of study. [On-going]
- B5:** Determine the optimum balance between in-person and online instructional delivery methods (distance education). [Short term: 0 – 2 years and On-going]
- B6:** Ensure that the value, benefits, and career opportunities that are available to students in non-credit programs who graduate from the College of Continuing Education is well understood and communicated to families and young people throughout the District. [Short terms: 0-2 years and On-going]
- B7:** Increase matriculation for our noncredit students to credit colleges. [On-going]
- B8:** Expand District baccalaureate degree programs. [On-going]
- B9:** Increase the number of students transferring to four-year institutions with a focus on students from disproportionately impacted communities. [On-going]
- B10:** Increase the use of “OER and zero textbook” classes to facilitate program access. [On-going]
- B11:** Build alternative educational program delivery models to reach adult learners through flexible, short-term programs, enabling students to obtain high demand, high wage jobs. [Short term: 0 – 2 years and On-going]
- B12:** Expand dual enrollment program opportunities. [Short term: 0 – 2 years and On-going]



GOAL C: WORKFORCE DEVELOPMENT

Align educational programs with workforce realities and pathways for success.

OBJECTIVES

- C1:** Encourage credit and non-credit faculty, administration, and industry partners to work together to develop innovative curricula and programs that enable students to graduate with the skills sought by employers and thereby helping to meet the workforce needs of the region and individual businesses. [On-going]
- C2:** Expand and strengthen partnerships with local and regional employers including business and industry, labor unions, government, and community-based organizations. [On-going]
- C3:** Increase, expand and incorporate entrepreneurial education programs across the entire District. [Short Term: 0 – 2 years]
- C4:** Strengthen and expand institutional capacity to implement and provide workforce development. [On-going]
- C5:** Increase community awareness of the high-quality educational experience available to students, employers, and community partners at SDCCD through both its credit and non-credit programs as well as an understanding of the value of a community college degree or certificate. [On-going]
- C6:** Prepare students to obtain jobs immediately upon graduation through programs that provide career planning, critical technology skills, and interpersonal skills, and through internships, experiential learning opportunities, and work/study placements. [On-going]



GOAL D: FINANCIAL HEALTH

Achieve fiscal stability and long-term financial viability.

OBJECTIVES

- D1:** Develop and implement a student enrollment management plan that maximizes the Student-Centered Funding Formula (SCFF) by offering pathways for serving both traditional and nontraditional student populations. [Short term: 0 – 2 years and On-going]
- D2:** Diversify the District’s on-going operating revenue stream by pursuing other revenue generation strategies in addition to state and local public funding such as by expanding the District’s contract and fee-based program offerings. [Short term: 0 – 2 years]
- D3:** Implement cost reduction opportunities through process improvements and organizational changes designed to increase efficiency and eliminate redundancies. [On-going]
- D4:** Develop a marketing and communications program to bolster enrollment and broaden community support for future bond measures. [Short term: 0 – 2 years]
- D5:** Find and implement solutions for addressing the long-term costs of maintaining facilities, infrastructure, and instructional equipment. [On-going]
- D6:** Rebuild the District reserve funds and establish additional reserves to account for future uncertainties. [Short term: 0 – 2 years]
- D7:** Maintain connections with former students to provide resources and on-going support that will further enhance their careers even after they have graduated. [On-going]



GOAL E: STATE OF THE ART FACILITIES

Increase efficiency, health, safety, service levels, conservation, sustainability, resilience, access, and inclusion, and physical asset protection and management in support of the District's mission.

OBJECTIVES

- E1:** Evaluate and implement Facility Strategic Plans (FSP) for each college, ensuring coordinated prioritization within and between all FSPs. [On-going]
- E2:** Fund, design, construct, and renovate buildings and grounds to best align with the District's programs and mission. [On-going]
- E3:** Develop an Energy Strategic Plan (ESP) to increase energy efficiency, reduce costs, carbon and other harmful emissions and waste by products, and to maximize renewable and clean energy usage [Short-term: 0-2 years]
- E4:** Monitor, document, and manage all physical assets to maximize useful life cycle and reduce costs. [On-going]
- E5:** Enhance facilities, public safety, and associated and ancillary services and service levels for responsiveness, scope of services, mission support effectiveness, alignment with SDCCD and each college's values. [On-going]
- E6:** Initiate, support, and coordinate with Board and designated Trustees and community groups to identify, prioritize, define, and justify all projects for a new bond measure; assist in drafting measure language, supply information, and expertise to support the successful passage of a bond measure and possible parcel tax measure. [Short-term: 0-2 years]
- E7:** Assess and evaluate options for funding, development, and operations; design and construct low cost student and faculty/staff housing on or near SDCCD property and program sites to support academic, CE, and basic needs programs and mission. [Short-term: 0-5 years]
- E8:** Leverage the design and development of state-of-the-art facilities as a workforce development opportunity for students. [On-going]



GOAL F: INSTITUTIONAL RESILIENCY

Optimize organizational performance, enhance District-Wide collaboration, and strengthen institutional resilience.

OBJECTIVES

- F1:** Develop a technology plan to upgrade the District’s information systems to make them more user friendly and consistent across all platforms for students, faculty, and staff alike. [On-going]
- F2:** Document standard operating procedures throughout the District to promote efficiency and preservation of institutional memory. [Short term: 0 – 2 years]
- F3:** Apply process redesign to adjust workload to match available staff capacity. [On-going]
- F4:** Ensure that the District’s work environment promotes participation and idea sharing by all constituencies, including students. [On-going]
- F5:** Strengthen District-Wide collaboration among the Colleges, with the District Office, and all constituencies. [On-going]
- F6:** Identify and eliminate administrative redundancies between the District Office and the Colleges. [Short term: 0 – 2 years and On-going]
- F7:** Reduce resource and staffing allocation inconsistencies among the Colleges. [Short term: 0 – 2 years]
- F8:** Examine all District processes through the lens of equity and environmental justice with the aim of reducing any disproportionate negative impacts on underserved communities. [On-going]
- F9:** Engage the diverse communities served by the District in open conversations about diversity, equity, inclusion, and access, and how these principles apply to all racial, ethnic, cultural, LGBTQIA+, and faith-based communities, including people with and without disabilities; enlist the support and involvement of representatives of these communities within the District to help organize and conduct these listening sessions and conversations; ensure that these sessions are guided and facilitated in an atmosphere of openness, respect, and safety for all participants. [Short term: 0 – 2 years]
- F10:** Develop a plan to reduce the District’s carbon footprint, increase the use of renewable energy, and implement sustainable practices in concert with all the communities served by the District. [On-going]
- F11:** Adopt a common set of metrics for measuring success. [Short term: 0 – 2 years]
- F12:** Review, assess, and improve safety and health services across the District. [On-going]
- F13:** Empower classified professionals in the District to become more involved in District planning and decision making. [On-going]

- F14:** Implement Facility Strategic Plans for all Colleges. [On-going]
- F15:** Ensure alignment of the District Strategic Plan with the four College Strategic Plans. [O-2 years and On-going]
- F16:** Use the District Strategic Plan as a tool for generating District level development office for implementing the plan's goals and objectives. [On-going]



A

**Appendix A:
STRATEGIC PLANS
COMPARATIVE MATRIX**



APPENDICES
STRATEGIC PLANS COMPARISON TABLE

San Diego Community College District Strategic Plans Comparison Table

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|---|---|--|---|--|
| Five Overarching Goals | Strategic Priorities and Goals | Roadmap to Mesa 2030 (per EFMP 2030) | Strategic Goals and Directions | Institutional Goals and Objectives |
| GOAL A – STUDENT SUCCESS AND WELL BEING | | | | |
| <p>Provide all students*, especially those with the greatest needs, with access to a full suite of support services (A1)</p> <p>Be proactive in communicating the range of services & systems (A2)</p> <p>Streamline registration and enrollment process (A3)</p> <p>Make it easier for students at the College of Continuing Education to transfer to the for-credit colleges (A4)</p> | <p>Priority: Caring, Compassionate Connection</p> <p>Goal: City College’s practices and processes will build connections with students and support them in attaining their educational goals.</p> <p>Goal: City College will embody a welcoming campus culture that fosters relationship building across the college community.</p> | <p>Completion - Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students, with the priority on those practices that create parity in outcomes across racial/ethnic groups & all disproportionately impacted groups.</p> <p>Completion SO3-Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>Completion SO4- Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> | <p>Engagement (Strategic Goal 2)- Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.</p> <p>Strategic Direction 2.1-Identify resources for appropriate venues, programs, and services to support student engagement.</p> <p>Strategic Direction 2.2-Build and strengthen instructional and noninstructional program, services, and activities that focus on elevating disproportionately impacted populations.</p> | <p>Enrollment & Programming IO 1.1 - Develop and implement an equity minded Strategic Enrollment Management Plan with institution-wide collaboration.</p> <p>Enrollment & Programming IO 1.2 - Develop online and in-person student services protocols and technology to improve the enrollment process to support student access, retention and success.</p> <p>Enrollment & Programming IO 1.3 - Develop and implement marketing and promotional campaigns that support enrollment and increase program awareness.</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|---|--|---|--|---|
| | | | | Enrollment & Programming IO 1.5 - Develop varied modalities to improve communication between students and student services to enhance accessibility. |
| <p>Ensure DEIA through policy review and eliminating barriers (A5)</p> <p>Increase and maintain the diversity of all employees (A6)</p> | <p>Priority: Professional and Talent Development:</p> <p>Goal: City College will build comprehensive professional development resources that support the college's plans for equity and student success and build capacity for achieving its social justice mission.</p> <p>Goal: Develop and implement practices for recruitment and advancement of employees that as a whole better reflect the identities of City students.</p> | <p>Community - Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.</p> <p>Community SO3: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing</p> <p>Pathways & Partnerships SO1: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>Stewardship SO3: Increase student access and schedule efficiency by coordinating</p> | <p>Diversity, Equity, and Inclusion (Strategic Goal 5)- Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community</p> <p>Strategic Direction 5.1- Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services</p> <p>Strategic Direction 5.2- Establish comprehensive professional development for the campus community to increase capacity</p> | <p>Enrollment & Programming IO 1.6 - Expand outreach to prospective student communities using culturally-sensitive recruitment strategies.</p> <p>Student Experience & Pathways IO 2.1 – Clarify and communicate academic and career pathways.</p> <p>Student Experience & Pathways IO 2.3 - Expand supports that increase student transition to career and college within five years (e.g., internships, Promise scholarship, credit by exam, events, communication, etc.).</p> <p>DEIAA IO 3.2 - Create student services protocols that support</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|--|---|--|---|---|
| | | <p>schedules among departments/disciplines.</p> <p>Stewardship SO6- Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community.</p> <p>Scholarship SO2: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</p> | <p>around and engage in equity, diversity, inclusion, social justice, and anti-racism.</p> <p>Strategic Direction 5.3- Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.</p> | <p>differentiated populations equitably.</p> <p>DEIAA IO 3.3 - Develop curriculum, instruction, and student services programs/systems with a DEIAA lens.</p> <p>Resources IO 6.2 - Develop and maintain a human resource process based upon short- and long-term priorities and a balanced budget.</p> |
| GOAL B - ACADEMIC EXCELLENCE | | | | |
| <p>Increase institutional capacity to support an academically excellent learning environment (B1)</p> <p>Apply culturally relevant teaching methods (B2)</p> <p>Provide an early alert system (B3)</p> <p>Provide whatever is needed to help all students*</p> | <p>Priority: A Learning Culture Built on Social Justice and Equity</p> <p>Goal: City College will exemplify a shared commitment to equity and social justice that recognizes and values all members of the college community and is reflected in college practices.</p> | <p>Scholarship - Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p> <p>Scholarship SO4: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and</p> | <p>Pathways (Strategic Goal 1)- Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success</p> <p>Strategic Direction 1.1 – Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.</p> | <p>Enrollment & Programming IO 1.4 - Schedule instructional modalities that increase access and are informed by data and student demand</p> <p>Enrollment & Programming IO 1.7 – Implement programs and services that support transitions from SDUSD to SDCCE</p> <p>Student Experience & Pathways IO 2.2 - Maintain, update and create</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|---|--|---|--|--|
| <p>meet academic standards (B4)</p> <p>Determine optimum balance between in-person and online instruction (B5)</p> <p>Increase matriculation for our noncredit students to credit colleges (B6)</p> <p>Expand District baccalaureate degree programs (B7)</p> <p>Increase the # of students transferring to four-year institutions with a focus on students from disproportionately impacted communities (B8)</p> <p>Increase the use of OER and zero cost textbooks (B9)</p> <p>Build alternative educational delivery program models for adult learners (B10)</p> <p>Expand dual enrollment</p> | <p>Goal: All students and employees will be supported to understand, adopt, and apply equity-minded and culturally responsive practices, behaviors, and policies.</p> <p>Priority: Effective Planning, Prioritization and Process Goal:</p> <p>City College will prioritize implementation of practices that support equitable outcomes across racial/ethnic groups and other disproportionately impacted student populations.</p> | <p>increases student success.</p> <p>Scholarship SO5: Reduce cost associated with instructional materials to support the elimination of equity gaps.</p> <p>Pathways & Partnership SO2: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</p> | <p>Strategic Direction 1.2 – Ensure that guided pathways lead to student completion that fit real-world demand.</p> <p>Strategic Direction 1.3 – Strengthen the connection between student learning and performance both inside and outside the classroom.</p> | <p>curriculum and work-based learning programs that align with technology, industry and community needs</p> <p>Student Experience & Pathways IO 2.3 - Expand supports that increase student transition to career and college within five years (e.g., internships, Promise scholarship, credit by exam, events, communication, etc.)</p> <p>DEIAA IO 3.1 - Cultivate a culture of inquiry through the use of data to determine any disproportionate impact current programs have and correct the impact</p> <p>Organizational Effectiveness IO 4.2 - Expand infrastructure and increase use and sharing of student outcomes data for planning and resource allocation, including information to support enrollment, equity, retention, completion, and transition.</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|---|--|---|---|---|
| program opportunities (B11) | | | | <p>Organizational Effectiveness IO 4.5 - Provide faculty professional development that supports teaching and assessment in all modalities and the development of online instruction</p> <p>Partnerships IO 5.1 – Develop collaboration between disciplines and departments that increase student success.</p> |
| GOAL C - WORKFORCE DEVELOPMENT | | | | |
| <p>Encourage faculty, administration, and industry partners to work together to develop curricula and programs that enable students to graduate w/skills to meet workforce needs of the region (C1)</p> <p>Expand and strengthen partnerships with local and regional employers... (C2)</p> <p>Increase and expand the value of entrepreneurial education</p> | <p>Priority; Partnerships and Philanthropy</p> <p>Goal: City College will expand relationships with businesses and community entities to increase opportunities for students through scholarships, support for college programs, and internships and employment.</p> | <p>Pathways and Partnerships – Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for student entering Mesa College through to completion and beyond to transfer and employment</p> <p>Pathways & Partnerships SO3: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers</p> <p>Completion SO1: Develop pathways that provide students with clarity about degree,</p> | <p>Pathways - (Strategic Goal 1)- Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success</p> <p>Strategic Direction 1.2 – Ensure that guided pathways leads to student completion that fit real-world demand.</p> <p>Relationship Cultivation (Strategic Goal 4)- Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships</p> | <p>Student Experience & Pathways IO 2.2 - Maintain, update and create curriculum and work-based learning programs that align with technology, industry and community needs</p> <p>Partnerships IO 5.2 - Increase the number of employers participating in industry advisory boards to partner in programming and facilities that support living wage careers</p> <p>Partnerships IO 5.4 - Encourage entrepreneurship in creating external partnerships to support enrollment,</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|--|-----------------------------|--|---|---|
| <p>programs across the entire district (C3)</p> <p>Strengthen and expand institutional capacity to implement and provide workforce development (C4)</p> <p>Increase community awareness of the high-quality educational experience availableat SDCCD (C5)</p> <p>Prepare students to immediately obtain jobs upon graduation through programs that provide career planning...(C6)</p> | | <p>certificate, and transfer requirements.</p> <p>Completion SO2: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> | <p>Strategic Direction 4.3-Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.</p> | <p>employment opportunities, student resources, and new fiscal opportunities</p> <p>Enrollment & Programming IO 1.3 - Develop and implement marketing and promotional campaigns that support enrollment and increase program awareness</p> <p>Partnerships IO 5.3 - Increase campus awareness by holding more on- and off-campus community events at all seven campuses</p> |
| GOAL D – FINANCIAL HEALTH | | | | |
| <p>Develop and implement a student enrollment management plan that maximizes SCFF (D1)</p> | | <p>Stewardship SO3: Increase student access and schedule efficiency by coordinating schedules among departments/disciplines.</p> | <p>Organizational Health (Strategic Goal 3)- Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making</p> | <p>Enrollment & Programming IO 1.1 - Develop and implement an equity minded Strategic Enrollment Management Plan with institution-wide collaboration</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|--|---|--|---|--|
| | | | Strategic Direction 3.3- Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success | |
| <p>Diversify District’s ongoing operating revenue stream... (D2)</p> <p>Implement cost reduction opportunities ... (D3)</p> <p>Address long term costs of maintaining facilities (D5)</p> <p>Rebuild the District reserve funds and establish additional reserves (D6)</p> <p>Ensure the District-Wide budget is created through a highly transparent process and is fully aligned with the priorities of the strategic plan (D7)</p> | <p>Priority: Philanthropy and Partnerships</p> <p>Goal: City College will identify and engage alumni to increase connectivity with the college and generate philanthropic dollars to support student entry, retention, and success.</p> | <p>Stewardship SO5: Increased campus understanding, communication of and transparency in budget and resource allocation.</p> <p>Stewardship SO4: Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> | | <p>Resources IO 6.1 - Develop and implement processes that streamline planning and resource allocation within two years</p> <p>Resources IO 6.2 - Develop and maintain a human resource process based upon short- and long-term priorities and a balanced budget</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|---|--|--|---------------------------------------|--|
| <p>Develop marketing and community program to bolster enrollment and broaden support for future bond measures (D4)</p> | | <p>Community SO5: Increase opportunities to be an asset and resource to the external community.</p> | | <p>Partnerships IO 5.3 - Increase campus awareness by holding more on- and off-campus community events at all seven campuses</p> <p>Partnerships IO 5.4 - Encourage entrepreneurship in creating external partnerships to support enrollment, employment opportunities, student resources, and new fiscal opportunities</p> |
| <p>GOAL E – STATE OF THE ART FACILITIES</p> | | | | |
| <p>Evaluate and implement Facility Strategic Plans (E1)</p> <p>Fund, design, construct and renovate buildings to best align with SDCCD’s programs and mission (E2)</p> <p>Develop an Energy Strategic Plan(E3)</p> <p>Proactively monitor, document, and manage all physical assets to maximize useful life cycle and reduce costs (E4)</p> | <p>City 2022 Facilities Master Plan Principles: Campus Connections; Community Connections; Campus Identity, Character, & Visibility; Public Spaces; Facilities & Program Compatibility; Service & Infrastructure</p> | <p>Mesa 2030 Comprehensive Educational and Facilities Plan – April 27, 2021</p> <p>Stewardship SO4: Establish a college- wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> | <p>Facilities Path to 2035</p> | <p>Resources IO 6.4 - Implement a facilities master plan that focuses on upgraded technology, how space on campus is used, and that prioritizes sustainability, DEIAA, health and safety</p> <p>Resources IO 6.3 - Develop a technology plan within two years that supports annual resource allocation, infrastructure maintenance, instructional classroom support, and training to support use of technology</p> |

| District Wide 2023-2030 | City College 2022 – 2027 | Mesa College 2021 - 2026 | Miramar Fall 2020 - Spring 2027 | Continuing Education Fall 2022 – Spring 2029 |
|--|--|--|--|---|
| <p>Measurably enhance Facilities, Public Safety, and associated and ancillary service (E5)</p> <p>Support the successful passage of a bond measure and a possible parcel tax measure (E6)</p> <p>Design and construct low-cost student and faculty/staff housing (E7)</p> | | | | <p>Student Experience & Pathways IO 2.4 - Provide spaces and opportunities for student engagement, leadership, and social interactions</p> |
| GOAL F - INSTITUTIONAL ADAPTABILITY & RESILIENCE | | | | |
| <p>Develop a plan to upgrade the District’s info systems (F1)</p> <p>Document standard operating procedures (F2)</p> <p>Apply process redesign to adjust workload to staff capacity (F3)</p> <p>Ensure work environment promotes participation and idea sharing by all constituencies (F4)</p> <p>Strengthen district-wide</p> | <p>Priority: Effective Planning and Process</p> <p>Goal: City College will enhance effective planning and decision-making through clearly defined processes that support transparency and broad participation.</p> <p>Goal: City College will create and adopt flexible and proactive processes for responding to large-scale efforts to involve</p> | <p>Stewardship - Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College’s carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p> <p>Stewardship SO1: In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College’s carbon</p> | <p>Organizational Health (Strategic Goal 3)- Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data informed decision making</p> <p>Strategic Direction 3.1 - Systematically engage in the program review process across the college that lead to plans of action and meaningful clear outcomes</p> | <p>Organizational Effectiveness IO 4.1 - Develop an infrastructure for internal communication including assessment, plan development, and execution</p> <p>Organizational Effectiveness IO 4.2 - Expand infrastructure and increase use and sharing of student outcomes data for planning and resource allocation, including information to support enrollment, equity, retention, completion, and transition</p> |

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| <p>collaboration among...(F5)</p> <p>Eliminate admin redundancies between district & colleges (F6)</p> <p>Reduce resource and staffing allocation inconsistencies among the Colleges (F7)</p> <p>Examine all District processes through lens of equity & env justice (F8)</p> <p>Develop a plan to reduce carbon footprint (F9)</p> <p>Adopt a common set of metrics for measuring success (F10)</p> <p>Improve safety and health services (F11)</p> <p>Empower classified professionals (F12)</p> <p>Implement facility master plans for all colleges (F13)</p> <p>Ensure alignment of District and</p> | <p>the whole college with integrated planning.</p> <p>Priority: A Learning Culture Built on Social Justice and Equity</p> <p>Goal: Students and employees at City College will play a tangible role in advancing social and environmental justice within the community served by the College.</p> | <p>footprint, focuses on climate literacy and student action, and mitigates Mesa’s impact on climate change.</p> <p>Stewardship SO2: Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College’s impact on climate change.</p> <p>Community SO4: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</p> | <p>Strategic Direction 3.2 - Strengthen the link between program review and strategic planning by focusing on student learning and performance.</p> <p>Strategic Direction 3.3 - Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.</p> <p>Relationship Cultivation (Strategic Goal 4)- Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships</p> <p>Strategic Direction 4.1 - Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.</p> | <p>Organizational Effectiveness IO 4.3 - Support planning and research through student and employee input (e.g., surveys, focus groups)</p> <p>Organizational Effectiveness IO 4.4 - Provide professional development opportunities that focus on customer service, DEIAA, fiscal processes, leadership, and technology</p> |

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| <p>colleges' strategic plans (F14)</p> <p>Use the District strategic plan as a tool for generating supplemental resources through a District level development office (F15)</p> | | | <p>Strategic Direction 4.2 - Ensure that the college's equity efforts are in alignment with the diversity and inclusion needs of the college.</p> <p>Strategic Direction 4.3 - Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.</p> | |