



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT



San Diego Community College District

District Strategic Plan Background Information

March 29, 2022

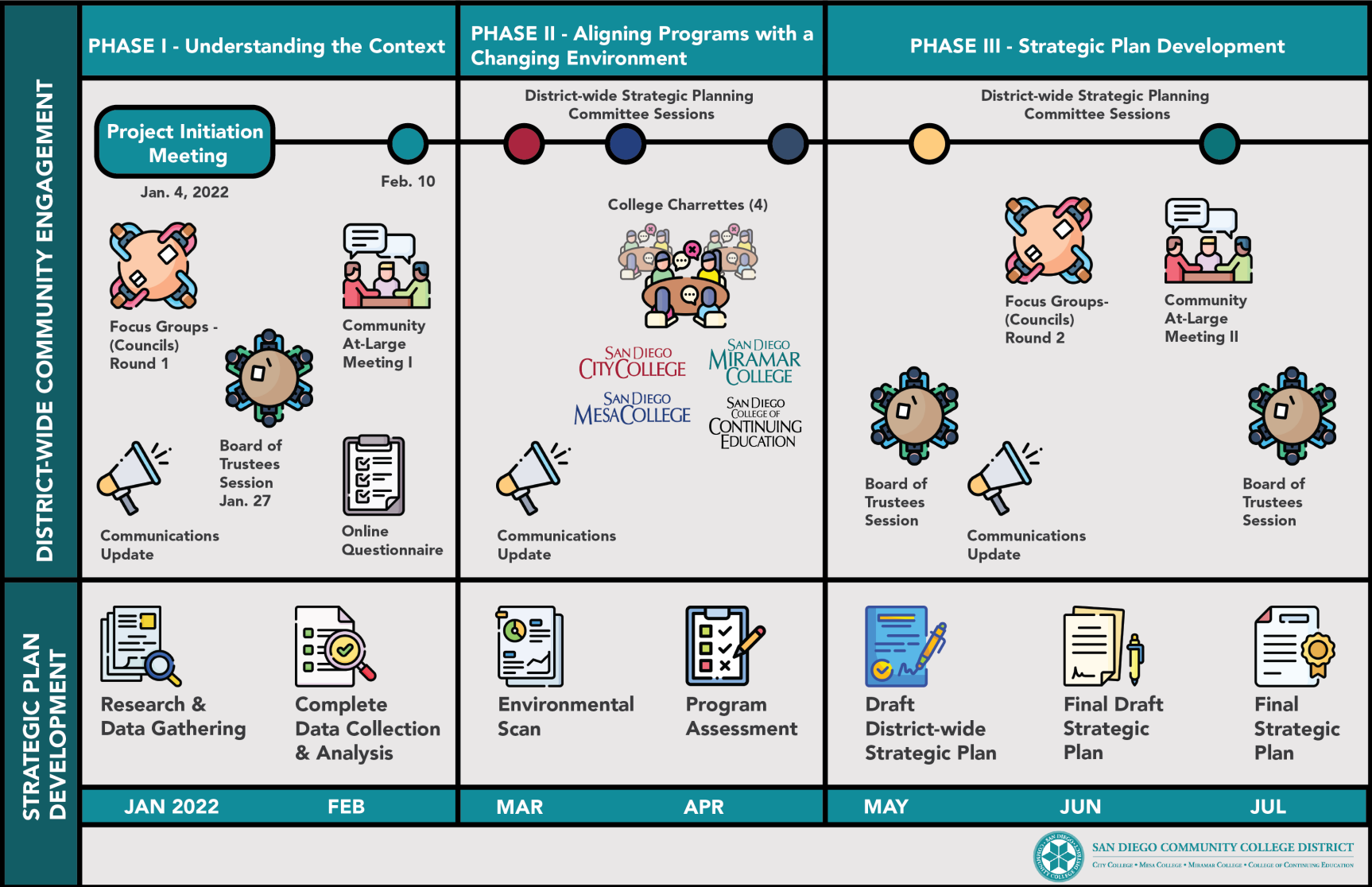
Overview



SAN DIEGO
COMMUNITY COLLEGE
DISTRICT

- I. **Strategic Planning Process Overview**
- II. **Provisional Strategic Plan Goals**
- III. **Strategic Plan Framework**

Strategic Planning Process



Goals and Discussion Topics



Financial
Health



Whole Student
Needs



Workforce
Development



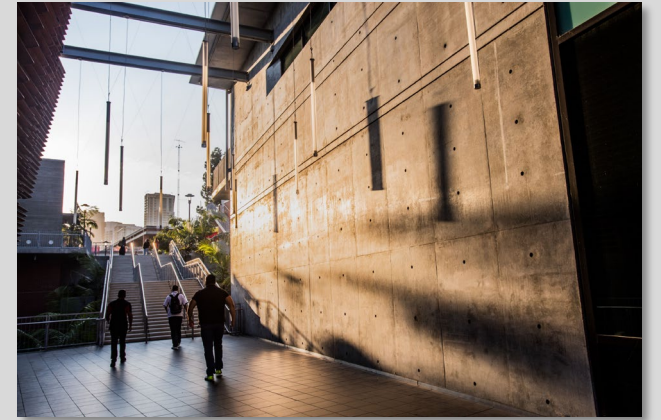
Academic
Excellence



Institutional
Resiliency

OVERALL VISION:

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



Provisional Strategic Goals



A. Financial Health

- Achieve fiscal stability and long-term financial viability
- Expand student enrollment targeting both traditional and non-traditional student populations
- Evaluate the District's public profile to increase broad public support

B. Whole Student Needs

- Provide whatever is needed to help students achieve their educational and career goals
- Ensure diversity, equity, and inclusion at all levels of the District

Provisional Strategic Goals



C. Workforce Development

- Align educational programs with workforce realities and pathways for success

D. Academic Excellence

- Strengthen academic programs and meet the needs of all learning styles, pedagogies, and delivery methods

E. Institutional Resiliency

- Optimize organizational performance and efficiency
- Strengthen District-Wide collaboration between the District and the colleges, and among all constituency groups
- Increase institutional adaptability and resiliency

San Diego Community College Framework for Strategic Plan

Vision Statement

Goal A: Financial Health

- A1- Achieve fiscal stability and long-term financial viability
- A2- Expand student enrollment targeting both traditional and non-traditional student populations
- A3- Evaluate the District's public profile to increase broad public support

Goal B: Whole Student Needs

- B1- Provide whatever is needed to help students achieve their educational and career goals
- B2- Ensure diversity, equity, and inclusion at all levels of the District

Goal C: Workforce Development

- C1- Align educational programs with workforce realities and pathways for success

Goal D: Academic Excellence

- D1- Strengthen academic programs and meet the needs of all learning styles, pedagogies, and delivery methods

Goal E: Institutional Resiliency

- E1- Optimize organizational performance and efficiency
- E2- Strengthen district-wide collaboration between the District and the colleges, and among all constituency groups
- E3- Increase institutional adaptability and resiliency

Topic A1 – Achieve Fiscal Stability and Long Term Financial Viability

- In recent years, California Community Colleges have experienced **significant fiscal headwinds** due to events outside their control such as the 2008 Great Recession and more recently the impact of COVID-19 pandemic on enrollment levels.
- During the pandemic, the **shift to primarily remote** instruction resulted in **new costs**, acquiring technology such as laptops for employees and students, providing training and support for faculty moving their classes online.
- And in a notable reversal from past economic downturns, most **community colleges experienced a significant drop in enrollment** negatively impacting revenue and continued uncertainty in that regard looking to the future.
- Historically, the **State has been unable to fully fund** all community college districts and colleges continue to face **financial uncertainty** due to other factors as well, such as the advent of the Student-Centered Funding Formula.



Topic A1 – Achieve Fiscal Stability and Long Term Financial Viability

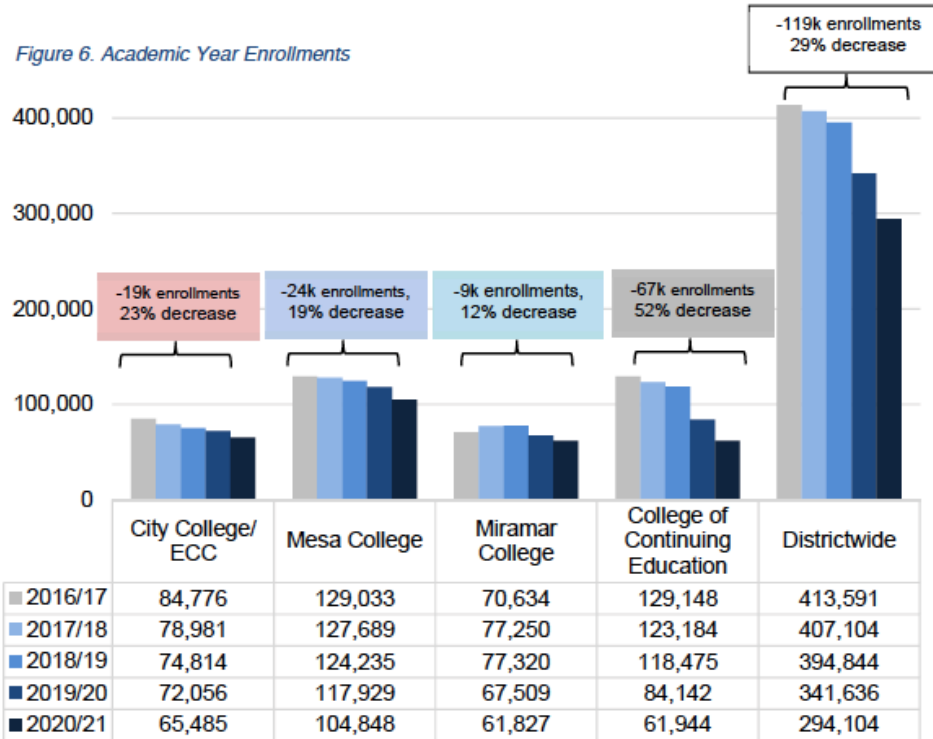
- Although the community college system receives more overall total dollars from the State (more than the UC or Cal State system), it **serves twice as many students and receives much less per student**. The community college system also receives less per student than the K-12 system.
- To avoid financial deficits, SDCCD has implemented numerous **cost-saving measures**, including a hiring freeze which continues to be in place.
- The District has also **strived to identify other expense reductions** to avoid layoffs, salary cuts, or other measures that might negatively impact students, faculty, or staff.
- President and CEO of the Community College League of California commenting on the **enrollment drop** and its fiscal impact on community college:
 - “I think as the lowest per-student funded institutions serving the most diverse, lowest-income Californians with the least amount of financial aid for nontuition costs in a time when we have national historic inequality, it's no surprise.



Topic A2 – Expand Student Enrollment

Targeting both traditional and non-traditional student populations

Figure 6. Academic Year Enrollments



Note 1. Intersession enrollments excluded.

Note 2. 2019/20 Continuing Education and Districtwide enrollments reflect confirmed enrollments. As of the production of this briefing, investigations are under way to determine final enrollment counts for the Spring 2020 semester for the College of Continuing Education, where new section identifiers were created in Campus Solutions for sections transitioned online due to COVID-19. There were 18,154 enrollments in these new section identifiers; some were preserved from before the transition and should be excluded from the total count, others were new and should be included. Final enrollment counts for the College of Continuing Education in the 2019/20 academic year will be between 84,142 and 102,296; final Districtwide counts will be between 341,636 and 359,790.

- Over the last five-years, districtwide enrollments decreased by 29% and FTES decreased by 14%.
- COVID 19 pandemic had a significant impact on enrollment.
- State data shows the biggest decline was at the San Diego College of Continuing Education, California’s largest provider of noncredit courses.



California Community College Enrollment Plummets Amid Pandemic, Putting Some Campuses at Risk

"Systemwide, more than 260,000 fewer students enrolled in fall 2020 compared with fall 2019, a 16.8% drop."

LA Times, April 12, 2021

Steeper Enrollment Losses at California Community Colleges

"The California Community Colleges system suffered a 14.8 percent enrollment decrease – a loss of 318,800 students – during the 2020-21 academic year compared to the previous year."

Inside Higher Ed, November 8, 2021

California has the Largest Drop in Spring College Enrollment Numbers in the Nation

"California leads the nation with the largest drop in spring 2021 college enrollment numbers largely due to a steep decline in community college students, who have particularly struggled with pandemic hardships, according to a report released Thursday."

LA Times, June 10, 2021

Trends

Topic A2 – Expand Student Enrollment

Targeting both traditional and non-traditional student populations

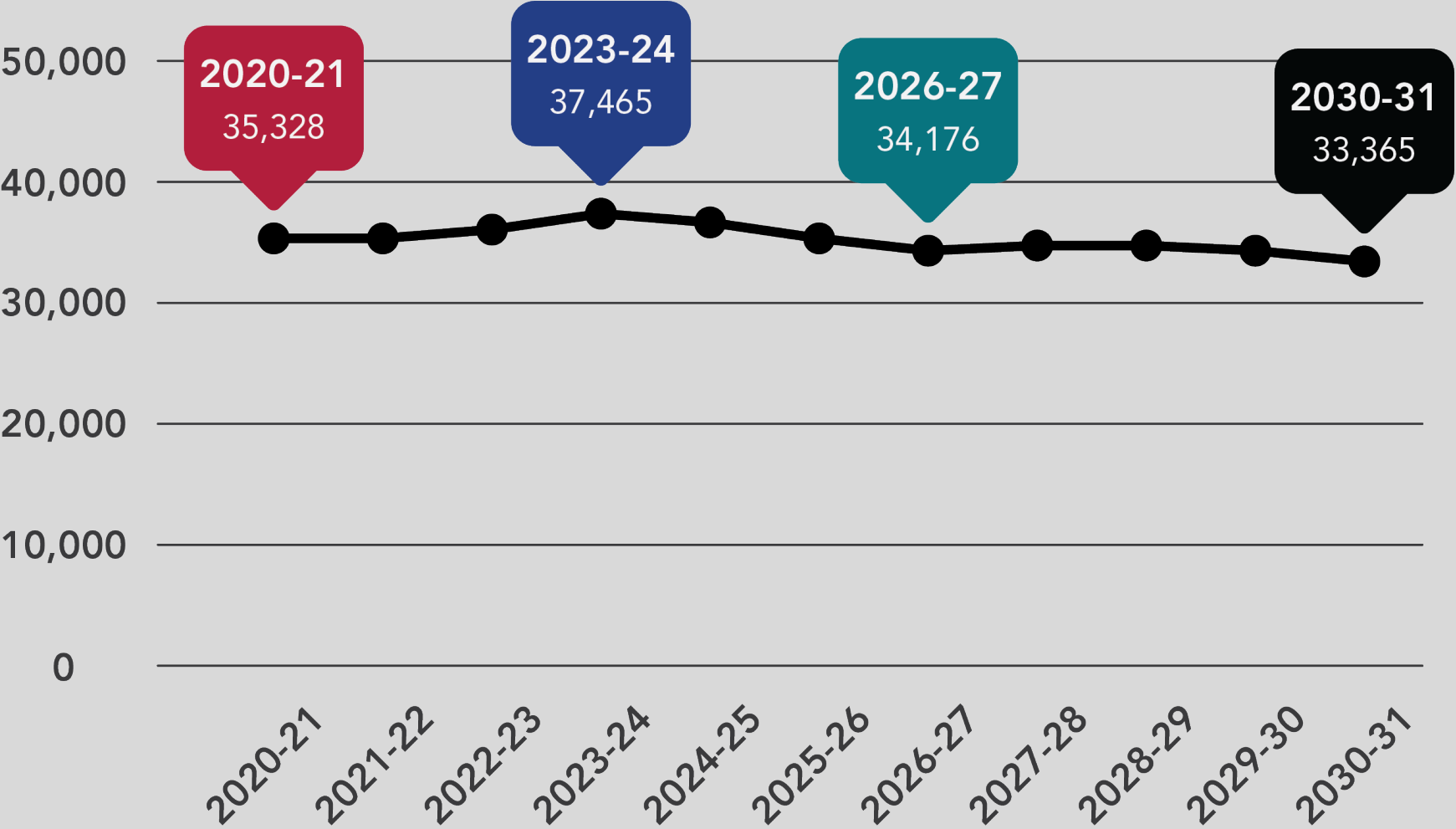


COVID 19 pandemic had a significant impact on enrollment:

- 8% decrease in FTES
 - City/ECC: -9%,
 - Mesa: -11%,
 - Miramar: -8%,
 - Continuing Education: -26%.
- 23% decrease in unduplicated headcount

Student Enrollment Information San Diego Community College District			
FTES and Unduplicated Headcount 2020-2021	Credit Colleges	Continuing Education	District Total
Total 2020-2021 FTES (Resident, non-credit, and f-factor) <i>This is a Districtwide decrease of 8% (-2,344 FTES) from 2019-20</i>	26,947	9,209	36,156
Annual Unduplicated Headcount 2020-2021 <i>This is a Districtwide decrease of 23% from 2019-2020</i>	55,399	16,455	71,076
Headcount by Term (Unduplicated within Terms)			
Summer 2020	17,904	5,993	23,822
Fall 2020	38,948	10,916	49,555
Spring Intersession 2021	3,559	—	3,559
Spring 2021	36,247	11,061	46,992

Figure 7. Projected High School Graduates, San Diego County Public High Schools



Topic A3 – Elevate the District’s Public Profile to Increase Broad Public Support



According to the Staff Survey, the Colleges are best known in the community for:

- Affordable classes that one can take as their life/work schedule allows
- Allied Health Program is very popular.
- Beautiful campus
- Close to everything else
- Newer facilities
- Aviation
- Convenience of both in-person and online classes
- English as a Second Language classes
- Nursing education
- Vocational programs such as; nursing, police and fire fighting Academy, biotech, cosmetology along with the opportunity to transfer to four-year university



Topic A3 – Elevate the District’s Public Profile to Increase Broad Public Support



- According to the nationally-representative survey of adults ages 18 and older, nearly **85 percent of Americans** believe two-year community colleges are worth the cost and more than two thirds think community colleges contribute to a strong American workforce, prepare people to be successful and happy in life, and are for people in their situation (New America, 2019).
- Level of perceived stigma among college administration, conversely, was dramatically lower. More than three quarters of administration were rated as holding “no stigma” toward community college transfers. The level of “no stigma” was even higher for staff in the college admissions office: **nearly 92 percent of college admissions office staff** held no stigma toward community college transfers.
- The more **first-hand experience and knowledge** a group has about community colleges and two-year to four-year transfer pathways, the lower the level of **perceived stigma.**” (evollution.com – March 10, 2020).
- “... more than **a quarter of parents and families** hold “very stigmatized” views of community college transfers. Combined with “moderate stigma,” the level of community college stigma among parents/families and students is well over half. (National Association for College Admission Counseling survey)



Topic B1 – Provide Whatever is Needed to Help Achieve their Education & Career Goals



- 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.
- 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)
- 68% experienced at least one form of basic needs insecurity, 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 supports because they did not know how
- 57% experiencing basic needs insecurity received some form of public assistance



Whole Student
Needs

Topic B1 – Provide Whatever is Needed to Help Achieve their Education & Career Goals

Quotes from open ended responses to the Student survey:

- “I would like to see mental health care services expanded. Currently, students are only allowed 4 visits for their entire time at Mesa College.”
- “I wasn't able to reach anyone or ‘schedule’ an appointment with a counselor due to very limited hours and I had no assistance when trying to decide what classes were best to enroll for my major.”
- “I really need a counseling appointment, but they are always unavailable.”
- “Maybe provide free or low-cost personal computers to those who need them.”
- “Some sort of make up course for lab experience missed during COVID.”
- “Understanding our world is technology-driven, nothing should replace a live person. The college would benefit from employing staff to pick up a phone and return a call to resolve an outstanding student need.”
- “The whole counseling/admin/transfer system is in need of cleanup and fine tuning. So much runaround and not enough in person availability and time for students with counselors.”



Topic B1 – Provide Whatever is Needed to Help Achieve their Education & Career Goals

When asked how they used their emergency funds, the most frequent responses were:

- Educational Materials (80%)
- Staying Enrolled (80%)
- Reducing Stress (80%)
- Having more or better food to eat (67%)

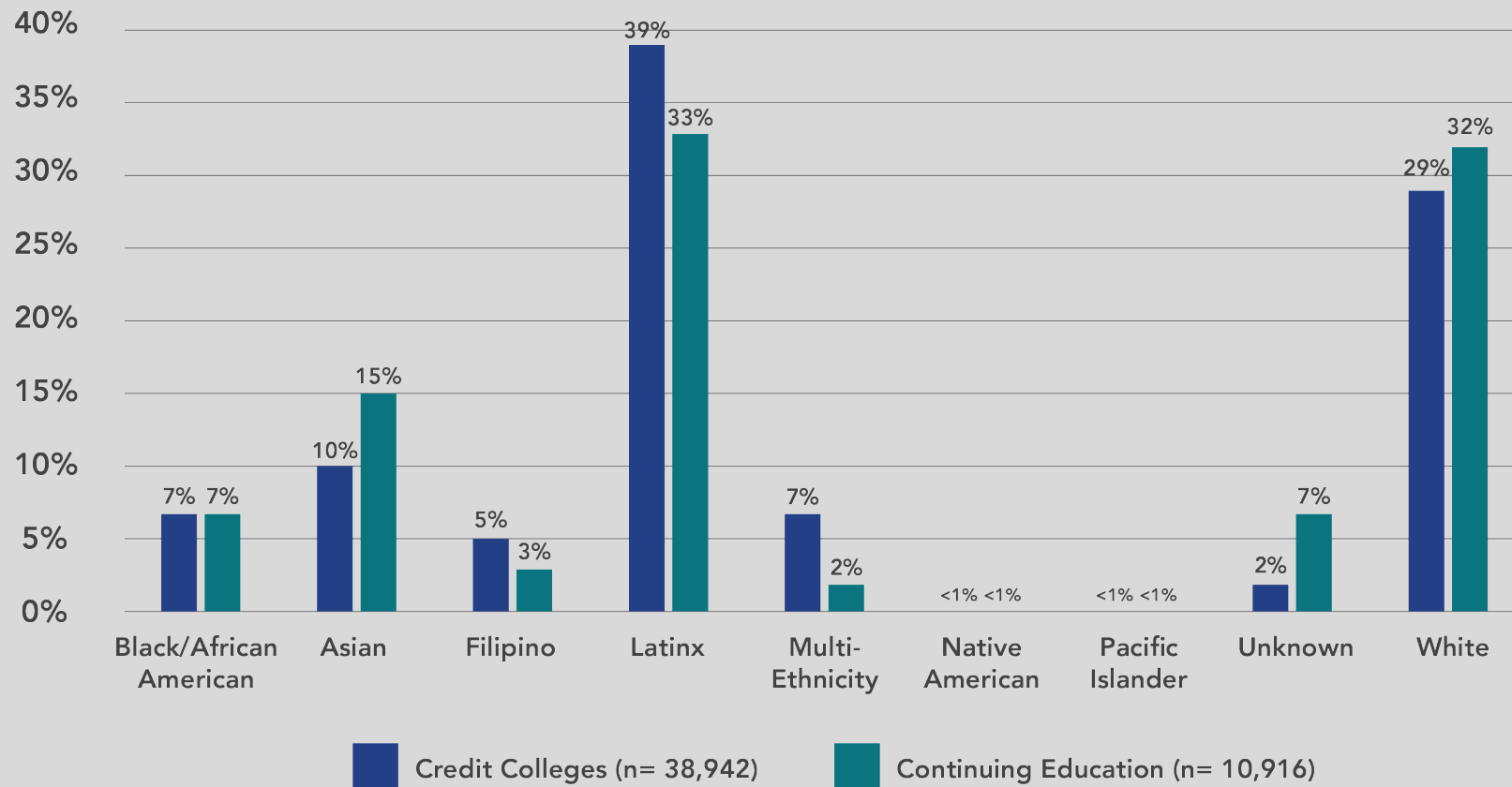
	Two-Year Colleges	District	City	Mesa	Miramar	CE
Receipt of Aid	19%	13%	13%	13%	15%	8%
Educational Materials	77%	84%	81%	84%	89%	77%
Stay Enrolled	78%	80%	80%	81%	82%	74%
Reduce Stress	77%	80%	79%	80%	82%	80%
Better Food	60%	67%	68%	67%	69%	63%
Transportation	55%	58%	58%	59%	61%	44%
Computer	43%	49%	50%	51%	50%	51%
Housing	46%	49%	49%	47%	47%	43%
Support Family	38%	46%	47%	44%	49%	36%
Entertainment	21%	26%	25%	26%	31%	19%
Avoid Eviction	23%	24%	25%	25%	24%	19%

Note: Red- and Orange highlight signifies high percentage, Green low percentage.

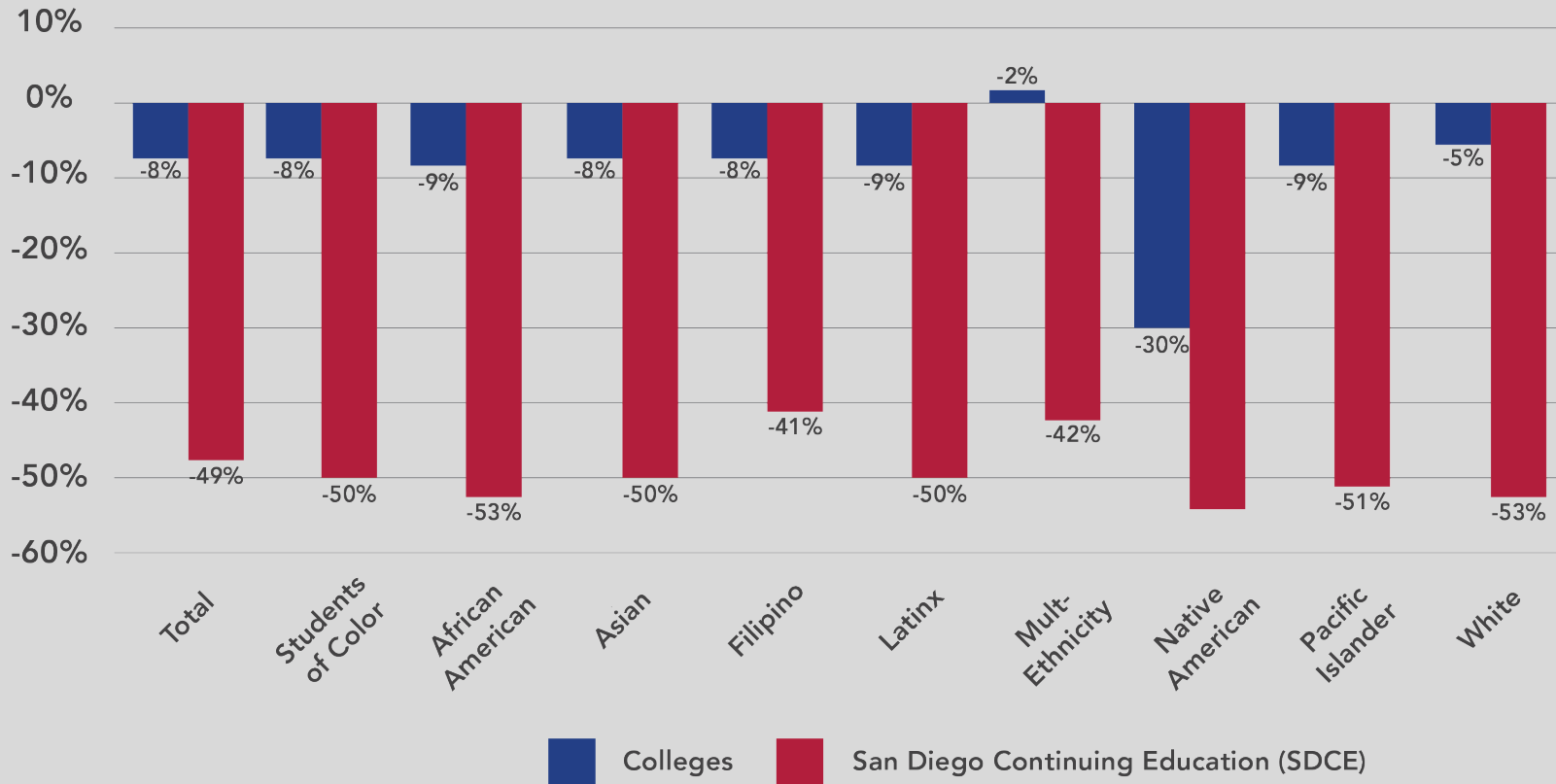


Topic B2 – Ensure diversity, equity, and inclusion at all levels of the District

Fall 2020
Race/Ethnicity



Change in Enrollment at SDCCD by Race/Ethnicity, Fall 2019 to Fall 2020



Issues, Challenges, and Opportunities

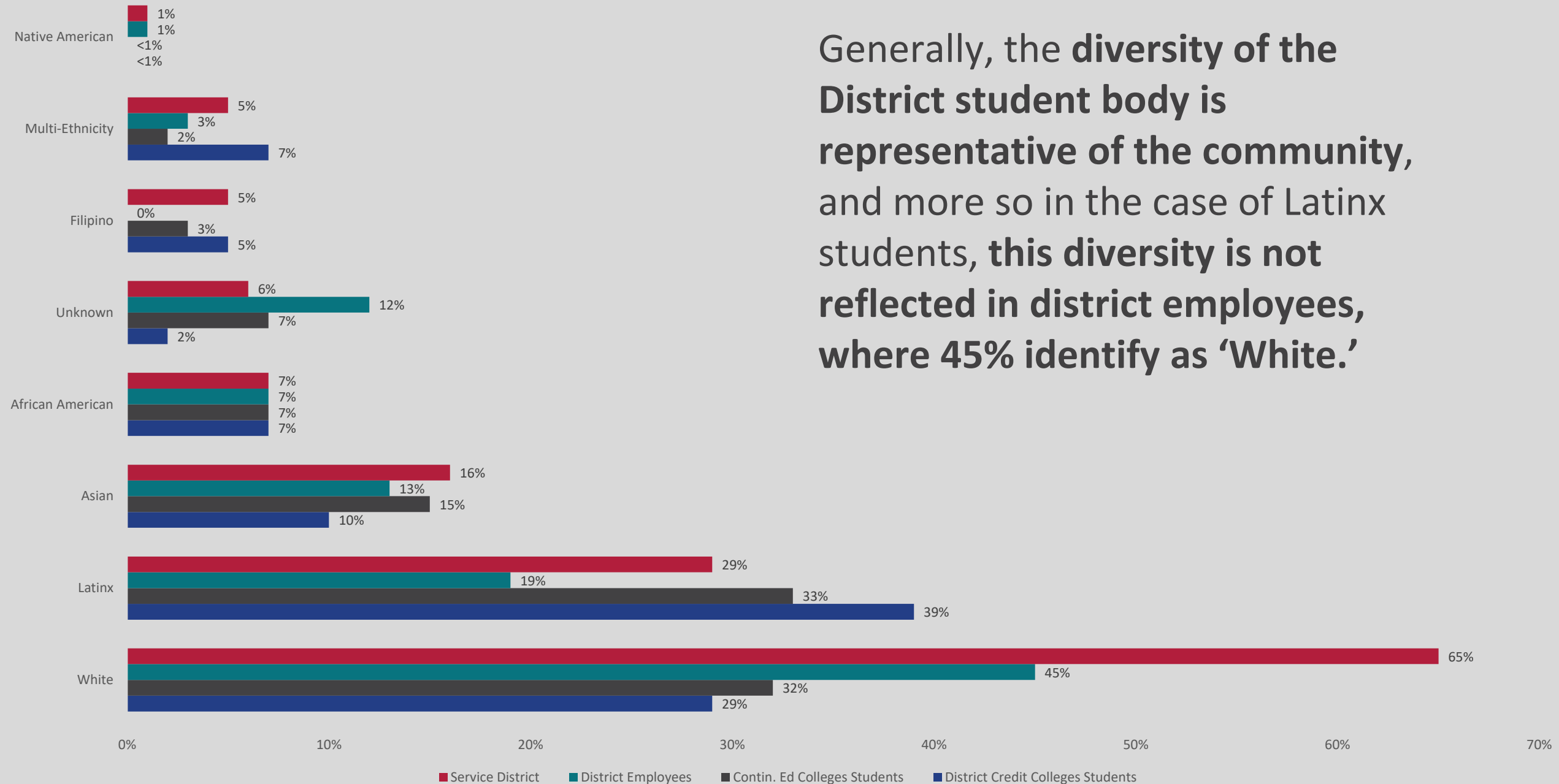
Change in Enrollments, Fall 2019- Fall 2020:

- Colleges: -8%
- SDCE: -49%



Race/Ethnicity of SDCCD Students, Employees, and Service District (2020)

Generally, the **diversity of the District student body is representative of the community**, and more so in the case of Latinx students, **this diversity is not reflected in district employees**, where **45% identify as ‘White.’**



Topic C1 – Align educational programs with new workforce realities and pathways for success



It is crucial to understand what jobs and skills will be needed by employers and the training required to provide those skills, based on understanding both today's economy and what it may look like in the future.

- The **healthcare sector** is the **second largest employer** in San Diego County, employing 186,000 people - 5% of the population and 13% of total employment, while providing many well-paying jobs that **do not require a four-year degree**.
- With its labor market competitiveness, San Diego is enticing tech. giants and venture capital funds to its market. The **technology sector takes 9% of total employment** of the region.
- San Diego is the **third largest life science cluster in the US**. There are more than 1,500 companies in the region, creating economic value of **36 billion dollars and employing 65,500 workers**.
- The pandemic has had a profound impact on the U.S. economy impacting entire industries and the job skills employers will be seeking today and in the future. (Burning Glass Technologies, The Five Economies)



Whole Student
Needs

Jobs with self-sufficient entry-level wages not requiring a 4-year degree

Occupation	Employed in Healthcare	Typical Entry-Level Education	Required Experience	Entry Wage
1 Licensed Practical/Vocational Nurses	5,266	Certification	None	\$22.22
2 Phlebotomists	1,215	Certification	None	\$17.73
3 Surgical Techs	670	Certification	None	\$21.49
4 Radiologic Techs	1,704	Associate	None	\$24.27
5 Dental Hygienists	1,638	Associate	None	\$41.30
6 Respiratory Therapists	1,362	Associate	None	\$28.69
7 Physical Therapist Assistants	777	Associate	None	\$21.15
8 Diagnostic Medical Sonographers	483	Associate	None	\$33.83
9 Cardiovascular Techs	469	Associate	None	\$21.59
10 Occupational Therapy Assistants	421	Associate	None	\$20.46
11 MRI Technologists	326	Associate	< 5 years	\$29.80

Technology



Google Doubles Office Space in San Diego

Apr 2021



Apple expects to grow its San Diego team to more than 5,000 employees by 2026 — a 500% increase from its 2018 goal

Apr 2021



Amazon announced an expansion of its San Diego Tech Hub and plans to create 300 new high-tech jobs in fields

May 2020

“Really what’s driving this is talent...”

The Five Economies

The Readiness Economy

Preparedness will boost demand in healthcare, infrastructure, cybersecurity, environmental tech., insurance, etc.

The Logistics Economy

Manufacturers can see the vulnerability of supply chains, etc. Reshoring some industries will put greater focus on advanced manufacturing.

The Green Economy

As the U.S. invests in changing its energy infrastructure and its ways of fighting climate change, there will be demand for clean energy expertise.

The Remote Economy

As more work gets performed remotely, there will be growing dependence on the data and software that are the key underpinnings of the remote economy.

The Automated Economy

Employers will prioritize automation over hiring back low-value workers. Jobs driving automation will thrive.

Source: "After the Storm: The Jobs and Skills that will Drive the Post-Pandemic Recovery". Burning Glass Technologies. February, 2021.

Topic D1 – Strengthen the academic programs and meet the needs of all learning styles, pedagogies, and delivery methods

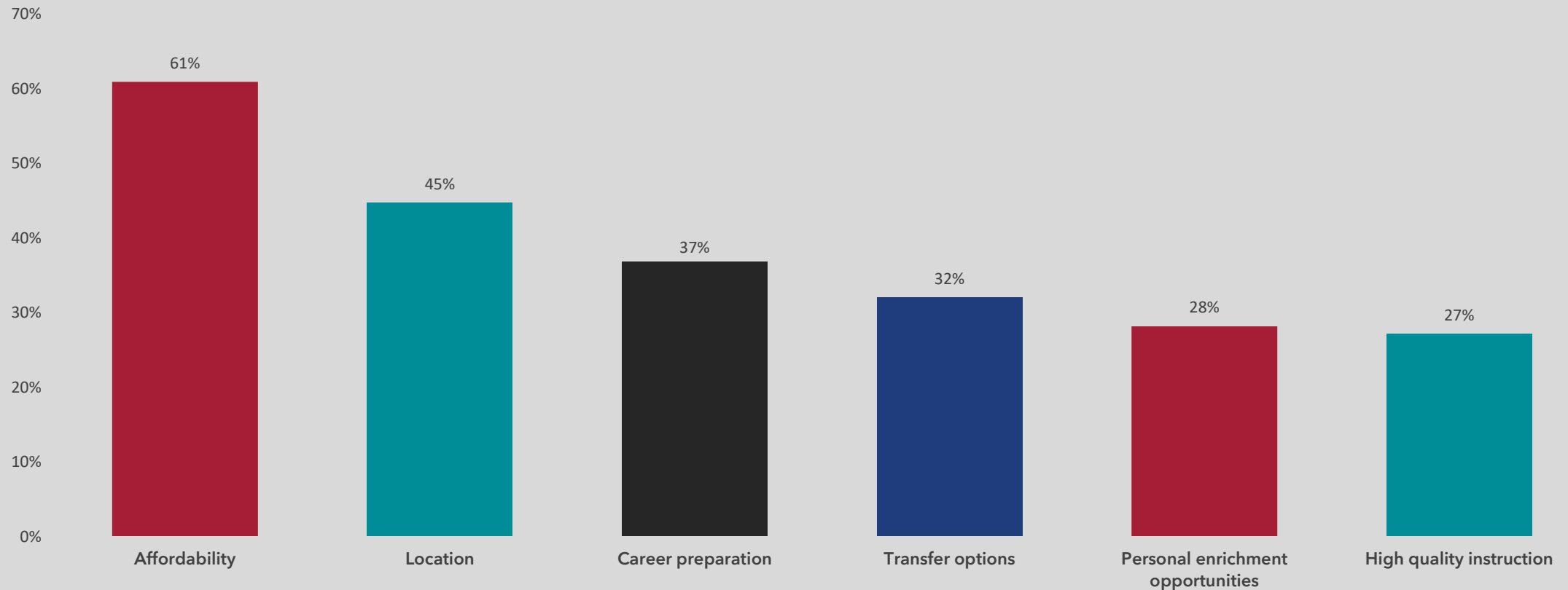
When asked what attracted you to enroll at your primary college at SDCCD, **affordability (61%)** and **location (45%)** were the **most popular** reasons closely followed by factors related to academic strength:

- Career preparation – 37%
- High quality instruction – 27%
- Professional certification – 22%
- Unique programs – 21%



Topic D1 – Strengthen the academic programs and meet the needs of all learning styles, pedagogies, and delivery methods

What attracted you to enroll at your primary college at the SDCCD? (Top Responses)

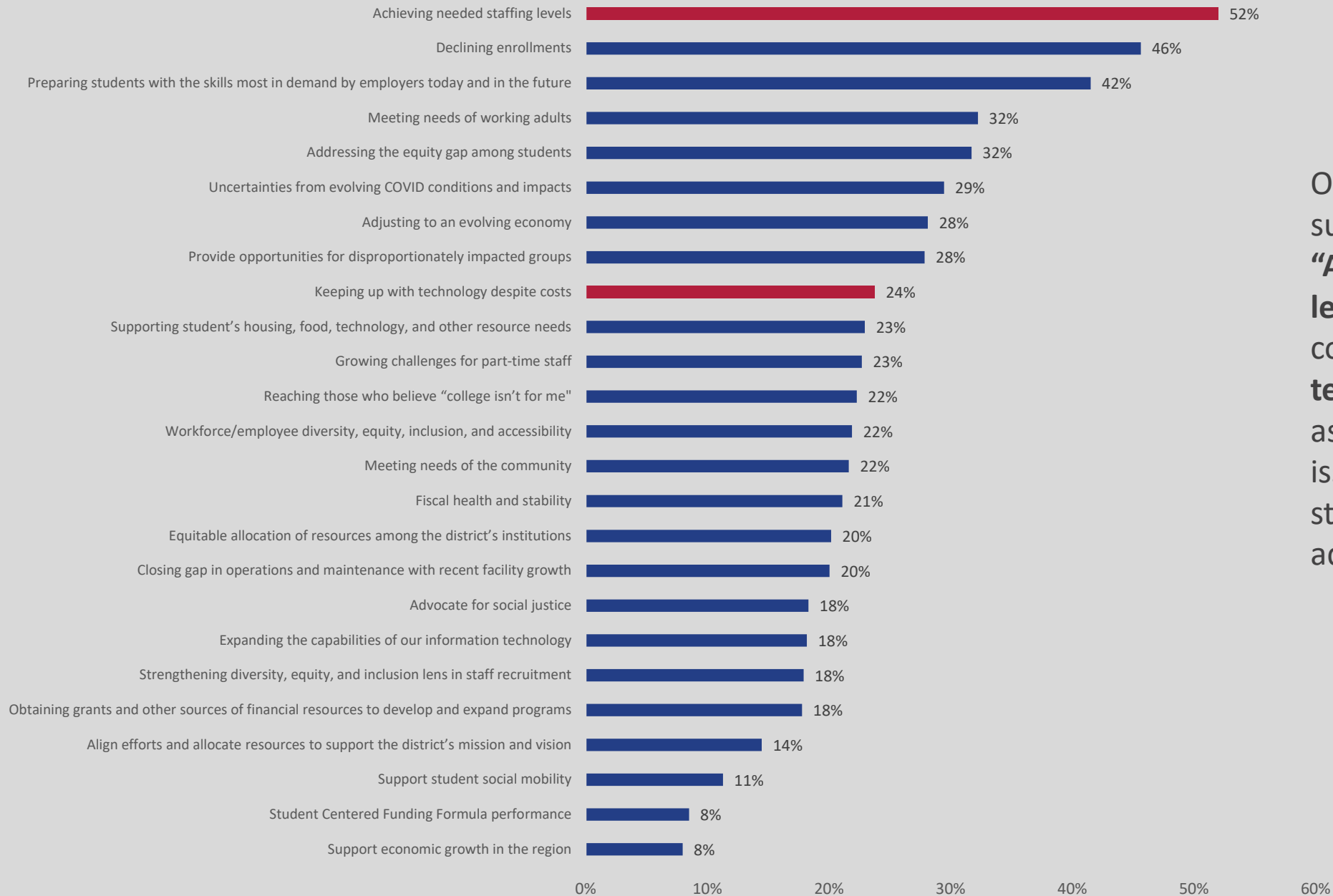


Topic D1 – Strengthen the academic programs and meet the needs of all learning styles, pedagogies, and delivery methods

- Among students surveyed, if COVID-19 were no longer a factor, **52%** would **still prefer online learning/distance education** to take their classes, while **48%** prefer **in-person classes**
- When asked what type of online learning they preferred –
 - 51% prefer **asynchronous online** (class work online without requiring real time live meetings)
 - 44% prefer **blended hybrid** (in person and online)
 - 40% **synchronous online leaning** (live classes)
- “While I prefer in person, blended is better for most of our student's environment. Many **work and traveling time and parking cuts into a huge amount of time**”
- “Have the option to choose online or in person due to some students **not being in the best home circumstances** to take online classes”
- “As a UCSD student and part-time employee the **online courses allows me to get the most out of my education** though it would be nice to personally meet instructors and do office hours unperson”



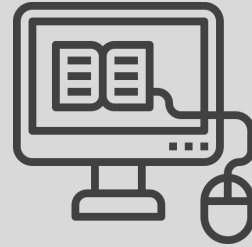
Key Issues or Priorities that the Strategic Plan Must Address



Over half of employee survey respondents feel **“Achieving needed staffing levels”** and almost a quarter considers **“keeping up with technology despite costs”** as one of their top key issues or priorities that the strategic plan should address.



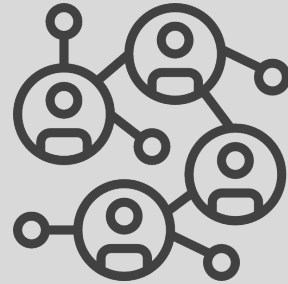
Topic E1 – Optimize organizational performance and efficiency



- Few survey student respondents see **“student access to computers,” “classroom technology,”** and **“technology”** as an existing strength of the SDCCD College District
- Community Input:
 - Support an organizational culture that is rooted in **mutual respect, trust, transparency and open and honest dialogue.**
 - **Contextualize data and statistics with personal experiences and stories** for a complete picture of student barriers and success.



Topic E2 – Strengthen district-wide collaboration among the colleges, with the district and all constituencies

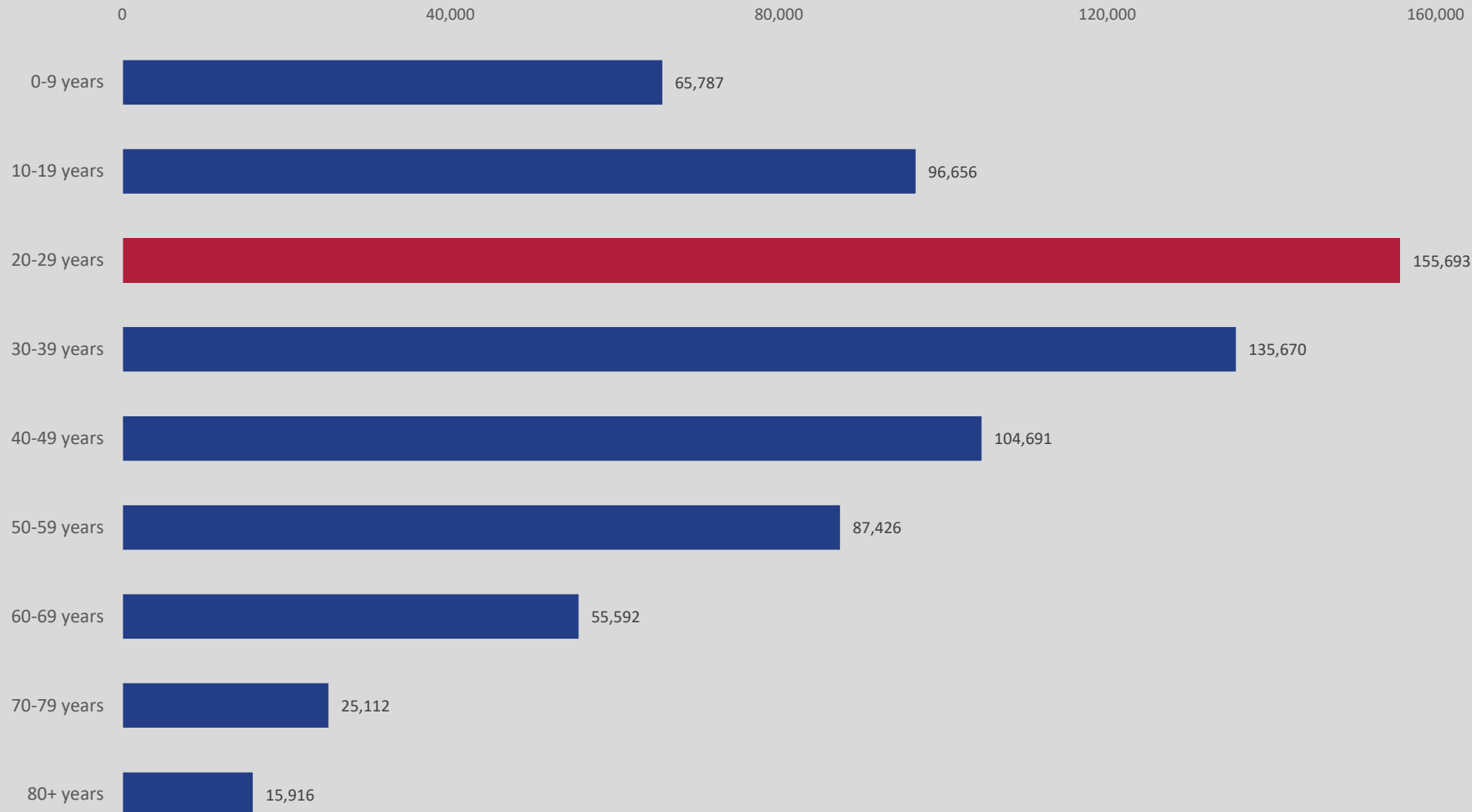


- The student survey results showed that at least **one in four students attend classes at other colleges**. In the case of survey respondents who primarily attend Mesa and Miramar, **over half reported also attending classes at other campuses**, underscoring the need for an integrated system across the District.
- **Community Input:**
 - Standardize processes and procedures and support a culture of information exchange and transition planning to ensure consistency and increase organizational effectiveness across the district.



Topic E3 – Strengthen institutional adaptability and resiliency

Confirmed COVID-19 cases in San Diego by age group



Traditional age and early career age persons had the **largest number** of confirm COVID-19 cases in San Diego County (155,693)



Institutional
Resiliency



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