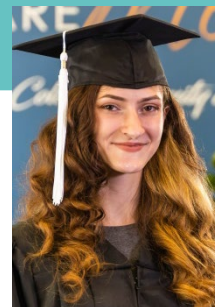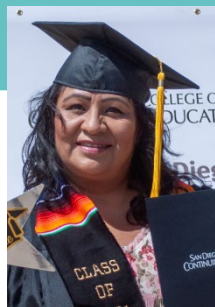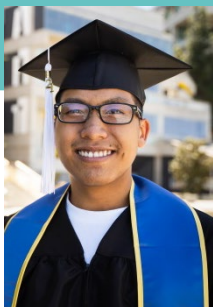SAN DIEGO COMMUNITY COLLEGE DISTRICT

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

Chancellor's Forum
2023-2024

Gregory Smith| Acting Chancellor

Agenda

- District Overview, Vision, and Strategic Action

- Educational Services

- Institutional Innovation and Effectiveness

- Finance and Business Services

- Operations, Enterprise Services, and Facilities

- Districtwide Communication and Public Relations

- Development and Entrepreneurship

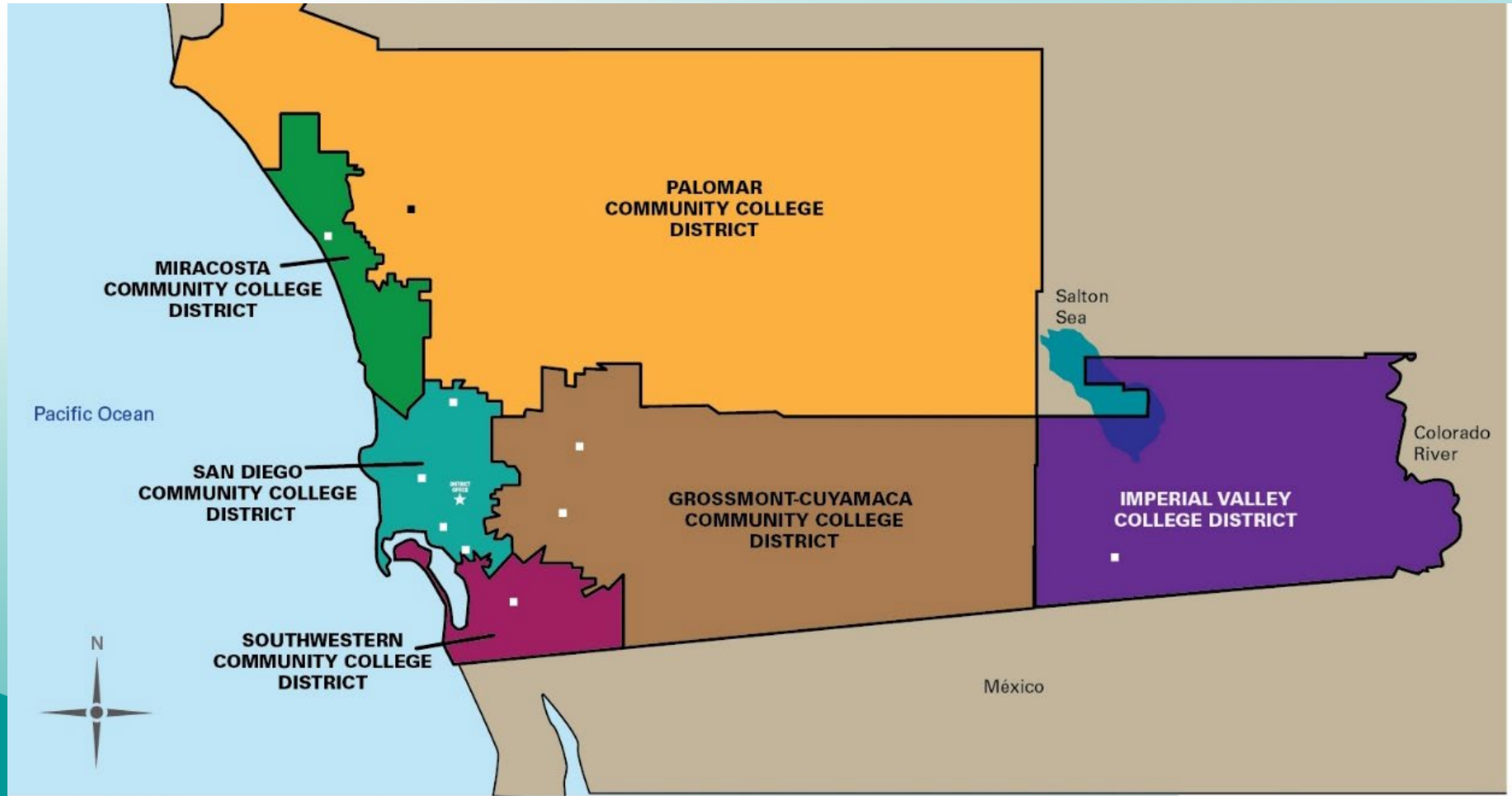- Planning Map for 2023-2024

SDCCD Mission

The mission of the San Diego Community College District (SDCCD) is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.

The San Diego Community College District

Ethnicity of Credit College Students Fall 2022

- Black, 7%
- Asian, 10%
- Filipino, 5%
- White, 30%
- Unknown 2%
- Native American, <1%
- Pacific Islander <1%
- Multi-Ethnicity, 7%
- Latinx, 39%
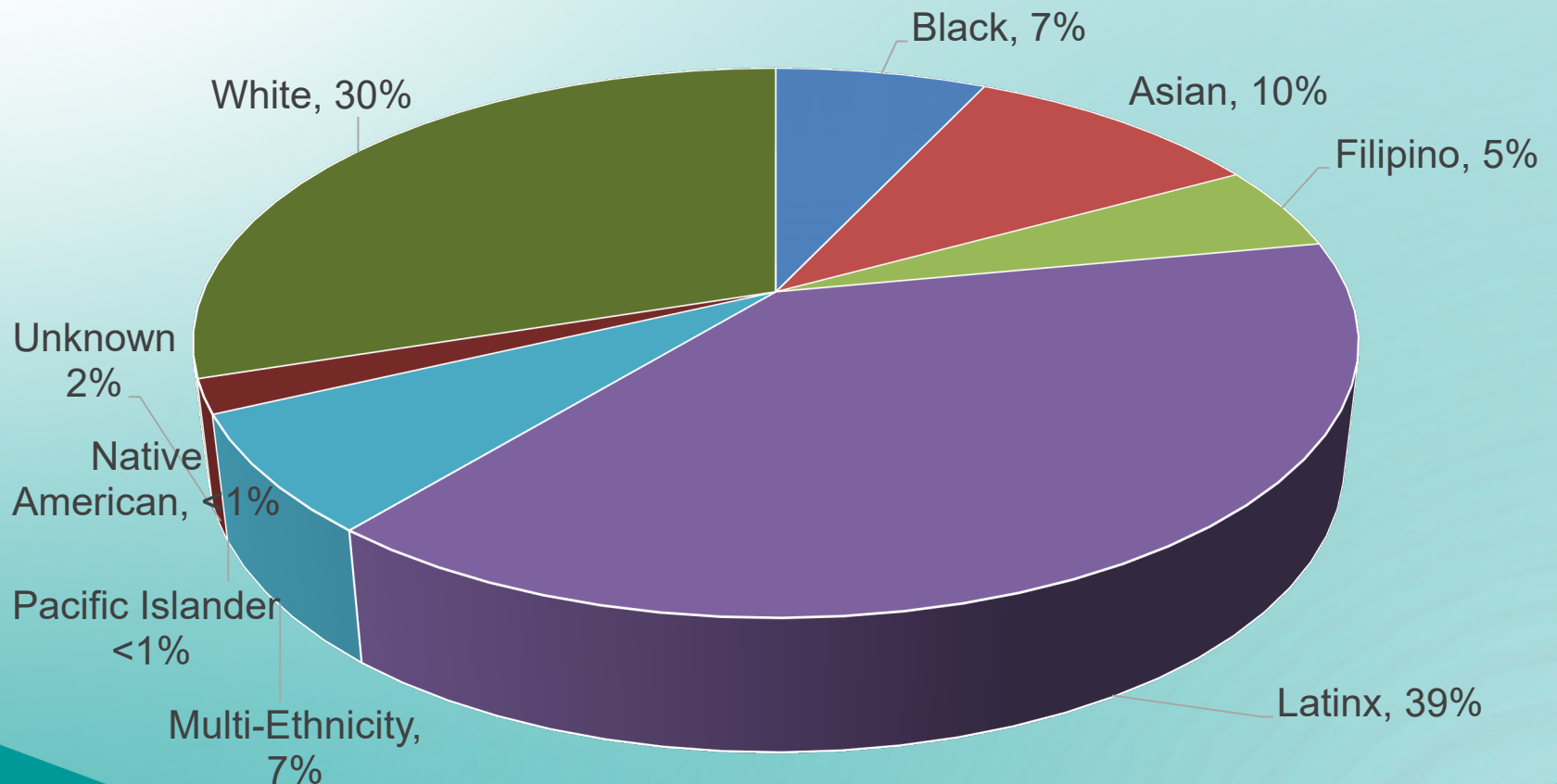
Ethnicity of College of Continuing Students Fall 2022

African American, 6%

Asian, 10%

Filipino, 2%

Latinx, 36%

Native American <1%

Pacific Islander <1%

White, 21%

Multi-Ethnicity, 2%

Unknown, 23%
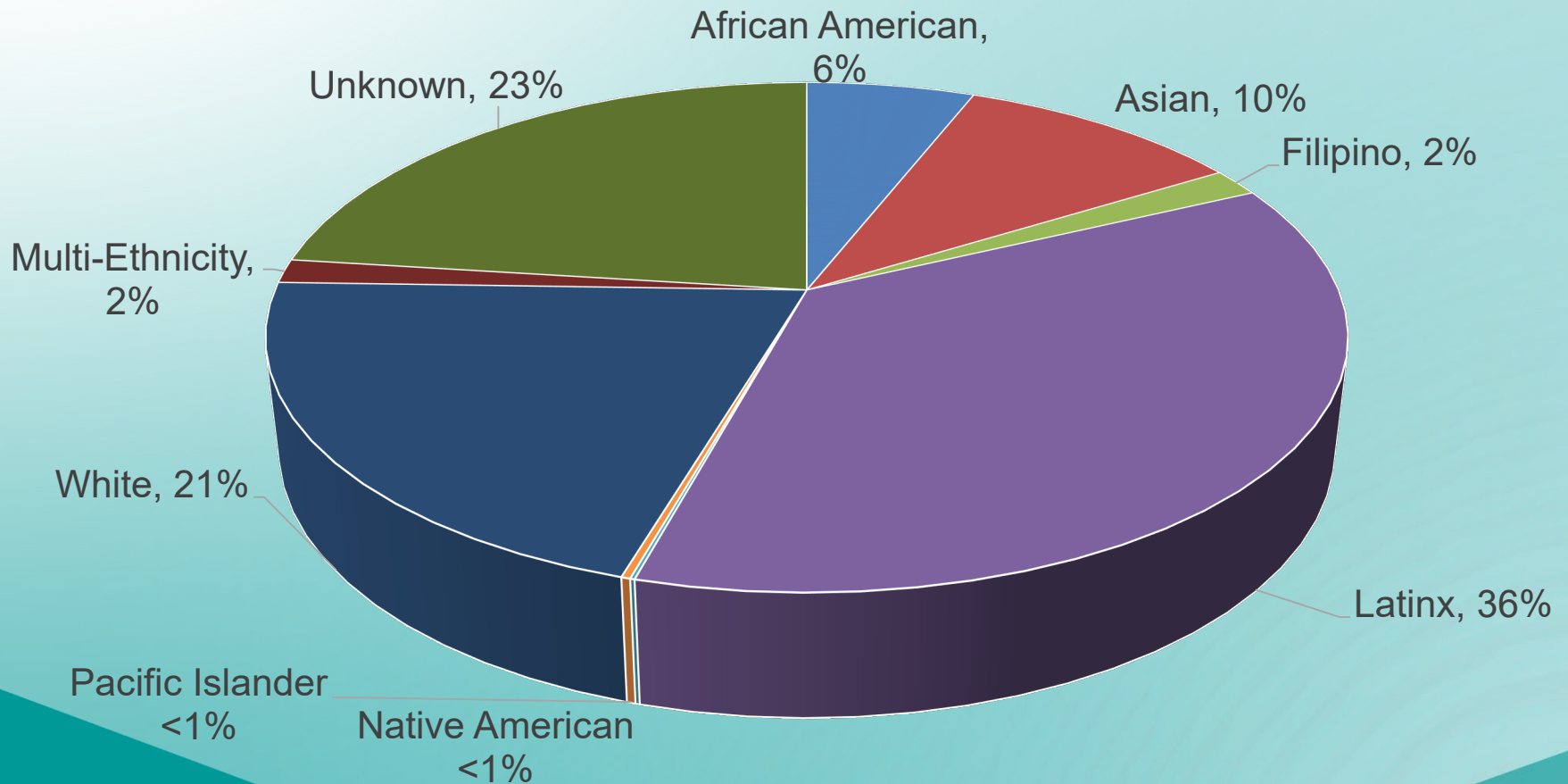
Gender of Credit College and Continuing Education Students Fall 2022

Credit Colleges

Non-Binary <1%
Unknown 1%
Woman 50%
Man 49%

College of Continuing Education

Non-Binary <1%
Unknown 1%
Man 33%
Woman 66%
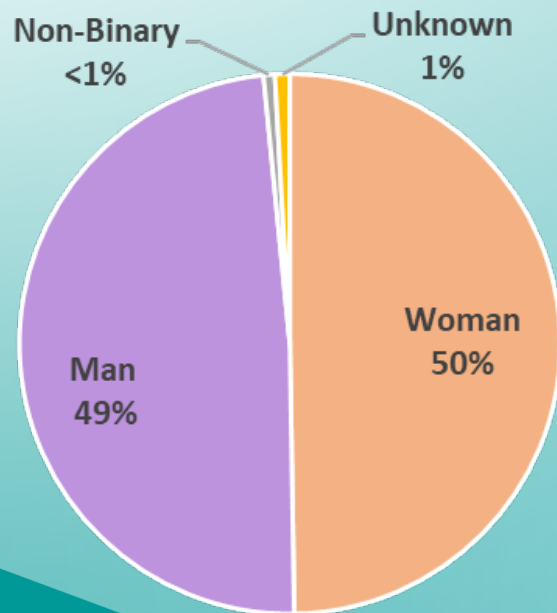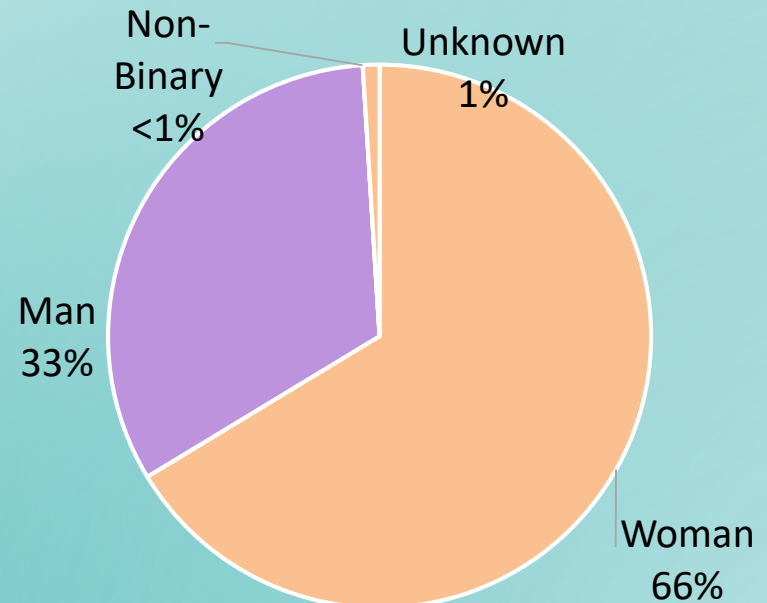
2022-2023 Enrollment

Full-Time Equivalent Students

Students Served

Fall 2022:
48,340 unique
students

Spring 2023:
47,211 unique
students

8,487

787

27,298

36,572

■ Credit College resident   ■ Credit College non-resident   ■ NonCredit College
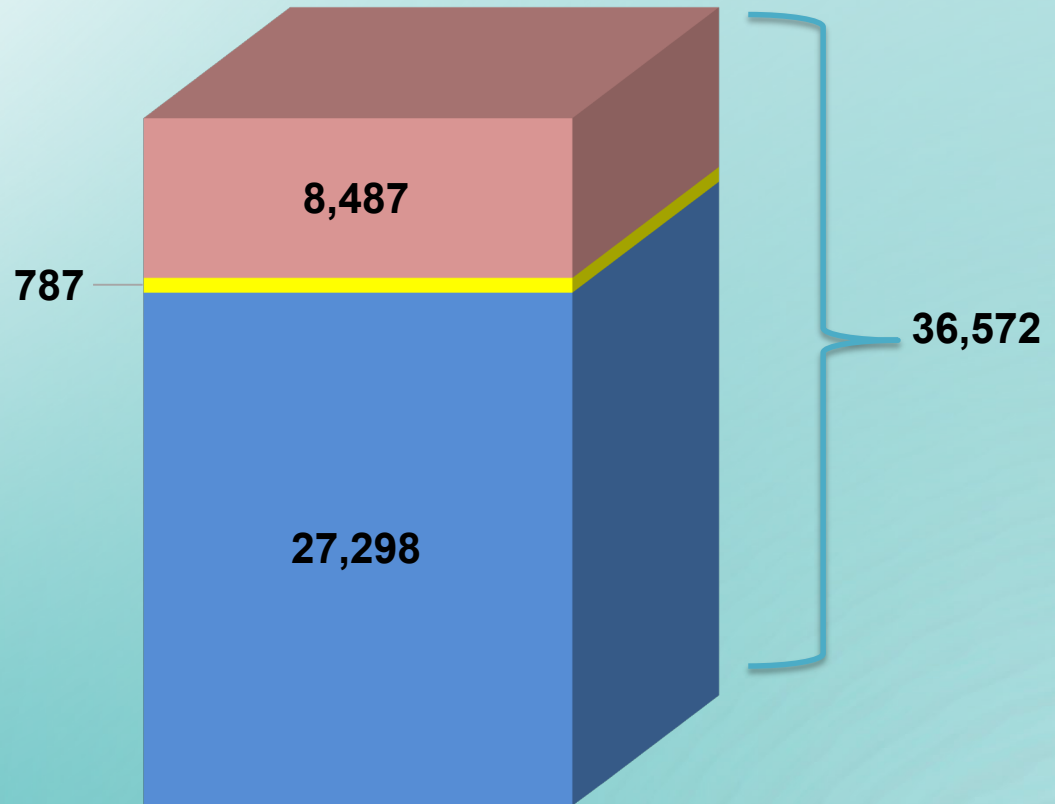
2023-2024 FTES Targets

4% increase in resident FTES over 22-23

City College	8,120
Mesa College	12,012
Miramar College	8,250
Continuing Education	8,827
District Total	**37,209**

Strategic Plan: Vision

The San Diego Community College District provides its diverse student communities with access, belonging, and success through innovative and culturally responsive teaching, learning, services, and engagement in all aspects of its operations.

Guiding Principles

Every student is capable of achieving their educational goals.

Guiding Principles

As an open access higher education institution, we must continue to expand access, inclusion, opportunity, and engagement for students of diverse racial, gender, ability, social, and economic communities intentionally and systemically.

Guiding Principles

The individual identity of our students, faculty, employees, and community members encompasses many intersecting characteristics which shape their individual lived experiences.

Guiding Principles

We are responsible for serving our students, faculty, employees, and community members in a manner which creates belonging and facilitates their success within the context of their lived experiences.

Guiding Principles

The success of our institution is measured by individual outcomes in individual interactions.

Guiding Principles

We will fail forward, learn, and improve continuously.

Strategic Action

Learn

- About the diverse, fluid, and intersectional racial, cultural, and social identities of our students, employees, and local communities

- How legal, cultural, and social structures within and outside our colleges and district oppress and marginalize individuals from diverse racial, cultural, and social communities

Strategic Action

Learn

- How individual biases develop and lead to behaviors which exclude, oppress, and/or marginalize individuals from diverse racial, cultural, and social identities

- About race-conscious and culturally-affirming instruction, counseling, services, interpersonal communications, relationships, and behaviors

Strategic Action

Assess

- Review data on student and employee outcomes, engagement, experiences, and concerns disaggregated by racial, cultural, and social identities

Strategic Action

Assess

- Review current policies, procedures, resources, practices, and behaviors from diverse racial, cultural, and social perspectives to identify negative impacts on individuals

- Reflect on individual behaviors and actions which negatively impact individuals from diverse racial, cultural, and social identities

Strategic Action

Act

- Understand and value the lived experiences, strengths, and abilities of individuals from diverse racial, cultural, and social identities as essential to the mission of our colleges and district

- Apply asset-based, student-centered, racially-conscious, and culturally-responsive practices and behaviors within our interpersonal relationships and work

Strategic Action

Act

- Develop and implement asset-based, student-centered, race-conscious, and culturally-affirming pedagogy, curriculum, activities, service models, resources, practices, and behaviors in college and district instruction, services, events, and activities

Strategic Action

Reassess and Refine

- Ask for feedback on how we communicate, teach, provide services, and interact

- Use data and feedback to evolve policies, procedures, resources, practices, and behaviors to improve experiences and success outcomes for individuals from diverse racial, cultural, and social identities

District Overview

Q and A

Educational Services

Instruction

San Diego Promise

Open Educational Resources (OER)

Zero Textbook Costs (ZTC)

Susan Topham, Ed.D.
Vice Chancellor
Educational Services

Enrollment Fee Cost for Students

Resident Credit Classes: $46 per unit

Non Resident Tuition: $331 per unit
($377 total per unit)

Baccalaureate Tuition Surcharge: $84 per unit
($130 total per unit)

Non-Credit Classes: Free

Community Education Classes: Variable Fees
$5-$20 per Instructional hour

Instruction

CurrIQnet Update

Timeline:

- Fall 2022-Spring 2023
  Develop credit and noncredit course and program pages

- Summer 2023
  Seamless conversion and import of course and program data from Curricunet V2 to META

- Fall 2023
  Development of online electronic catalog

Instruction

CurrIQnet Update

System Highlights:

- CurrIQnet META's implementation leverages technology to enhance the overall educational experience and meet the changing needs of students.

- CurrIQnet Meta successfully:

  - Integrates IDEAA (Inclusion, Diversity, Equity, Antiracism, and Accessibility) principles throughout course outlines of record, ensuring a comprehensive approach to education; and

  - Implements zero-cost textbooks to promote affordability, reduce financial burdens, and increase access.

Assembly Bills

AB 928:

By August 1, 2024, AB 928 requires California community colleges to place a student on an associate degree for transfer (ADT) pathway if the student declares a goal of transfer on their mandatory education plan, and such a pathway exists for their intended major. This requirement and guided pathways work should help ensure that students begin in the right math for their area of interest. Requires ICAS to establish a singular lower-division general education pathway

AB 1111:

Requires implementation of a common course numbering (CCN) system across the California Community Colleges (CCC) by July 1, 2024. The CCN system will assign the same course number to comparable courses to "streamline transfer to four-year postsecondary educational institutions and reduce excess credit accumulation." The goal is establish a structure that maximizes credit mobility for all students.

Assembly Bills

AB 132:

Increase access to UCs and CSUs for students, especially underrepresented communities and those experiencing high school curriculum limitations, geographical constraints, or financial challenges. The program will guarantee future UC and CSU admission to high school graduates entering a California community college and who commit to transferring within three years. The Dual Admission program provides students clearer direction as they begin their post-secondary education.

AB 1705:

Requires community college districts to maximize the probability a student will enter and complete college-level coursework in English and math within one year. Districts are prohibited from using placement tests and may only use assessment instruments approved by the board of governors. Districts must rely on a student's high school coursework, grades, and grade point average when placing students into English and mathematics courses.

San Diego Promise Program

Enrollment Eligibility:

- **Recent high school graduate, GED, or HiSET or one of the following:**
  - San Diego College of Continuing Education Student
  - Foster Youth
  - Veteran of U.S. Armed Forces
  - Formerly Incarcerated
  - Undocumented

- **Must be a California resident or AB 540 eligible**

- **New State Promise Funding is coming available for returning students.**
  - *Students who completed college courses in high school are eligible for the San Diego Promise Program*

San Diego Promise

Fall 2023

2023-24 Promise Applicants

Fall Application and Contract Processing (Previous year data is at Fall Census)

	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Application Submitted	6,188	4,487	3,136	3,386	3,371
Applications that Meet Eligibility	3,768	3,069	2,165	2,521	n/a
Eligible to sign a contract, but not signed	779	413	264	304	n/a
Contracts signed	2,990	2,552	1,901	2,217	2,176

Fall Class Enrollment (Previous year data is at Fall Census)

Enrolled In Units Profile	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Enrolled in 12 or More units	2,313	2,188	1,567	1,836	1,900
Enrolled in less than 12 units	451	257	200	209	157
Not enrolled in courses	226	107	140	172	103
CCPG (California College Promise Grant) Eligible	2,213	1819	NA	NA	NA
NOT CCPG (California College Promise Grant) Eligible	650	733	NA	NA	NA

Promise Students Approved for Funding through the Foundation
Fall 2023

2023-2024 Promise Applicants

Special Population Students Approved for Funding through the Foundation (Fall 2023 Cohort)

	2023-2024	2022-2023	2021-2022
College of Continuing Education	40	12	21
Veteran of the US Armed Forces	103	64	33
Formally Incarcerated	115	43	7
Foster Youth	99	61	11
Undocumented	47	77	6

Open Educational Resources (OER) and Zero Textbook Costs (ZTC)

- <u>OER</u>: Resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

- <u>ZTC</u>: Courses that use digital materials that are free of charge to students and may have a low-cost option for print versions.

OER/ZTC – Cost Savings to Students

Fall 2022							
College	Rentals	Digital/ e-Books	Low Cost*	Used Books	OER	No Textbook Required† (Bookstore)	Total
City	$0	$173,970	$9,174	$8,833	$323,208	$344,286	$859,471
Mesa	$3,803	$421,224	$17,843	$14,353	$349,583	$363,182	$1,169,988
Miramar	0	$156,401	$21,875	$8,900	$200,594	$222,950	$610,720
Continuing Education	n/a	$28,813	$22,638	n/a	$139,500	$819,340	$1,010,291
Total	**$3,803**	**$780,408**	**$71,530**	**$32,086**	**$1,012,885**	**$1,749,758**	**$3,650,470**

Source: SDCCD Bookstore
* Low Cost are textbooks that cost $40 or less
† Free non-OER has been included in the No Textbook Required category

$3,650,470 Total Savings Districtwide

Sections Offering Cost Savings for Students

Fall 2022							
Institution	Total Sections Fall 2022	OER	No Textbook Required**	Total sections using no cost resources	Total sections using Low cost	Total sections using no cost or low cost	% Total sections using no cost or low cost
City	1,527	55	176	231	10	241	16%
Mesa	2,229	67	187	254	20	274	12%
Miramar	1,161	27	105	132	2	134	12%
Continuing Education	760	124	577	701	59	760	100%
District Total	5,677	273	1,045	1,318	91	1,409	35%

Faculty Offering Cost Savings for Students

				Fall 2022			
Institution	Total Faculty (PT/FT) fall 2022	OER	No Textbook Required**	Total faculty using no cost resources	Total faculty using low cost	Total faculty using no cost or low cost	% Total Faculty using no cost or low cost
City	451	22	91	113	6	119	26%
Mesa	630	28	77	105	9	114	18%
Miramar	393	18	61	79	1	80	20%
Continuing Education*	317	n/a	n/a	n/a	n/a	n/a	n/a
District Total*	1438	68	228	296	16	312	22%

*Data for the number of CE faculty offering Cost Saving materials for students could not be obtained at this time.
**Free non-OER has been included in the No Textbook Required category

United Student Council

- Beginning 2022-23, the United Student Council includes representation from all four colleges
  - San Diego City College
  - San Diego Mesa College
  - San Diego Miramar College
  - San Diego College of Continuing Education

- Goals and Focus:
  - Support and access for housing-insecure students
  - Expand Associated Student Government engagement with students.

Student Trustees
Diego Bethea (City College)
Ixchel Valencia Diaz (Mesa College)
Namod Pallek (Miramar College)
Adriana Dos Santos (College of Continuing Education)

Student Centered Funding Formula (SCFF)

Increase student access and financial support:

- Increase student access to financial aid – Blue Icon

- Increase the number of CDCP students and course offerings

- Enhance students' access to SDCCD classes and programs through ongoing evaluation and refinement of policies and procedures; eliminate obstacles.

Questions?

Instruction

San Diego Promise

Open Educational Resources (OER)

Zero Textbook Costs (ZTC)

Q and A

Institutional Innovation and Effectiveness

Division Overview

Strategic Planning Process Update

Michelle Fischthal, DBA
Vice Chancellor
Institutional Innovation and Effectiveness

II&E Division Overview

- Accreditation
- Institutional Effectiveness and Research
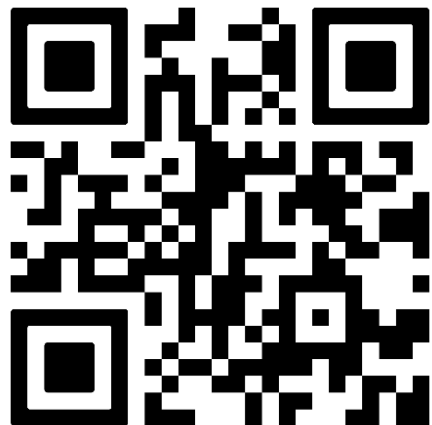- Educational Technology
- Institutional/Strategic Planning
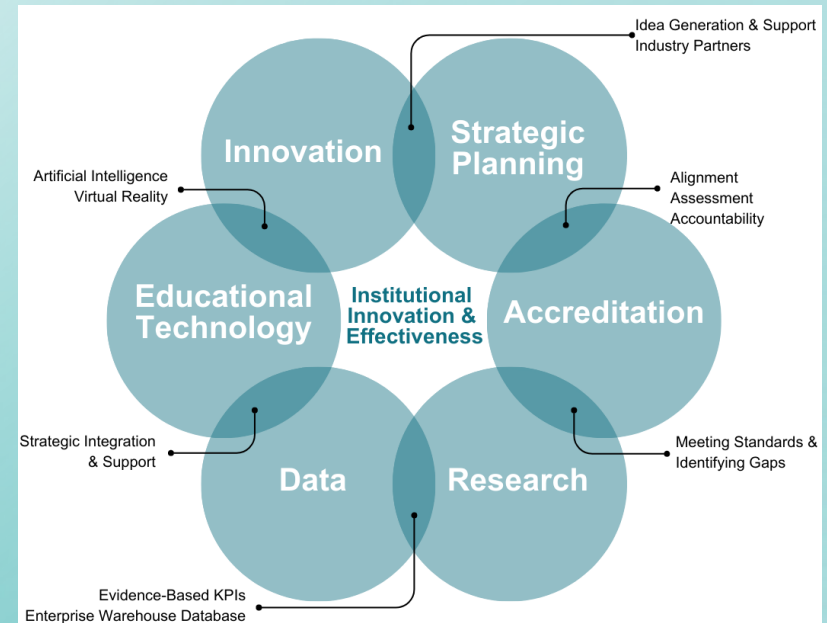
Opportunities through II&E

- Survey- Emerging Technologies and Processes

- Speaker Series, Workshops, Summit: Large Language models (LLM's including AI-Artificial Intelligence), eXternal Reality (AR/VR/MR)

- Collaboration and Ideation Convenings

Innovation Survey

II&E Support and Resources

II&E

Accreditation

Fall 2023

- Self-Evaluation to ACCJC (August 1, 2023)
- Hold Virtual Visits (September/October 2023)

Spring 2024

- Site Visit: February 2024

Fall 2023

- Vet Self-Study Report institution-wide
- Meet with the Board of Trustee Subcommittee
- Presentation to the Board of Trustees

Spring 2024

- Visit: March 11-13

2023-30 District Strategic Plan

- **Spring 2022**: The SDCCD Board of Trustees approved the 2023-2030 District Strategic Plan. This culminated a six-month process that included dozens of meetings, online presentations, and input from roughly 10,000 employees, students, and community members.

- **Summer 2022**: The District Strategic Plan website was created (https://www.sdccd.edu/about/strategic-plan.aspx). The 2023-30 District Strategic Plan is available on the website.

- **Fall 2022 – Spring 2024**: Goal Area Implementation Teams (GAIT) will create work plans and performance measures to assess progress on the implementation of the goals and objectives. A dashboard will be created to display results and progress.

SDCCD Strategic Goals

- Student Success and Wellbeing

- Academic Excellence

- Workforce Development

- Financial Health

- State of the Art Facilities

- Institutional Resiliency

Strategic Plan

SDCCD Strategic Planning Process Cycle 2023 - 2030

Values-Driven, Student Centric & Continuously Improved

Collaborative ~ Human-centered ~ Equity-minded ~ Intentional ~ Scaled

PURPOSE: Determine Mission, Vision, & Values

RESEARCH: Conduct Internal & External Scans

PRIORITIZE: Identify Goals & Strategies

PLAN: Develop Shared Plan

ACT: Implement Strategies

ASSESS: Evaluate progress & success

ITERATE: Reflect on process & prepare to begin new cycle

Current

Current

Student Success

Questions?

Division Overview

Strategic Planning Process Update

Q and A

Budget and Finance

**Nancy Lane
Acting Vice Chancellor
Budget and Finance**

California Community Colleges Budget Process

State Budget - Proposition 98

↓

Governor - Legislature

↓

State Board of Governors & System

↓

Local Boards of Trustees & Districts

73 Districts

San Diego Community College District ★

Federal & Special Funds →
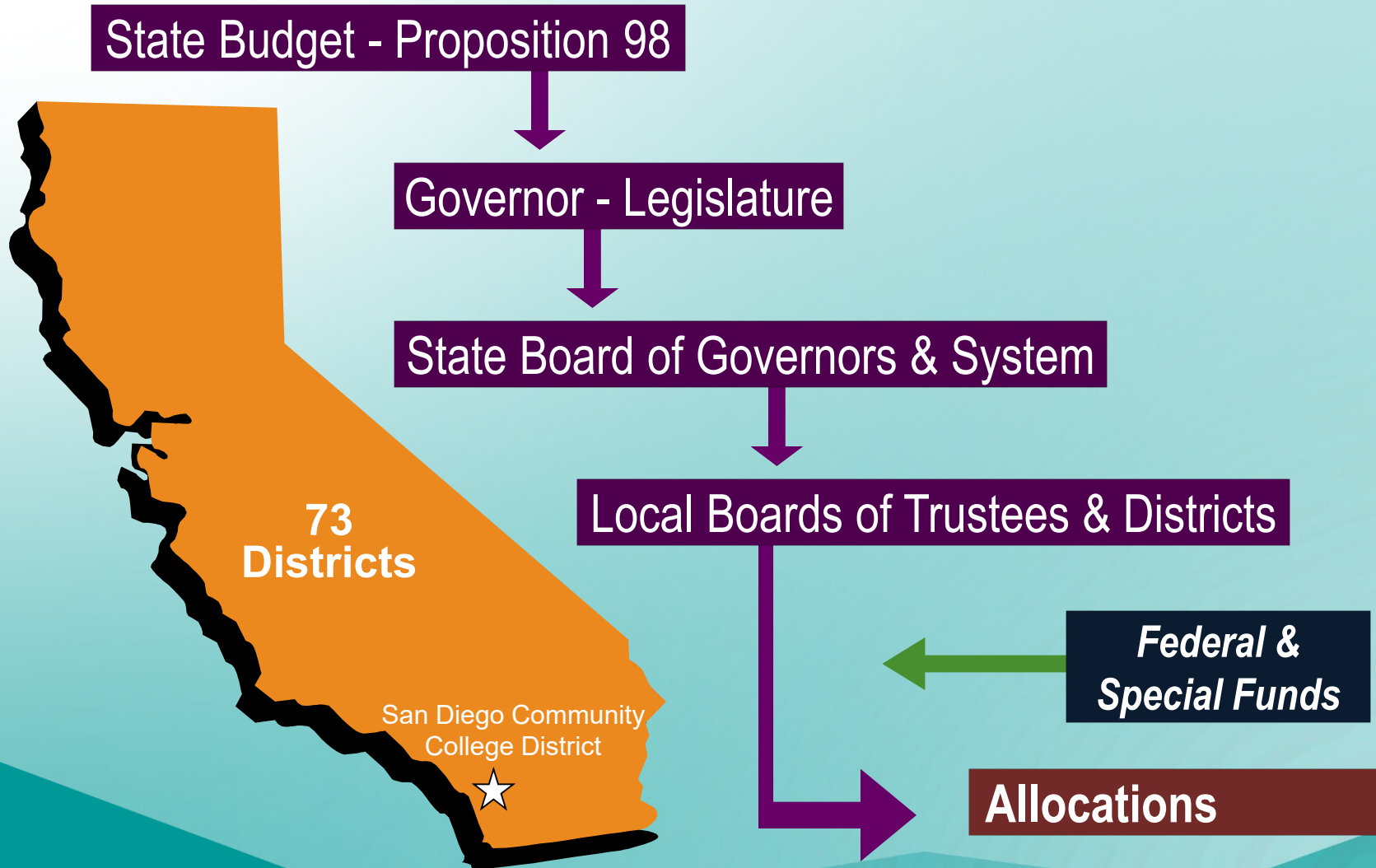
Allocations

2023-24 Adopted Budget
Approved by Board of Trustees on September 14, 2023

Summary of Fund Allocation

Internal Services, $25,546,741
Associated Students, $522,377
Student Representation Fee, $689,299
Student Financial Aid Fund, $64,075,946
Enterprise Funds, $12,361,307
Trust and Agency, $2,274,580
Proposition N Fund, $3,889,420
Scholarship/Loan, $59,427
Proposition S Fund, $1,895,137
Retiree Benefit Trust, $7,771,213
Capital Outlay Projects Fund, $72,969,533
Other Special Revenue Fund, $884,574
Child Development Fund, $4,498,926
Bond Interest & Redemption Fund, $205,613,048
General Fund Unrestricted, $395,313,569
General Fund Restricted, $221,061,600

Total: $1,019,426,697

Summary of Operational Allocation

Bond Measures & Other, $376,444,603
Personnel, $253,010,840
Operations, $279,451,916
Benefits, $110,519,338
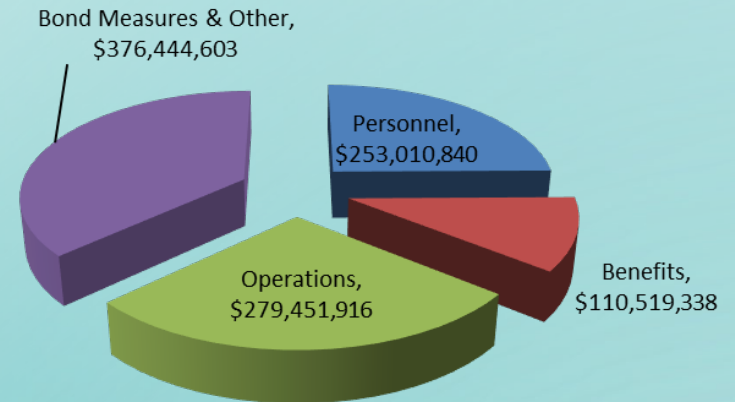
Total: $ 1,019,426,697

2023-24 Adopted Budget
General Fund Unrestricted & Restricted Allocations
Approved by Board of Trustees on September 14, 2023

Note: General Fund Budget for 2023-24 is $616,375,169. The GFU Budget is $395,313,569 and the GFR Budget is $221,061,600.

Reserves and GFU Beginning Balance (actuals) as of June 30, 2023

Chart Title

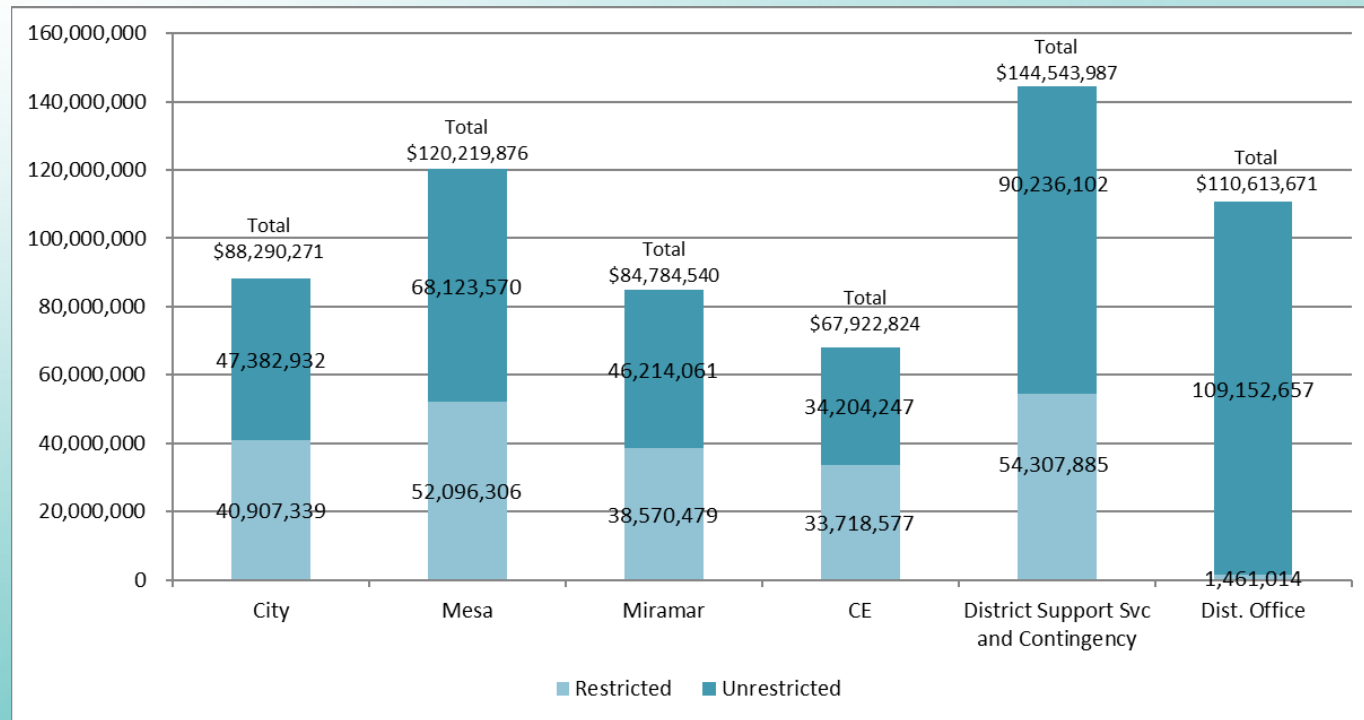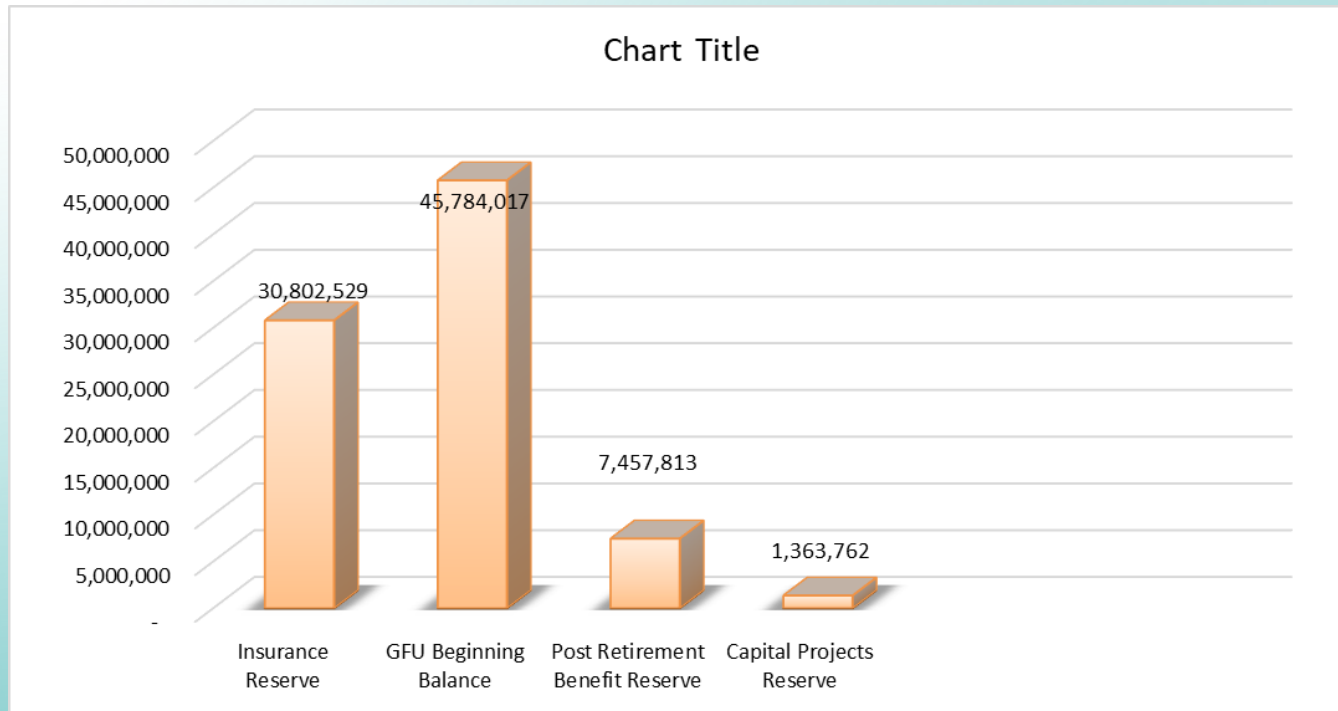| Category	Amount
Insurance Reserve	30,802,529
GFU Beginning Balance	45,784,017
Post Retirement Benefit Reserve	7,457,813
Capital Projects Reserve	1,363,762

Insurance Reserve: Support District insurance liabilities.

GFU Beginning Balance: Includes the 5% Cash Reserve of $16,579,627 which per current Board policy requires a minimum of two months of expenditures ending fund balance reserve. Total Beginning Fund Balance is $45,784,017.

Post Retirement Health Benefit Trust: CCLC irrevocable trust for retiree health benefits.

Capital Projects Reserve: Facilities Projects other than Propositions S & N.

How the State Funds Community College Districts

- General Fund Unrestricted revenue allocations under Student Centered Funding Formula (SCFF):
  - 70% Student Enrollment (FTES based, Basic, # of credit Colleges and non-credit Centers)
  - 20% Student Headcount and demonstrated financial need (Supplemental)
  - 10% Student outcome achievement (Success)
- Full-Time Equivalent Students
  - 1 Student Taking 15 Units or equivalent, e.g. 5 Students Each Taking 1, 3-Unit Class (credit)
  - Actual Attendance Hours / 525 Hours (non-credit)
- Hold-Harmless protection (FY18 apportionment revenue plus COLA each year) shifts to a 'floor' concept based on final FY25 funding below which districts cannot drop
  - No augmentation by COLA starting FY26 until apportionment being earned based on SCFF
- Emergency Conditions Allowance (ECA) due to COVID-19 kept districts' FTES enrollment at pre-pandemic levels
  - ended as of FY23, but benefit for several more years due to funding at a 3-year average

Balancing the Scales to Ensure Fiscal Stability & Resiliency

- Achieve and maintain a minimum of two months of ending fund balance reserve, which is critical to ensure fiscal resiliency and health.

- Focus on achievement of Strategic Plan 2023 goals and objectives.

- Identify and receive net (after all expenses) revenue funding beyond state revenue apportionment.

- Fund long-term liabilities e.g., OPEB (other post employment benefit obligations).

- Align annual operating expenses and revenue to avoid deficit budgeting and spending.

- Remain compliant with federal, state and grant requirements and laws including "Unmodified" clean annual audits.

- Retain District's bond rating and reaffirmation of credit and non-credit colleges accreditation.

Areas That Could Cause the Scales to Become Out of Balance

- CalSTRS – CalPERS employer cost*
  - FY 2013-14 $14 million
  - FY 2023-24 $44.4 million
- Declining enrollment impacts on SCFF's calculated FTES, Supplemental and Success apportionment revenue.

- State cash shortfalls due to tax revenue declines as a result of downturns or significant events e.g., inflation and/or a recession would impact apportionment revenue payments.

- SCFF "Hold Harmless" protection ends in FY 2024-25; SDCCD needs to increase enrollment to bridge the gap between funded and earned levels of apportionment revenue.

- Two months of ending fund balance Reserves critical to ensure fiscal resiliency.

Questions?

The Budget
Q and A

Operations, Enterprise Services, and Facilities

2024 Bond

Affordable Student Housing

Food Services

Parking/Use of Facilities

Joel Peterson, Ph.D.
Vice Chancellor
Operations, Enterprise Services, and Facilities

2024 Bond Measure

- November 2024 election

- $3.5 billion (polling to help guide amount)

  – Project identification, prioritization, and costing in-progress

  – Citizen's Campaign committee formation in-progress

  – Polling and outreach, post-committee formation

  – Bond detail, ballot, and bond measure language development in early 2024

  – Outreach, communication, and community engagement Spring 2024

Affordable Student Housing

- Feasibility, programming, and conceptual design completed

- Construction grant application accepted by the state

- 800+ bed affordable student housing complex envisioned

- Wrap-around services (e.g., basic needs, academic support services, student support services, etc.)

- Public/Private Partnership (P3) Development Partner selected

- City College student housing project serves as a pilot program for SDCCD

  – Lessons learned to inform future housing projects

    - Affordable student-family housing
    - Affordable employee housing
    - Integrated student life program in support of academic success
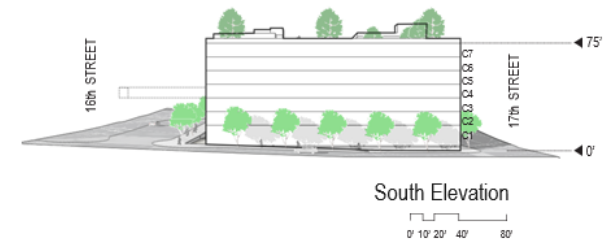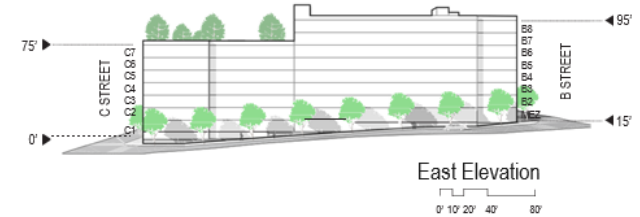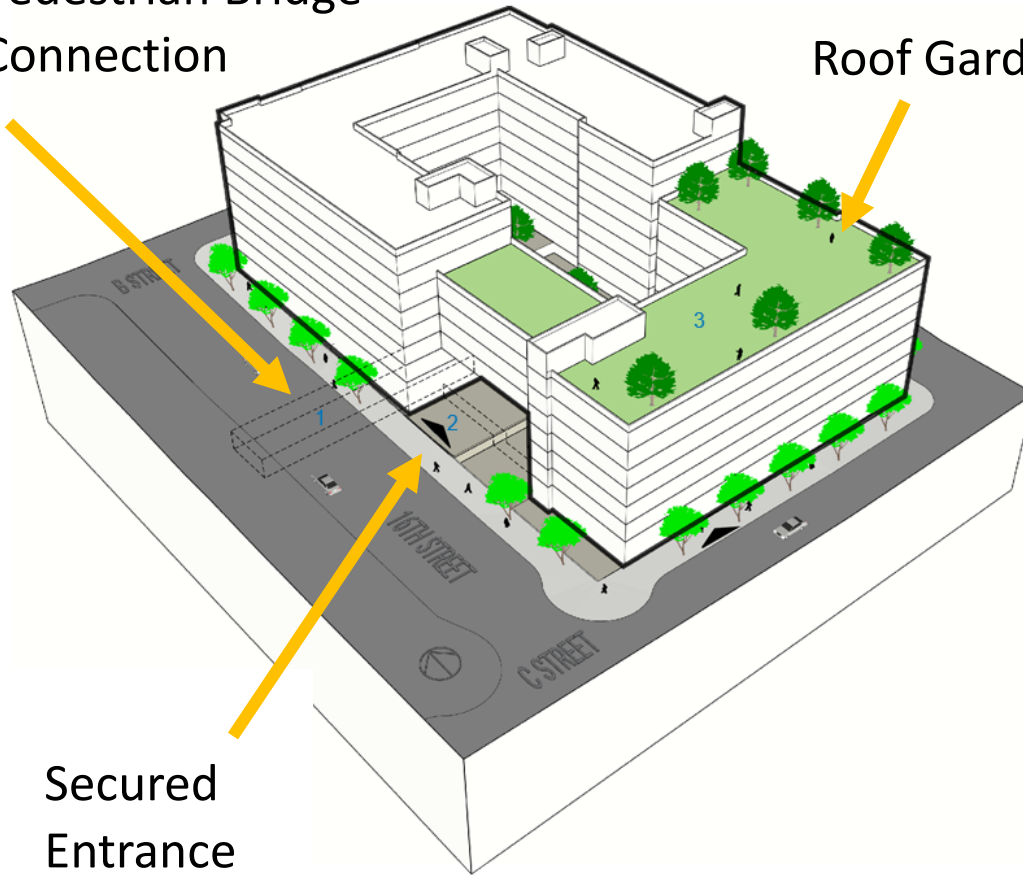
Affordable Student Housing

Conceptual Direction

Affordable Student Housing

Pedestrian Bridge Connection

Roof Garden

Secured Entrance

East Elevation

West Elevation

North Elevation

South Elevation

Food Services

New Food Services Model

- Public/Private partnership with Company Kitchen
  - Company Kitchen provides:
    - all necessary personnel
    - all costs of goods sold
    - all POS equipment, functions, and inventory management
    - extended and flexible service hours to meet student and community demand

- Limited duration pilot program
  - Evaluate service model after pilot

Parking/Use of Facilities

- Paperless automated parking permits
  - Significant budget savings
  - Improves convenience for students, faculty, and staff
  - Reduces citations (e.g., forgot to hang tag)
  - Leverages technology to improve efficiencies
    - Less time on parking enforcement; more time providing services and assistance
    - Reduces citation error

- Automation better supports third-party facility usage and Civic Center rentals

- Non-academic alcohol use to be allowed for third-party events on SDCCD property
  - New BP, AP, and procedural documents in development
  - Enhances third-party event options
  - May generate non-traditional revenue that support student programs
  - May enhance fundraising initiatives and events that support SDCCD's mission

Questions?

- 2024 Bond
- Affordable Student Housing
- Food Services
- Parking/Use of Facilities

Districtwide Communications and Public Relations

Jack Beresford
Director, Communications and Public Relations

Districtwide Marketing

- "Reimagining San Diego" campaign targets adult learners
  - Bus wraps, billboards, social media, OTT, Google search
  - Call center and Spanish language component
  - Campaign runs August 2023-May 2024
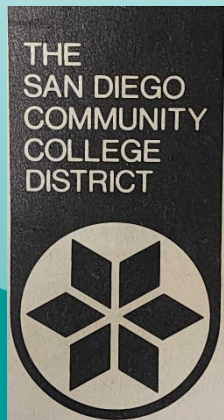 - 9,693 clicks in first two weeks of campaign

District and College Branding

- District evaluating its identity and branding
- Current visual identity system dates to 2005
- Importance of reinforcing our mission, vision, awareness, and value of our District and colleges
- Stakeholder engagement includes surveys, workshops, interviews, and presentations

1973-2001

2001-2005

2005-2017

2017-present

Legislative Advocacy

State Advocacy Highlights

- Baccalaureate expansion
- Affordable Student Housing Program
- Budget advocacy

Federal Advocacy Highlights

- Increase in maximum Pell Grants
- FAFSA simplification
- Additional funding from American Rescue Plan Act, CHIPS and Science Act, Bipartisan Infrastructure Law, and Inflation Reduction Act

Questions?

**District Communications
and Public Relations**

Q and A

Development and Entrepreneurship

Laurie Coskey, Ed.D.
Vice Chancellor,
 Development and Entrepreneurship

SDCCD Vision

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

* by "all Students" SDCCD is encompassing people of all backgrounds including but not limited to students from all ethnic and racial groups…, those of two or more races: students with disabilities and special needs, and all LGBTQIA* students…

GOALS

a) Student Success and Well Being

b) Academic Excellence

c) Workforce Development

d) Financial Health

e) State of the Art Facilities

f) Institutional Resiliency

Support Strategic Goals through Districtwide Development Strategies

➢ Increase collaboration among the 5 district foundations

➢ Increase corporate and foundation partnerships leading to significant investments supporting students and colleges

➢ Convene new private/public collaborations to fund critical student initiatives and interventions

➢ Increase local, state, and federal funding partnerships/collaborations

➢ Fund districtwide supports to remove barriers to student access and success

Support Strategic Goals (continued)

➢ Increase individual donor fundraising and friendraising supporting students, programs and colleges

➢ Host bi-annual fun fundraising event

➢ Convene a Chancellor's Circle/Ambassador's Program for major donors

➢ Establish a retiree program for social engagement and fundraising support.

➢ Boost, inspire and expand employee giving

➢ Create a Legacy Program.

Example 1: In FY 23 we **received $3.4 million in Community Benefits grants** from our federal legislators including Senator Feinstein and Congresspersons Jacobs, Peters and Vargas. As of now, for FY 24 there are **$2 million dollars of community benefits grants pending** and headed to the House floor where they will hopefully pass.

Example 2. Students at all 4 colleges in certain pathways struggle to their pay end of program testing, licensing and certification fees. These are a barrier to entry into students' chosen profession. We have begun an initiative that aims to pay all student testing, licensing and certification fees. We began with an initial donation from a single donor.

Example 3. A large bank that has funded individual donations to our college foundations has changed their funding model and will fund the District only, including all 4 colleges, with a single, larger donation.

Example 4. The 5 district foundations worked together to create a template of a collaborative basic need grant that reflects the unique needs of each of the colleges that can be used for multiple grant requests.

Example 5. Working with community agencies, government leaders and public and private funders to better support our unsheltered students with particular emphasis on the possibilities of funding safe parking programs and low-income housing.

Questions?

Development and Entrepreneurship

Q and A

Planning Map for 2023-2024

- Implement Districtwide Strategic Plan

- Complete Chancellor Search

- Revise hiring policies and procedures

- Adapt to state budget challenges

- Update Enrollment Management plans

- Increase SCFF revenue

- Expand Promise Program

- Implement Facilities Plans

- Develop Comprehensive Housing Plan

- Develop Alternative Models of Campus Policing

- Increase Development and Entrepreneurial Outcomes

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Questions?

Forum

Q and A