



STATE CENTER
COMMUNITY COLLEGE DISTRICT

DISTRICT STRATEGIC PLAN UPDATE 2020-2024



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Chancellor's Message

State Center Community College District maintains its rich tradition of empowering through educational excellence. The following is an update to our District Strategic Plan, summarizing a collaborative process that has been underway with all of our college constituent groups, the District Strategic Planning Committee (DSPC), and community partners since mid-2019. All participants in this process have done an incredible job in making minor updates to the strategic plan, but our Vision, Mission, Core Values, and Overarching Goals remain focused on promoting equitable student success and strengthening our community. This strategic plan update is evidence of our district's dedication to ongoing institutional assessment and continuous improvement.

In early 2020, as we drafted this document amid the COVID-19 pandemic, we recognized a need to be more flexible and adaptable in how we offer instruction, including our CTE courses, to accommodate a shift in student needs. I am proud of our students, faculty, and staff for adjusting quickly to learning, teaching, and working remotely. In this new environment, we increased our offerings of online, credential-based training to include more short-term programs in a newly impacted labor market, to accelerate the entrance of our community members back into the workforce with skills relevant to changing local needs. As we shifted to a virtual environment, the pandemic affected our use of technology district-wide, in both instruction and student support, as well as business practices. We are also making adjustments in anticipation of an impact to our state funding and institutional budgets for the next several years.

However, as we look forward through the duration of this strategic plan update, work continues in the community toward the district's ongoing plans for expansion. This includes a number of bond-funded Measure C improvement projects at all of our campuses and centers, as well as construction of new buildings in our service area for academic and career technical training courses. This growth will better align district capacity to projected population growth, meeting the need for specialized training and higher education in our community. Further, with the consolidation of our district offices to the Guarantee Building in Downtown Fresno in 2019, we brought together operations to promote collaboration and improve efficiency in our district business operations.

This strategic plan update also reflects the District's commitment to providing support for our colleges, to assist our campuses in the creation of a structured and effective educational environment aligned with the California Community Colleges Chancellor's Office Vision for Success. Together we will accelerate the pace of educational reform efforts adopted statewide, to promote student success within a Guided Pathways framework.

I am confident that together, from our students, faculty, and staff, to our Board of Trustees and our community, we will emerge from this crisis stronger and more dedicated than ever, to provide the education and training that our community will desperately need as we face an uncertain future. I know we will be able to address any adversity thrown our way and come out a stronger and more effective academic institution. Outside influences are beyond our control, and it will take all of us working together, maintaining our focus to help students reach their educational and career goals.

Dr. Paul Parnell, Chancellor
State Center Community College District



STATE CENTER COMMUNITY COLLEGE DISTRICT

VISION

Empowering through educational excellence

MISSION

State Center Community College District is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness, which will transform our region.

CORE VALUES

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

COLLABORATION

We are committed to fostering a spirit of teamwork internally with our students, faculty, classified professionals and administrators while expanding our external partnerships with education, industry, and our community.

INTEGRITY

We are accountable and transparent. We adhere to the highest professional standards.

INNOVATION

We are committed to an educational environment promoting actions and processes that create new methods, ideas, or products.

INCLUSIVITY

We are intentional in creating an environment that cultivates, embraces, and celebrates diversity.

OVERARCHING GOALS

- 1 Excellence in Education**
To empower our colleges to cultivate excellence in educational programs and student support services.
- 2 Institutional Effectiveness**
To pursue data-informed, people-driven continuous quality improvement in processes and resources.
- 3 Leader in Higher Education & Community Collaboration**
To be a force for positive change by expanding partnerships in education and workforce development.
- 4* Alignment with the California Community Colleges Vision for Success**
To assist colleges in planning future goals for student success within a Guided Pathways framework.

*New Overarching Goal for 2020-2024

2017-2020 Plan Progress

The direction of State Center Community College District (SCCCD) continues to reflect its Vision, Mission, and Core Values from the 2017-2020 Strategic Plan. As shown on the previous page, the district's goals are being updated for 2020-2024 with the addition of a fourth Overarching Goal, to address the California Community Colleges Chancellor's Office Vision for Success, which outlines goals for colleges statewide to promote student success and close equity gaps in higher education.

Over the past 4 years, the district has established strategic objectives based on the 2017 plan. These strategic objectives are the mechanism through which we work toward accomplishing the district's Overarching Goals. With these goals in mind, each of our colleges formulate independent strategic plans, tailored to their unique environments. Their plan progress is not reported in this document.

A District Strategic Planning Committee (DSPC), with representatives from the district and all of our colleges and centers, monitors key achievements district wide in the process of continuous improvement. The table on the next page shows key achievements from work in progress or work completed at the district level. The DSPC assesses needs and updates strategic objectives annually. The following strategic objective progress demonstrates SCCC'D's commitment to achieving our Overarching Goals.

District Strategic Objectives Progress

Year Added	Strategic Objective	Overarching Goal Addressed	Key Achievements → Status
2017	Create, implement, utilize, and maintain a data warehouse	Institutional Effectiveness (Goal #2)	Local customized database → Completed Data warehouse → In Progress
2017	Promote a dynamic environment to attract, develop, and retain a diverse faculty and staff	Leader in Higher Education & Community Collaboration (Goal #3)	Technology training → Completed Survey of staff development needs → Completed Leadership program → In Progress
2018	Promote a college-going culture	Excellence in Education (Goal #1)	Central Valley Promise → In Progress AB19 → In Progress
2019	Support a process of pathways and promise for student success	Excellence in Education (Goal #1)	College Self-Assessment and Work Plans → Completed Guided Pathways → In Progress
2020	Support alignment of college goals with Vision for Success and the Student-Centered Funding Formula	Alignment with Vision for Success (Goal #4)	Vision for Success Goals support → In Progress

Table 1. District Strategic Objectives Progress

2020-2024 DISTRICT PLAN UPDATE

This document is an update to the 2017-2020 District Strategic Plan. This update is the collaborative work of the District Strategic Planning Committee (DSPC), with members from the district and all of our colleges involved in its composition and review. Implementation of the plan and its updates are meant to be a cyclical and continuous process, keeping the district's Vision, Mission, and Core Values at the forefront of any changes. This requires ongoing tracking, assessments, and adjustments necessary to respond to a dynamic environment.

As stated previously, the DSPC assesses needs and updates strategic objectives annually, in the interest of continuous improvement. For example, the addition of a district strategic objective in 2020 (see table above) addresses the need to support our colleges in adherence to the California Community Colleges Chancellor's Office (CCCCO) Vision for Success and reflects our ability as a district to adapt to changing community needs. More strategic objectives were not determined in advance, at the outset of this update. Strategic objectives will be added in 2021, 2022, and so forth, as part of the DSPCs ongoing tracking, assessment, and adjustments, as needed and depending on currently unforeseen pressures in our ever-changing environment.

Continuous assessment and a flexible strategic plan maintains our effectiveness as an academic institution amid environmental changes, as we monitor Key Performance Indicators (KPIs) at our colleges and adjust accordingly. For examples of KPIs we monitor district-wide, and for more information on a variety of data maintained for official reporting purposes, please visit the CCCCCO Management Information Systems Data Mart (datamart.cccco.edu/DataMart.aspx) or the Student Success Metrics LaunchBoard (calpassplus.org/LaunchBoard/StudentS-Success-Metrics.aspx).

In our commitment to continuous improvement, we dedicated six months during 2019 to collaborate, gathering input from district and college leadership and committees in the process of composing this District Strategic Plan Update. The district hosted a Strategic Planning Workshop in September of 2019, with invitations extended to a wide variety of community and district stakeholders to participate. Over 90 participants attended to review current materials and planning structures.

In addition, college constituency groups were given the opportunity to provide feedback on the plan update. Participatory governance was an important step, as this updated plan will serve as the foundation for institutional decision-making during the plan's four-year period. In addition, colleges will develop their own, site-specific strategic plans aligned to the Overarching Goals in this District Strategic Plan Update.

September 2019 Strategic Planning Workshop Representation

Participants	SCCCD Locations
Community members Equity leaders Guided Pathways leaders Faculty Classified staff Students Administrators Industry leaders K-12 and University partners, and Institutional researchers	Fresno City College, Career & Technical Education, Reedley College, Clovis Community College, Madera Community College Center, Oakhurst Community College Center, and the District

Table 2. Strategic Planning Workshop Representation

Trends Identified

Results of district-wide analyses provided a background for discussion at the Strategic Planning Workshop, prior to planning future goals. To plan effectively, it is important to understand current institutional strengths and community needs, in order to identify areas for improvement in a setting that encourages feedback from a variety of constituent groups and professional roles across the district. Participants of the Strategic Planning Workshop, along with the District Strategic Planning Committee (DSPC) and institutional researchers, reviewed regional metrics and identified positive and negative trends from data analysis. Examples of identified local trends included:

Areas of Strength

- High school, associate degree, and 4-year degree completion rates are increasing locally.
- District-wide enrollment continues trending upward, with 60% of our student population consistently enrolling soon after high school, or before age 25.
- Labor market data analysis shows an increase in jobs with high wage potential in our service area. Our district already has strong Career Technical Education (CTE) programs, but we need additional programs to address growing labor market needs. These data highlight an opportunity for SCCC to close equity gaps in income disparity in our community by educating a highly skilled labor force to help grow the economy.

Barriers and Opportunities for Improvement

- Regional bachelor's degree attainment is declining vs. California averages for Hispanic students. Our colleges are positioned to serve a student population representative of our diverse community at large, starting and supporting students equitably, and early on along higher education pathways, to increase transfers to 4-year institutions for ultimate completion of bachelor's degrees.

Barriers and Opportunities for Improvement (continued)

- Our region also reports declining enrollment and low educational attainment for several student demographics, such as Hispanic or African American students, as well as male students overall.
- SCCCD has the opportunity to increase our college going culture for students aged 25+.
- The district could use existing wage data to improve clarity, in career opportunities and pay outcomes, to highlight pathways that reduce income disparity in the local labor market.

Workshop Themes

The intent of the Strategic Planning Workshop was to foster data-informed conversations. After reviewing results of district-wide analyses, the workshop identified recurring themes, upon which participants recommended we focus our District Strategic Plan Update. The workshop themes were categorized into six areas of focus:

- Equity
- Technology
- Communication
- Labor Market Needs
- College-Going Culture
- Partnerships

Following the Strategic Planning Workshop in fall 2019, colleges were asked to share focus areas with their academic and classified senates, associated student governments, college councils, and other groups on campus, to engage participatory governance and request feedback.

All feedback from colleges was received by the DSPC by the end of January 2020. Furthermore, SCCCD is governed by a Board of Trustees, which is comprised of community members who represent the district. This District Strategic Plan Update was adopted by the Board of Trustees on March 2, 2021.

Strategic Objectives: From Areas of Focus to Action Plans

Each of the six areas of focus identified by the Strategic Planning Workshop included sub-sections that represented more specific concepts. The nature of a multi-college district like ours is such that prioritization of these concepts will vary depending on different needs between campuses. To adopt the Overarching Goals of our district-wide strategic plan, individual colleges will have the flexibility to tailor their response to the areas of focus identified from the workshop themes, according to their unique academic and institutional environments. In this respect, the district and each of our colleges will participate in identifying strategic objectives, in a dynamic manner and as needs emerge, under each area of focus as it applies to their campus on an annual basis throughout the four years of the 2020-2024 District Strategic Plan. This discretion in setting activities and efforts as individual colleges supports flexibility, while working together as a whole district, in alignment toward improvements under the same Overarching Goals.

While new strategic objectives will be developed annually, work on previously established objectives may continue, as needed, based on an assessment of outcomes. As described in our 2017-2020 Strategic Plan, a **SMART Assessment Form** identifying

**Specific and
Measurable
Actions,
Responsible parties and
Timelines**

will continue to be completed independently at our colleges and at the district level for each identified annual strategic objective, and the assessment will be used to gauge progress. We will monitor KPIs at institutional and student levels to evaluate institutional effectiveness as a district and to identify areas for improvement. After SMART assessment, the district and colleges will update their annual strategic objectives accordingly, in response to the dynamic nature of our community's needs to provide a highly structured approach to student success.

Moving Forward

As previously mentioned, efforts to address the Overarching Goals set in 2017 are ongoing, while we used the opportunity of this update to identify an additional goal and assess the need for new strategic objectives at the district level. Next, the DSPC will come up with new strategic objectives for the district, annually and as needed, through 2024. Colleges will develop their own strategic plans, using this District Strategic Plan Update for guidance. Colleges as well as the district will determine improvement activities that suit their academic environments and institutional needs, according to their individual strategic plans, and all will review regularly using SMART Assessment through 2024.

Since implementation of the SCCC 2017-2020 District Strategic Plan, Guided Pathways has become a statewide framework for helping community college students achieve their educational goals. Our role as a district is to support our colleges in developing and sustaining their Guided Pathways plans, to ensure our students benefit equitably from the integration of the many California-based educational initiatives by clarifying academic program navigation and aligning courses with 4-year institutional requirements.

In addition, since implementation of the SCCC 2017-2020 District Strategic Plan, the California Community Colleges Chancellor's Office released the Vision for Success with goals set to:

- Increase student completion of degrees and technical training
- Increase transfers to UC and CSU institutions
- Decrease the units earned by students upon completion of their academic goals
- Increase employment in fields closely related to students' higher education discipline
- Reduce equity gaps by supporting traditionally underrepresented student groups
- Reduce overall regional achievement gaps to strengthen local economies

Community colleges statewide were required to submit local goals aligned with the Vision for Success in 2019. With the addition of a 4th Overarching Goal, this District Strategic Plan Update includes the intent to work continuously toward supporting and strengthening our colleges in a manner that promotes student success.

Environmental Scan

Due to the dynamic nature of labor market and economic priorities, community demographics, and legislation, the district needs to be resilient in its efforts to understand gaps between community needs and the institutional tools it has to address them. To be effective, the district resolves to assess its effectiveness within that dynamic environment, to identify actionable areas for improvement, and to adapt its practices to the benefit of its community. As a result, the 2020-2024 District Strategic Plan Update is informed by analyses of community data, comparing internal metrics to both statewide and local scans of the district’s service area, which includes most of Fresno and Madera counties, and smaller portions of Tulare and Kings counties, including more than 5,500 square miles over urban and rural communities. For purposes of this environmental scan, note that data are presented by whole counties.

Community Demographics

The total population of Fresno, Madera, Tulare, and Kings Counties exceeds 1.8 million people. While California’s population is projected to grow by 4.0% between 2020 and 2025, the projected growth rate of SCCCDC counties exceeds the projected statewide rate, especially in Madera County. With our Madera Community College Center pursuing the goal of accreditation as the district’s fourth independent college, the district is working to increase capacity where there is projected need, to rise to the opportunity to serve our growing community.

Population Growth by County

Area	2010 U.S. Census	2020 Projected	2025 Projected	Change Projected from 2020
California	37,253,956	40,467,295	42,066,880	4.0%
Fresno County	930,450	1,032,052	1,086,466	5.3%
Madera County	150,865	162,293	173,508	6.9%
Tulare County	442,179	486,677	511,971	5.2%
Kings County	152,982	156,711	164,632	5.1%

Table 3. Service Area Population Growth

Data source: State of California, Department of Finance P-1 State Population Projections by County (2010-2060, 1-year increments).¹ Sacramento, California, Vintage 2019.

Adult Community Ethnic Diversity Compared to SCCCD Student Population

The graph on the following page shows the State Center Community College District’s service area is ethnically diverse, with roughly 64% of the adult population being persons of color. The composition of the district-wide student body population exceeds community diversity, with 74% of our students identifying as persons of color.

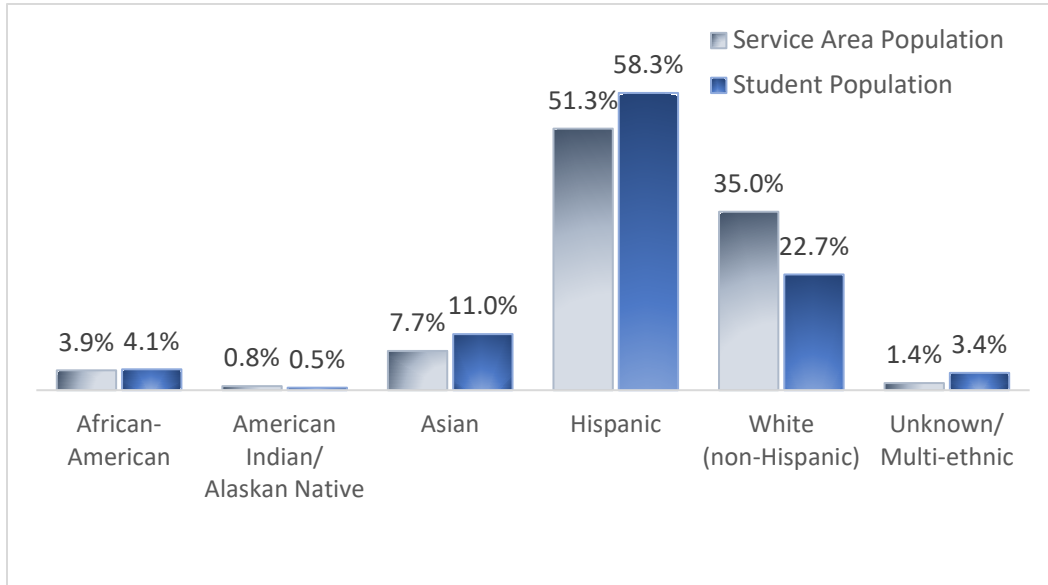


Figure 1. Service Area vs. SCCCD Student Ethnic Diversity

Data sources: US Census Bureau, American Community Survey, 2018 S0501 5-Year Estimates² and SCCCD Info Book,³ January 2020.

SCCCD is committed to creating equitable higher education opportunities. We are proud to serve an ethnically diverse student population that is largely representative of our community as a whole, and will help reduce achievement gaps in local labor markets while reducing income disparities.

SCCCD Employee Diversity

In the past ten years, employment in the district has increased 5.6%. The district has increased the number of females hired as administrators by 65%, as well as increasing female faculty by nearly 14%, where male staff and administrators have increased by at least 10%.

Employee Type	Gender	Fall 2009	Fall 2019	10-yr Change
Total		2,365	2498	5.6%
Faculty	Female	828	943	13.9%
	Male	789	796	0.9%
Staff	Female	436	403	-7.6%
	Male	261	287	10.0%
Administrators	Female	23	38	65.2%
	Male	28	31	10.7%

Table 4. SCCC Employee Diversity, Gender

Data source: CCCC MIS Data Mart, Faculty & Staff Demographics Report⁴, January 2020.

Faculty comprise nearly 70% of total district employees (data not shown). Since 2009, the district has grown total faculty employment by 7.5%, with a 52.7% increase in faculty who identify as persons of color over the past 10 years.

Faculty Ethnicity	Fall 2009	Fall 2019	10-yr Change
Total Faculty	1617	1739	7.5%
Persons of Color	450	687	52.7%
White, Multi-ethnic, or Unknown	1167	1052	-9.9%

Table 5. SCCC Employee Diversity, Faculty Ethnicity

For a disaggregated view of Faculty ethnicity, see the table below.

Faculty Ethnicity, Disaggregated	Fall 2009	Fall 2019	10-yr Change
Total Faculty	1617	1739	7.5%
African-American	56	81	44.6%
American Indian/Alaskan Native	20	14	-30.0%
Asian	116	179	54.3%
Hispanic	254	409	61.0%
Pacific Islander	4	4	0.0%
White	1035	943	-8.9%
Unknown	131	79	-39.7%

Table 6. SCCC Employee Diversity, Faculty Ethnicity, Disaggregated

Data source: CCCC MIS Data Mart, Faculty & Staff Demographics Report, January 2020

Community Language Other than English at Home

Our service area is home to an average 45% of individuals who speak a language other than English at home. In these homes, our service area has a greater percent of individuals who speak English less than well, compared to statewide metrics. These data indicate a potential need for additional support at our colleges and centers, to ensure our education programs provide equitable access to learning outcomes, regardless of our students' native languages.

Language at Home	Population (5+ yrs)	% with any language at home other than English	% at these homes who speak English very well
California	36,668,081	44.1%	26.1%
Fresno County	899,494	44.8%	26.1%
Madera County	143,206	45.1%	25.9%
Tulare County	421,973	51.0%	24.4%
Kings County	138,436	39.9%	21.4%

Table 7. Service Area Language Other than English at Home

Data source: US Census Bureau, American Community Survey, 2018 S0601 5-Year Estimates

Language Other than English at Home; % where English is Spoken Less Than Well

Area	% Less than Well
California	18%
Fresno County	19%
Madera County	19%
Tulare County	27%
Kings County	19%

Figure 2. Service Area % of Homes where English is Spoken Less Than Well

Data source: US Census Bureau, American Community Survey, 2018 S0601 5-Year Estimates

Educational Enrollment Trends

Although a greater proportion of school-age individuals (3+ yrs) in SCCCD’s service area report as enrolled in K-12, a much lower proportion of the school-age population is enrolled in college or graduate school, compared to state enrollments.

Area	Population (3+ yr) enrolled in school	Nursery School	Elementary School	High School	College or Grad School
California	10,468,812	6%	43%	21%	31%
Fresno County	292,059	5%	49%	21%	25%
Madera County	43,101	5%	51%	25%	20%
Tulare County	139,418	4%	52%	20%	20%
Kings County	43,866	4%	47%	26%	23%

Table 8. Service Area Educational Enrollment

Data source: US Census Bureau, American Community Survey, 2018 S0501 5-Year Estimates

Projected High School Graduates

While high school graduates in California are projected to decrease 0.7% overall (data not shown) between 2020 and 2025, the number of high school graduates during the same period in the SCCCD service area are expected to increase by a projected 5.1%. This trend indicates an opportunity for SCCCD to increase enrollment at our colleges and centers, to help students complete their higher education goals from high school graduation through to timely transfer to a 4-year institution or completion of technical training programs.

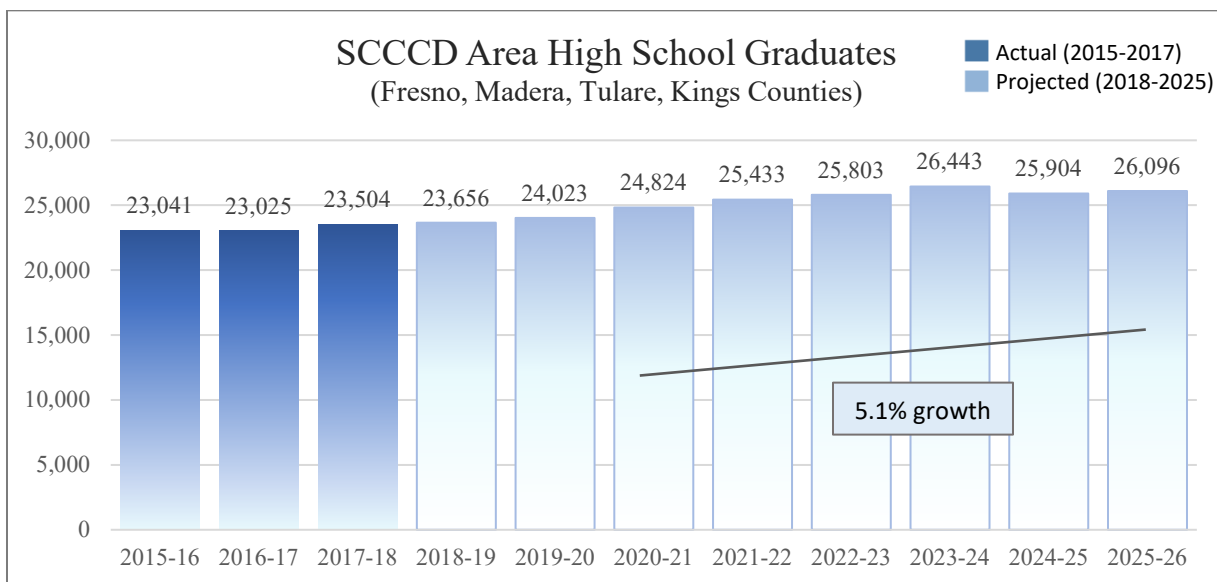


Figure 3. Service Area High School Graduates

Data source: State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2019 Series. Sacramento, California, January 2020.

Educational Attainment: Community Members 25+ Years of Age

While high school graduation rates of the four counties served by SCCCD are higher than that of the state, fewer residents in our service area have earned higher education degrees. SCCCD has a rich opportunity to provide education to a population that has lower educational attainment than the state average. Given that our regional college-bound, school-age population averages lag behind state metrics (see table above), SCCCD has an opportunity to enroll students and get them on the path to higher educational attainment. New Guided Pathways program maps will help ensure our community college students can reduce the number of units they need to complete along a focused pathway to earning associate degrees for transfer.

Area	Population, 25+ yrs	No H.S. diploma*	H.S. grad (or equiv.)	Some college, no degree	Associate degree	Bachelor's degree	Graduate degree
California	26,218,885	17%	21%	21%	8%	21%	13%
Fresno County	596,505	25%	23%	23%	9%	14%	7%
Madera County	97,015	28%	25%	25%	8%	10%	5%
Tulare County	269,073	30%	26%	22%	8%	10%	5%
Kings County	92,321	26%	26%	26%	9%	10%	4%

Table 9. Service Area Educational Attainment

Data source: US Census Bureau, American Community Survey, 2018 S1501 5-Year Estimates

Note: No H.S. diploma* group combines less-than-9th-grade and 9-12th-grade-(no-diploma) groups

Median Earnings by Educational Attainment (earners 25+ yrs old)

We strive to serve students in our community, in part because median individual income increases regionally on average by 42% with some higher education beyond high school. This indicates a clear benefit, not only for those individuals who earn their associate degrees, but especially for students who then transfer to a 4-year institution to complete a bachelor's or graduate degree.

State: County median earnings	California:	Fresno	Madera	Tulare	Kings
Population, 25+ yrs	26,218,885	596,505	97,015	269,073	92,321
High school completion or less	\$26,545	\$22,564	\$23,960	\$22,797	\$26,083
Some college or Associate degree	\$38,611	\$32,500	\$33,822	\$32,884	\$36,113
Bachelor's or Graduate degree	\$73,696	\$63,916	\$59,521	\$64,970	\$65,618

Table 10. Service Area Median Earnings by Educational Attainment

Data source: US Census Bureau, American Community Survey, 2018 S2001 5-Year Estimates

Economic Status

The tables on the next page show that although statewide unemployment has dropped over the past three years, our service area has consistently higher unemployment rates than the state. In addition, a significantly greater proportion of individuals in our community have individual annual incomes below \$25,000 compared to state data. Consequently, a greater proportion of our community is determined to be in poverty, as compared to the overall state poverty threshold. Taken together, these data suggest an opportunity for SCCCD to provide economic and workforce development programs to address the needs of disadvantaged students, as well as address business and industry labor requirements.

Unemployment

Area	2015	2018	3-yr Difference
California	6.2%	4.2%	-2.0
Fresno County	8.1%	5.7%	-2.4
Madera County	3.7%	4.5%	0.8
Tulare County	7.2%	5.5%	-1.7
Kings County	6.7%	4.3%	-2.4

Table 11. Service Area Unemployment

Data source: US Census Bureau, American Community Survey, 2018 S0501 5-Year Estimates

Individual annual income below \$25,000

Area	2015	2018	3-yr Difference
California	20.4%	16.9%	-3.5
Fresno County	26.6%	22.4%	-4.2
Madera County	29.5%	25.0%	-4.5
Tulare County	29.8%	25.1%	-4.7
Kings County	26.3%	21.7%	-4.6

Table 12. Service Area Individual Income % below \$25,000

Data source: US Census Bureau, American Community Survey, 2018 S2001 5-Year Estimates

Population Determined to be in Poverty

Area	2015	2018	3-yr Difference
California	16.3%	14.3%	-2.0%
Fresno County	26.8%	24.1%	-2.7%
Madera County	23.5%	20.8%	-2.7%
Tulare County	28.1%	25.5%	-2.6%
Kings County	22.6%	20.8%	-1.8%

Table 13. Service Area Population Determined to be in Poverty

Data source: US Census Bureau, American Community Survey, 2018 S0501 5-Year Estimates

SCCCD Student Earnings

Although the annual income of our students is more than 16% below the statewide median, the student earnings median shows a greater proportion of SCCC students attained a living wage in our area, compared to all students in the state.

Earnings & Wages	Area	2014-2015	2015-2016	2016-2017	2-yr Change
Median Annual Earnings	California	\$27,732	\$27,776	\$29,504	6.4%
	SCCCD	\$22,242	\$21,756	\$24,648	10.8%
% of Students who Attained a Living Wage	California	43.50%	43.70%	46.90%	3.4%
	SCCCD	51.30%	50.10%	56.50%	5.2%

Table 14. SCCC Student Earnings

Data source: Info Book, SCCC Student Success Metrics,⁵ All Students, January 2020

Other Economic Hardships

Potential students in four district counties face a number of other economic hardships. Compared to statewide data, the SCCCD service area has a higher proportion of families living in poverty, with children under 5 years old. And there are more single mothers with young children under 5 years old. These data indicate a need for special assistance programs related to early childhood care to encourage enrollment and enable reliable attendance for single mothers. Another economic hardship for students in Fresno County is the proportion of individuals do not have a vehicle at home. Because the highest proportion of SCCCD students live in Fresno County (data not shown) these data indicate a need for transportation assistance.

Area	In Poverty, Families with Children Under 5 yrs old	In Poverty, Female Householder, No Partner	In Poverty, Single Mothers, w/Children Under 5 yrs old	No Vehicles Available at Home
California	12%	25%	36%	7.2%
Fresno County	28%	39%	55%	8.5%
Madera County	15%	36%	36%	6.4%
Tulare County	22%	40%	46%	6.0%
Kings County	25%	41%	50%	6.1%

Table 15. Service Area % Population with Various Economic Hardships

Data source: US Census Bureau, American Community Survey, 2018 S0501 5-Year Estimates

SCCCD Enrollment Trends

State Center Community College District currently serves more than 55,000 students during the academic year at its colleges and centers. While statewide community college enrollment declined by 0.3% between 2014-2015 and 2017-2018 academic years, SCCCDC campuses experienced growth, with district-wide enrollment increasing 8.9% overall. All disaggregated headcounts below include dual-enrollment high school students. The following enrollment data are unduplicated counts of students per SCCCDC college, where students attending more than one of our colleges or centers are only counted once toward district enrollment.

Unduplicated Enrollment by Ethnicity

Nearly 75% of our students are persons of color and all of our colleges meet federal requirements for Hispanic-Serving Institutions (HSIs), where at least 25% of students enrolled are Hispanic students.

Student Ethnicity	2015-2016 (n=51,231)	2018-2019 (n=55,767)	3-yr Difference
African-American	4.8%	4.3%	-0.5
American Indian/Alaskan Native	0.5%	0.5%	0.0
Asian*	11.3%	10.8%	-0.5
Hispanic	55.6%	59.4%	3.8
White (non-Hispanic)	23.7%	21.7%	-2.0
Unknown/Multi-ethnic	4.3%	3.3%	-1.0

Table 16. SCCCDC Student Enrollment by Ethnicity

Data source: SCCCDC Info Book, January 2020

*Asian includes: Asian, Pacific Islander, and Filipino student enrollment

Enrollment by Age

Enrollment of students age 19 and younger increased the most over three years, followed by students aged 35-39, while all other age groups decreased over the same period.

Student Age	2015-2016 (n=51,231)	2018-2019 (n=55,767)	3-yr Difference
19 or Less	32.6%	36.8%	4.2
20 to 24	36.4%	32.8%	-3.6
25 to 29	14.5%	14.2%	-0.3
30 to 34	7.8%	7.7%	-0.1
35 to 39	4.9%	5.1%	0.2
40 to 54	5.9%	5.5%	-0.4
55 +	3.4%	3.2%	-0.2

Table 17. SCCCDC Student Age Groups

Data source: SCCCDC Info Book, January 2020

Enrollment by Gender

Our student female population grew slightly in the past three years district wide. During the same period, our male student enrollment decreased at nearly the same rate.

Student Gender	2015-2016 (n=51,231)	2018-2019 (n=55,767)	3-yr Difference
Female	52.6%	54.2%	1.6
Male	46.0%	44.2%	-1.8
Unknown	1.5%	1.6%	0.1

Table 18. SCCCD Student Enrollment by Gender

Data source: SCCCD Info Book, January 2020

Attendance Status

As seen in the enrollment headcounts below, more students consistently enroll part-time, than students who enroll full-time. “Full-time” refers to students enrolled in 12 units or more, where “Part-time” refers to students enrolled in less than 12 units.

Attendance	Fall 2015 (n=36,852)	Fall 2018 (n=40,707)	3-yr Difference
Part-time	58.1%	60.8%	2.7
Full-time	41.0%	38.1%	-2.9
Non-credit	1.0%	1.2%	0.2

Table 19. SCCCD Student Attendance Status

Data source: SCCCD Info Book, January 2020

Momentum: Student Successfully Completed Unit Thresholds in the Fall

While Fall Term student headcounts decreased statewide over the past few years, SCCCDC enrollment increased. Among all students at SCCCDC colleges and centers, students are completing more units in Fall Terms, while the number of students completing few (0-5.9) units is decreasing. Comparing completion of 6+ units in the fall, rates at SCCCDC are higher on average than statewide community college averages.

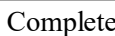
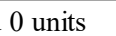

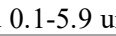
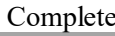
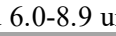

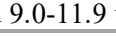
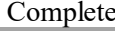
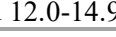
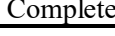
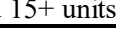












Area	Unit Load	Fall 2014	Fall 2017	3-yr Difference
All California Community Colleges	Total Student Enrollment	1,555,477	1,526,215	-29,262
	Completed 0 units	 31.9%	 30.7%	-1.2
	Completed 0.1-5.9 units	 26.7%	 26.7%	0.0
	Completed 6.0-8.9 units	 15.2%	 15.6%	0.4
	Completed 9.0-11.9 units	 11.2%	 11.3%	0.1
	Completed 12.0-14.9 units	 9.5%	 10.1%	0.6
	Completed 15+ units	 3.4%	 3.7%	0.3
SCCCDC	Total Student Enrollment	35,211	36,324	+1,113
	Completed 0 units	 27.1%	 25.6%	-1.5
	Completed 0.1-5.9 units	 26.8%	 26.3%	-0.5
	Completed 6.0-8.9 units	 16.9%	 17.5%	0.6
	Completed 9.0-11.9 units	 13.0%	 13.4%	0.4
	Completed 12.0-14.9 units	 11.7%	 12.4%	0.7
	Completed 15+ units	 4.6%	 4.9%	0.3

Table 20. SCCCDC Student Unit Completion vs. Statewide Averages

Data source: Cal-PASS Plus LaunchBoard CCCCO Student Success Metrics,⁶ All Students, January 2020

Retention: Fall to Spring

Among all SCCCDC students, retention from Fall to Spring Terms is increasing more than 10%, with more of our students staying in community college, compared to statewide changes in Fall to Spring retention. Our students are staying on their academic paths, showing that our colleges and centers are aligning with Guided Pathways pillars.







Area	Retention	2014-2015	2017-2018	3-yr Change
All California Community Colleges	Total Students	1,460,776	1,524,549	 4.4%
	At the Same College	1,004,153	1,026,460	 2.2%
	At Any Community College	1,043,551	1,067,425	 2.3%
SCCCDC	Total Students	32,802	36,324	 10.7%
	At the Same College	21,401	23,617	 10.4%
	At Any Community College	22,519	25,162	 11.7%

Table 21. SCCCDC Student Retention vs. Statewide Averages

Data source: Cal-PASS Plus LaunchBoard, CCCCO Student Success Metrics, All Students, January 2020

Student Success

Earned Awards

State Center Community Colleges district-wide attainment of the Vision for Success Goal Completion Definition increased more over three years than the statewide completion for the same period. Student counts in this metric include those who earn a California Community Colleges Chancellor's Office (CCCCO) approved Associate degree or Certificate. SCCC students were awarded at least a 66% increase in approved (for-credit) degrees in the last three years.

Attained the Vision for Success Goal Completion Definition

	2014-2015	2017-2018	3-yr Change
Statewide Completion	114,250	126,689	11%
SCCCD Completion	2,190	3,735	71%

Table 22. SCCC Student Vision for Success Goal Completion vs. Statewide Averages

Data source: Info Book, SCCC Student Success Metrics, All Students, January 2020

SCCCD Approved Awards Earned

	2015-2016	2018-2019	3-yr Change
Associate Degrees *	2,456	4,084	66%
Certificates	958	2,502	161%
Non-Credit	97	116	20%
Total Awards	3,511	6,702	91%

Table 23. SCCC Student Awards Earned

Data source: Info Book, MIS full-term (All SCCC Colleges), January 2020

* Associate Degrees category includes Associate of Science (AS), Associate of Science for Transfer (AS-T), Associate of Arts (AA), and Associate of Arts for Transfer (AA-T) degrees.

Average Number of Units Accumulated by Associate Degree Earners

One of the CCCC's new Vision for Success goals is to reduce the number of units earned by students who earn an Associate Degree at California Community Colleges. SCCC students showed a 7.4% decrease in units earned by completion of an Associate degree, which exceeded the statewide average unit decrease.

	2014-2015	2017-2018	3-yr Change
Statewide Average Units	92	91	-0.4%
SCCCD Average Units	95	88	-7.4%

Table 24. SCCC Units Accumulated by Associate Degree Earners vs. Statewide Averages

Data source: Info Book, SCCC Student Success Metrics, All Students, January 2020

SCCCD Transfers to 4-yr Institutions

Since the 2014-2015 academic year, 16% more SCCC students have transferred to UC or CSU institutions to pursue baccalaureate studies. This compares to a UC or CSU transfer increase from community colleges statewide of only 11% over the same period. These trends indicate that students at our colleges and centers are on track to meet another CCCCCO Vision for Success Goal. In addition, fewer SCCC students are transferring out of state over time, meaning more trained skillsets are potentially remaining in the community, and ultimately a more highly educated labor force remains to benefit the local economy by increasing wage potentials.

		2014-2015	2015-2016	2016-2017	2-yr Change
Statewide	Transferred to UC or CSU	77,431	83,179	85,870	11%
	Transferred Out of State	46,623	36,022	22,423	-52%
SCCCD	Transferred to UC or CSU	2,067	2,269	2,408	16%
	Transferred Out of State	830	638	445	-46%

Table 25. SCCC Transfers to 4-yr Institutions vs. Statewide Averages

Data source: Info Book, SCCC Student Success Metrics, All Students, January 2020

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Acknowledgements

A total of 125 faculty, staff, students, community members and board members contributed to the development of the State Center Community College District’s 2020-2024 Strategic Plan. SCCCD planning is a critical and collaborative process that involves all district constituent groups and the community; without the leadership of the Chancellor and the District Strategic Planning Committee, this plan would not exist. In addition, community, industry and district stakeholders came together for a Strategic Planning Workshop. Important insights, opinions and recommendations contributed from those events have made their way into this strategic plan to create a vibrant, living, truly multifaceted document, which will serve as a foundation for decision making for the three-year period with a goal always of improved student service. Special gratitude is extended to all who participated and to those who went the extra mile to make this strategic plan a reality.

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FCC: Fresno City College; CCC: Clovis Community College; RC: Reedley College; DO: District Office; MCC: Madera Community College

SCFT: State Center Federation of Teachers; CSEA: California School Employees Association

Endnotes and Data Sources

The DSPC recommends evaluation of the strategic planning process before development of a 2025+ plan.

¹ State Projections Prepared by Demographic Research Unit, California Department of Finance. Different vintage years of projections are not comparable (<http://www.dof.ca.gov/Forecasting/Demographics/Projections/>).

² US Census Bureau (<https://data.census.gov/>).

³ The SCCC District Info Book is a series of data dashboards published on the State Center Community College District website by the Research and Institutional Effectiveness Office (RIE) to publically present dynamic views of a variety of institutional metrics (<https://www.sccd.edu/departments/educational-services-and-institutional-effectiveness/research-and-institutional-effectiveness/index.html>).

⁴ CCCC MIS Data Mart, Faculty & Staff Demographics Report (https://datamart.cccc.edu/Faculty-Staff/Staff_Demo.aspx).

⁵ The SCCC Student Success Metrics dashboard gives an aggregated overview of data aligned to the California Community Colleges Chancellor's Office (CCCCO) Vision for Success initiative. A link to this dashboard is available from the District RIE website (link in Endnote 3 above).

⁶ The Cal-PASS Plus LaunchBoard houses the CCCC Student Success Metrics for all of California's community colleges (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>).