

State Center Vision 2035

Commission Workshop 4 | 11 May 2023

Agenda



1

Planning
Process

Timeline

2

Districtwide
Values and
Mission

Final Drafts

3

Mission to
Long-term
Goals

Process

4

Districtwide
Engagement

Online Survey

5

Districtwide
Engagement

Campus Forums

6

S.O.A.R.
Themes

Activity

7

Next Steps



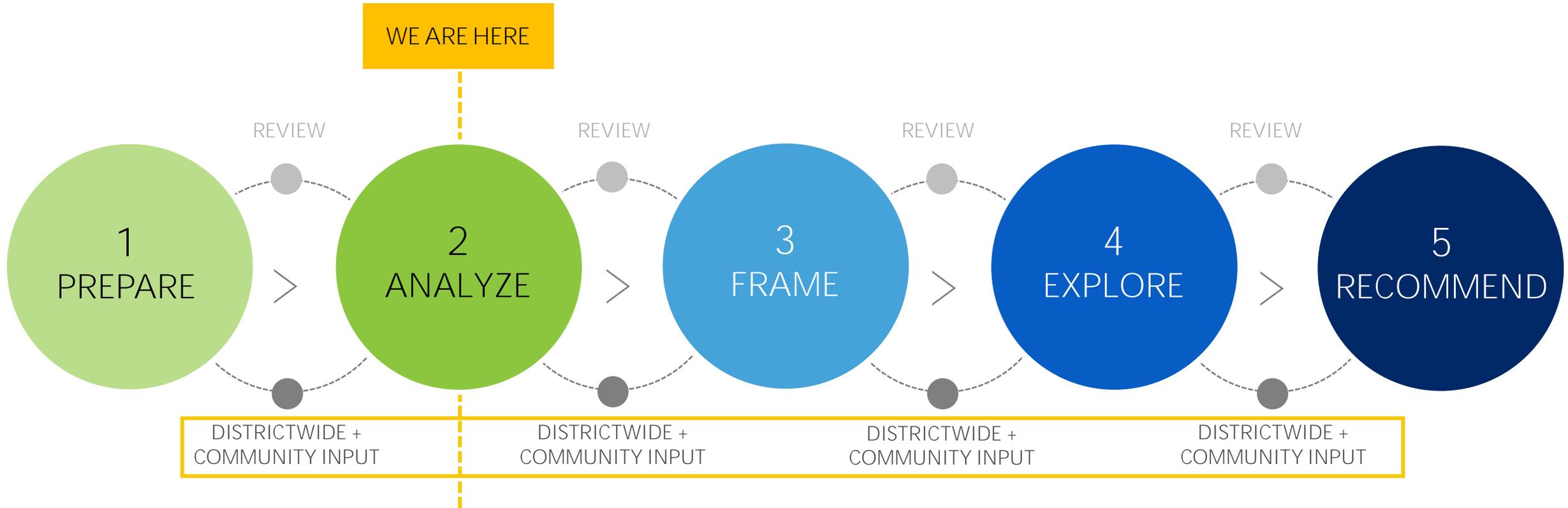
1

Planning Process

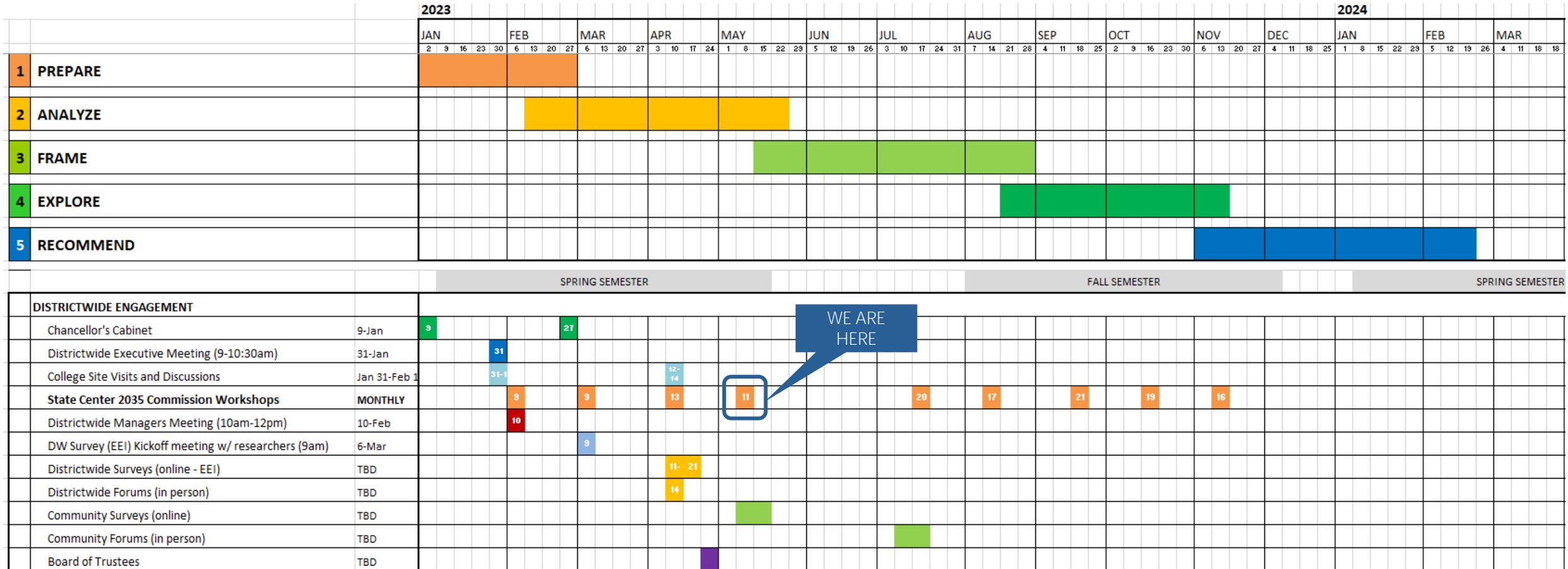
Integrated | Participatory | Data-Informed



5-Step Planning Process



PLANNING PROCESS Timeline





2

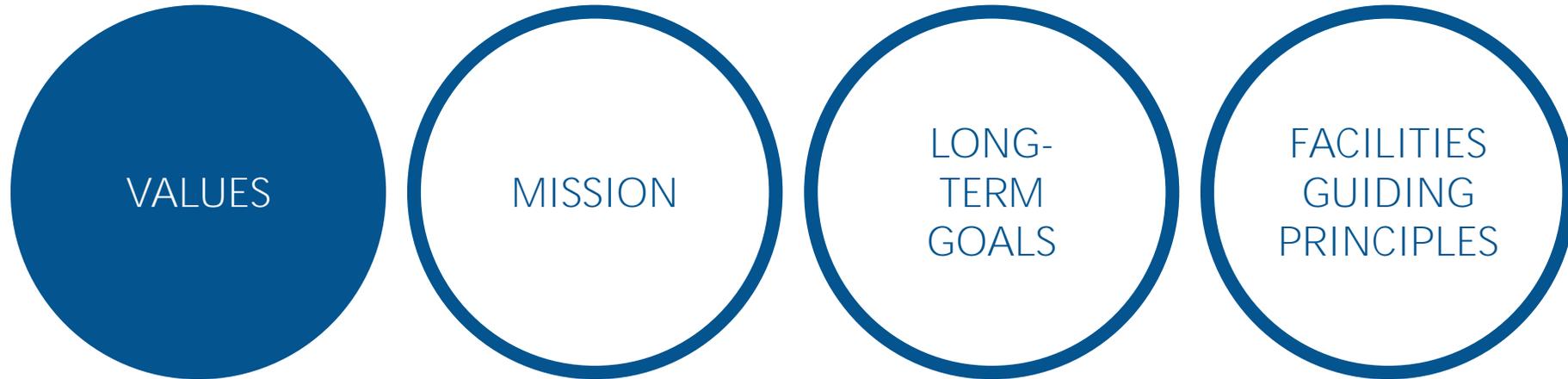
Districtwide Values and Mission

Our Core Beliefs / Our Promise

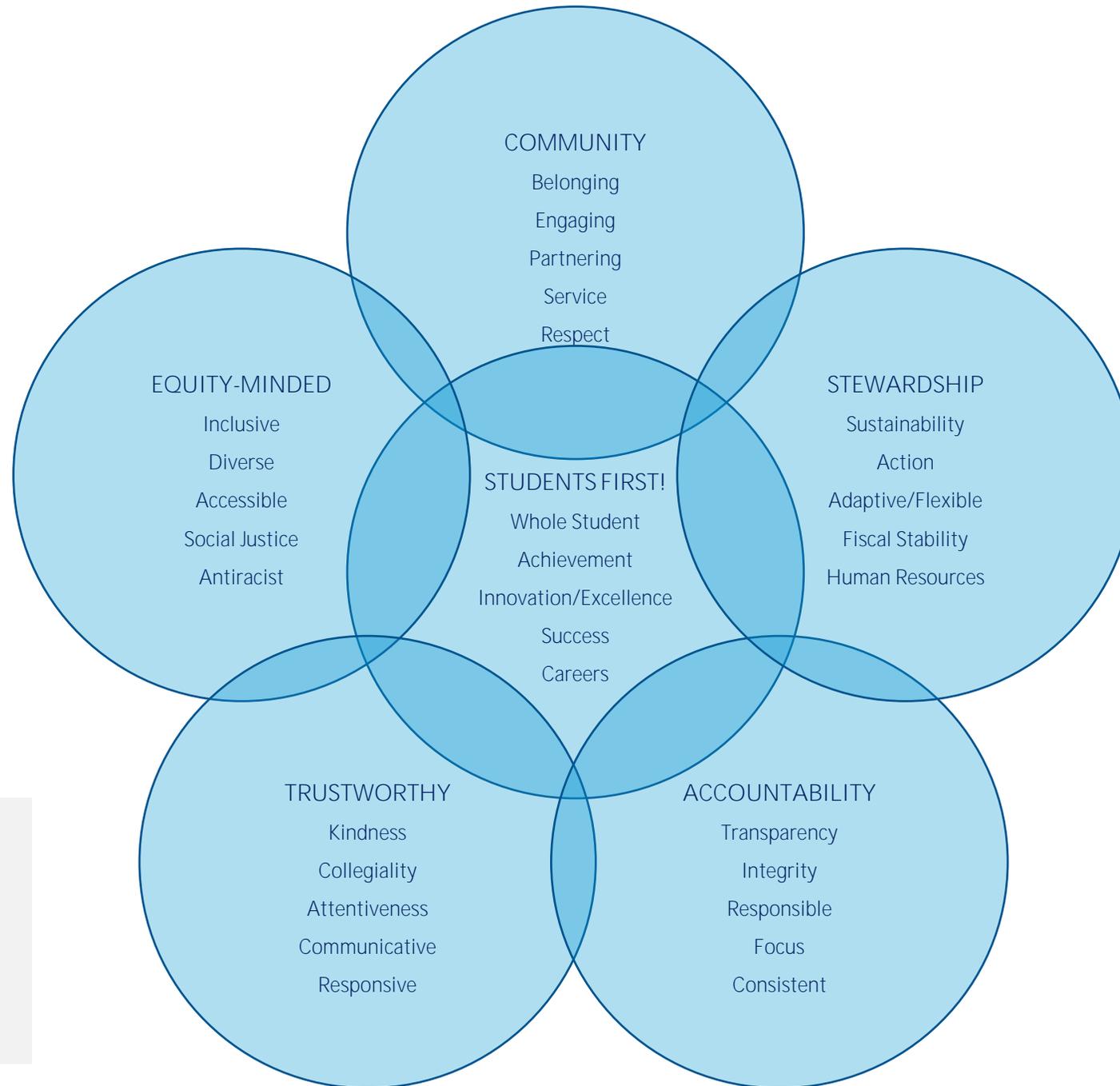


DISTRICTWIDE VALUES

Districtwide Values



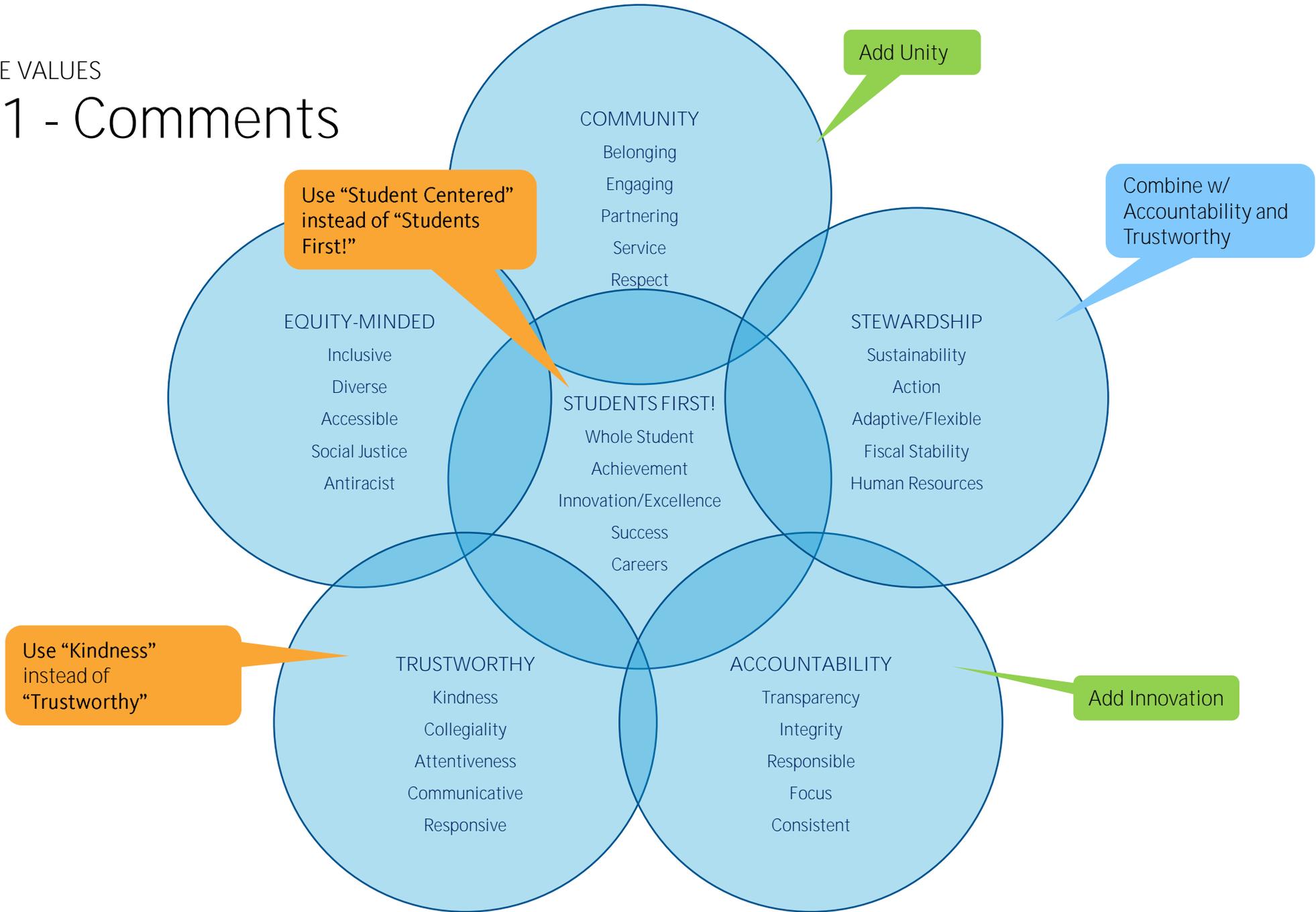
Draft 1



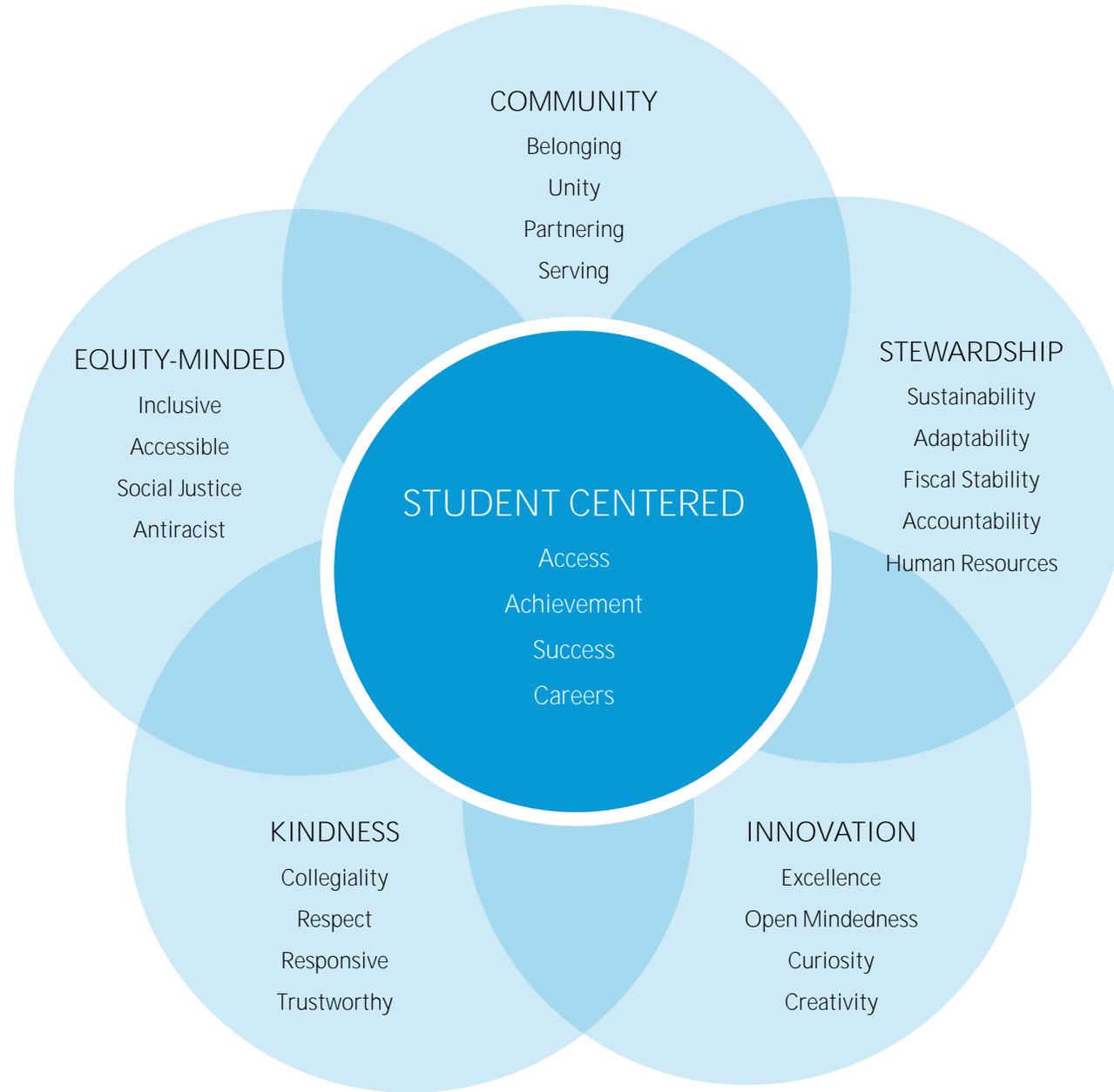
PRESENTED TO

- COMMISSION AT WORKSHOP 3 (April 13)
- BOARD OF TRUSTEES (April 29)

Draft 1 - Comments

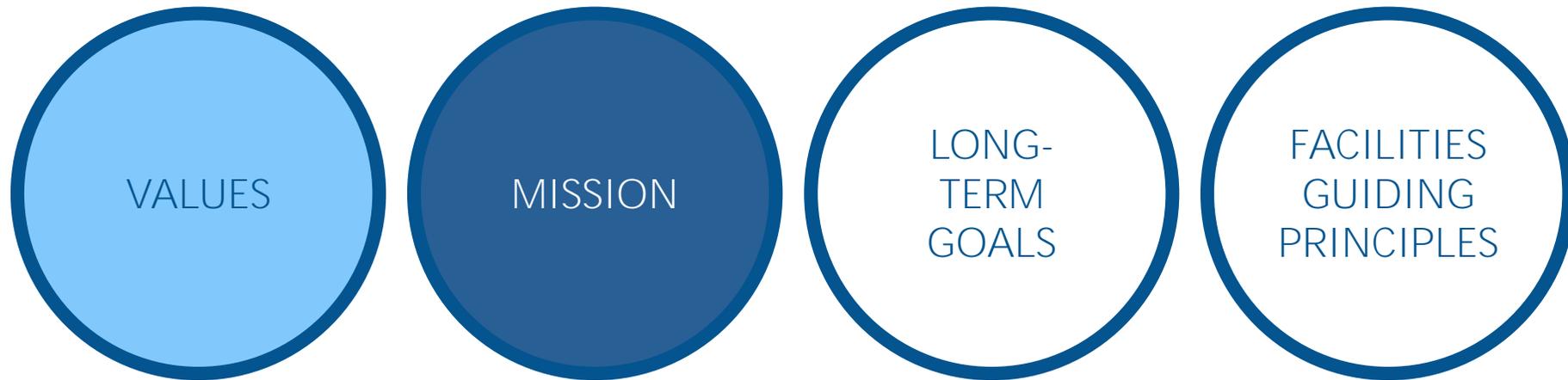


Final Draft



DISTRICTWIDE MISSION

Districtwide Mission



DISTRICTWIDE MISSION

Draft 1



Fostering equitable student access and achievement is at the heart of all efforts across the State Center Community College District.

We – the faculty, classified professionals, and administrators at our four colleges, off-campus sites, and District Office – are united by this commitment.

In collaboration across the District and with our community partners, we serve the diverse and vibrant Central Valley by delivering a comprehensive array of postsecondary educational programs and support services to meet a range of student goals, including associate degrees, transfer, employment-ready certificates, and lifelong learning.

Together, we create innovative, inclusive, and antiracist teaching and learning environments at each of our four colleges – Fresno City College, Reedley College, Clovis Community College, and Madera Community College – that are welcoming and student-*centered, designed to bolster our students'* social and economic mobility locally, regionally, and globally.

PRESENTED TO THE
COMMISSION AT WORKSHOP 3
(April 13)

Received comments

DISTRICTWIDE MISSION

Draft 1 – Comments

replace

Fostering equitable student access and achievement is at the heart of all efforts across the State Center Community College District.

replace

SHORTEN

add Trustees

We – the faculty, classified professionals, and administrators at our four colleges, off-campus sites, and District Office – are united by this commitment.

Include the names of the colleges?

In collaboration across the District and with our community partners, we serve the diverse and vibrant Central Valley by delivering a comprehensive array of postsecondary educational programs and support services to meet a range of student goals, including associate degrees, transfer, employment-ready certificates, and lifelong learning.

Add baccalaureate

remove

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remove

Add diverse student needs

Use San Joaquin Valley?

Draft 2



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PRESENTED TO THE BOARD OF TRUSTEES (Apr 29)

DISCUSSION:

What do you like?

- First sentence is active and inspiring
- Appreciate "Trustees" being included in 2nd sentence
- Like "united" and "innovative, inclusive, and antiracist"

Suggestion:

- Highlight role of SCCCCD in the region's economic development in the beginning

DISTRICTWIDE MISSION

Final Draft

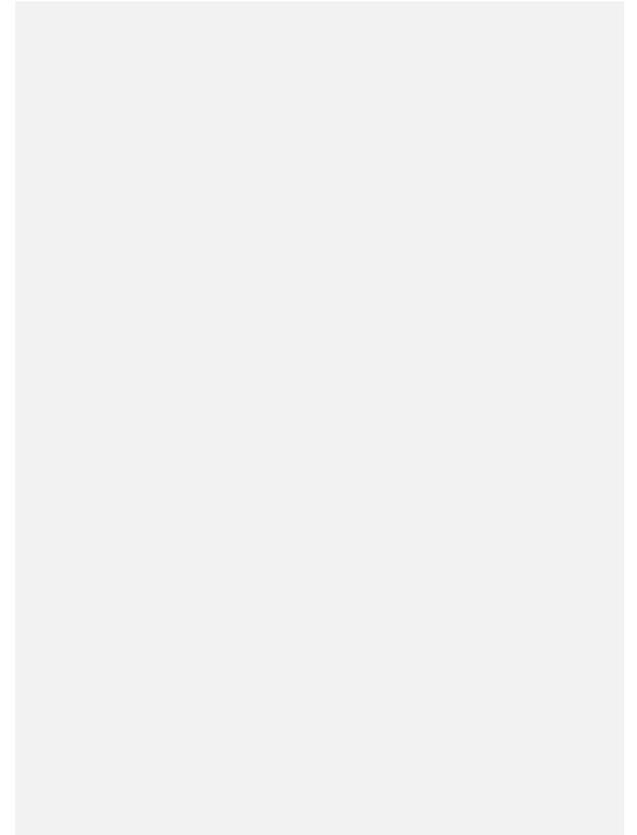


Advancing equitable student access and achievement **to strengthen our vibrant economy** is at the heart of our work at State Center Community College District.

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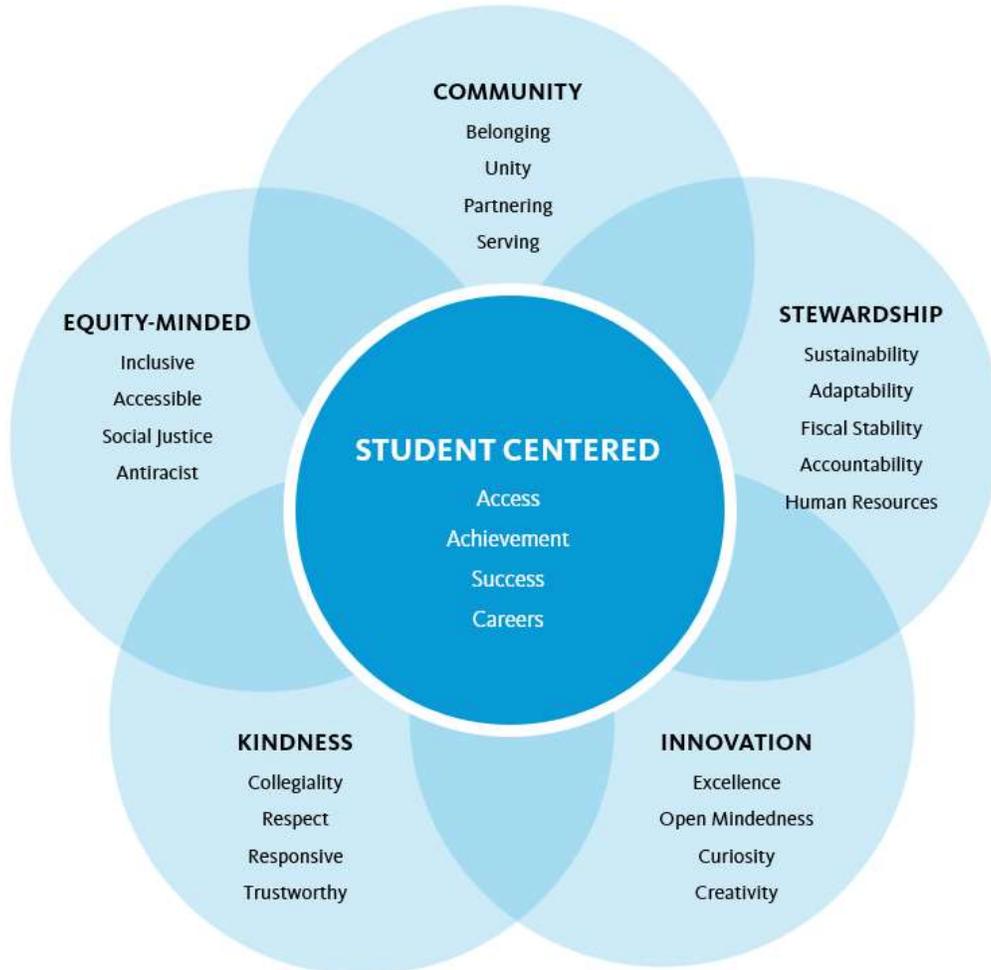
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Final Drafts



VALUES



MISSION

Advancing equitable student access and achievement to strengthen our vibrant economy is at the heart of our work at State Center Community College District.

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3

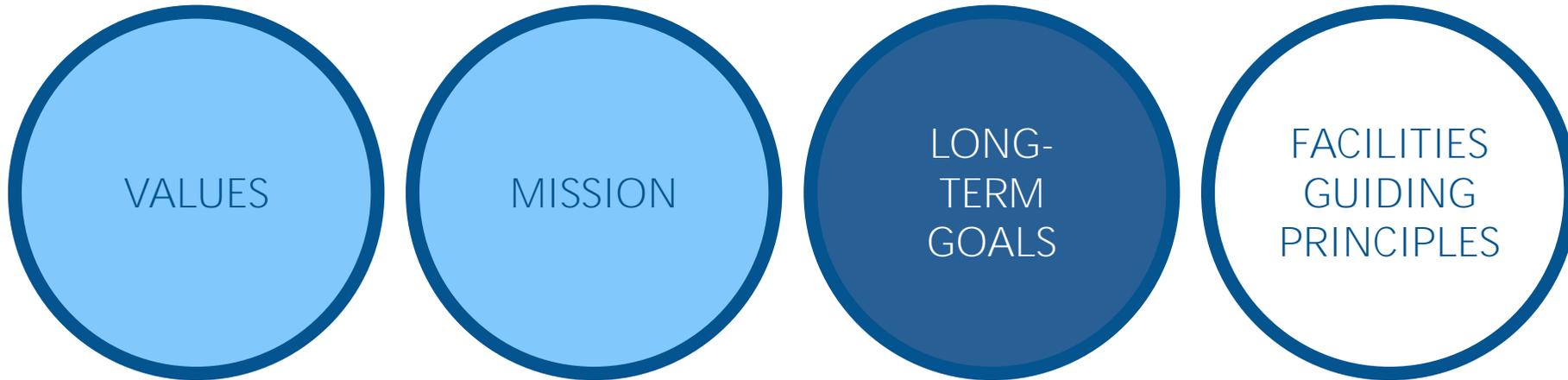
From Mission to Long-Term Goals

Achieving your Mission



FROM MISSION TO GOALS

Long-term Goals



FROM MISSION TO GOALS

Long-term Goals



Long-term Goals



QUANTITATIVE DATA

KPIs

- Enrollment
- Retention + Success
- Persistence
- Completion
- Employment

Labor Market Trends

QUALITATIVE DATA

Districtwide and Community Engagement

- Surveys and Forums
 - Perceptions
 - Experiences
 - Preferences
 - Ideas



Districtwide Engagement

Online Survey Highlights



DISTRICTWIDE ENGAGEMENT

Online Survey



STATE CENTER COMMUNITY COLLEGE DISTRICT



We are in the process of developing our long-range **State Center 2035 Vision Plan**. This survey provides an opportunity for our diverse campus community members, across the district, to share their unique voices, perspectives, and ideas.

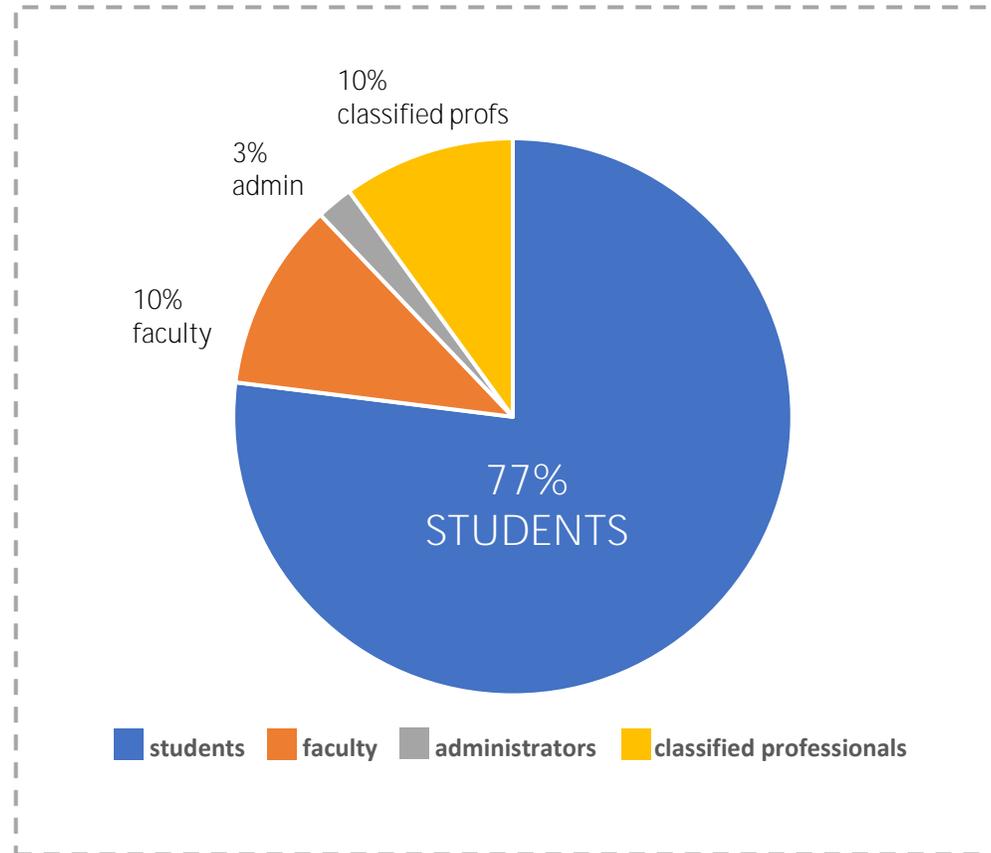
The survey takes 10-15 minutes to complete. We understand your time is valuable, and we greatly appreciate your participation. **Your feedback will inform institutional planning for the future of our campuses!** All responses will be kept confidential.

The Education Engagement Index survey was conducted between April 11 and April 26, 2023. All SCCCD students, faculty, administrators/managers, and classified professionals at the colleges and the district office were invited to participate.

The questions focused on understanding the current SCCCD educational experience and how respondents feel about the future of learning.

We measured perceived learning effectiveness, quality of relationships, motivation, and emotional wellbeing. The survey also collected information about access to and effectiveness of student services and priorities for campus investments and improvements.

DISTRICTWIDE ENGAGEMENT
Online Survey



Current State

Students and Instructional Faculty

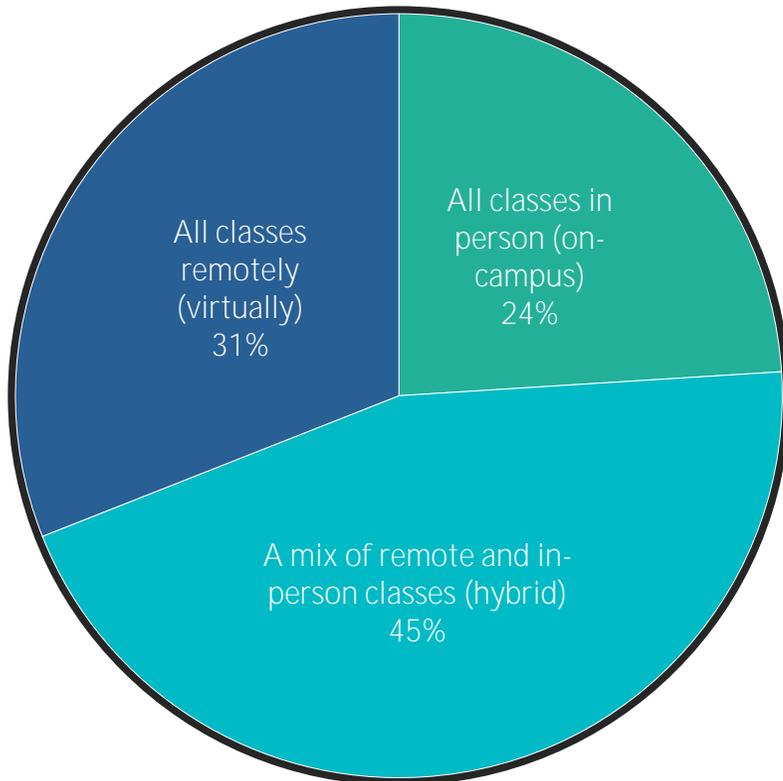


Current Learning Modes



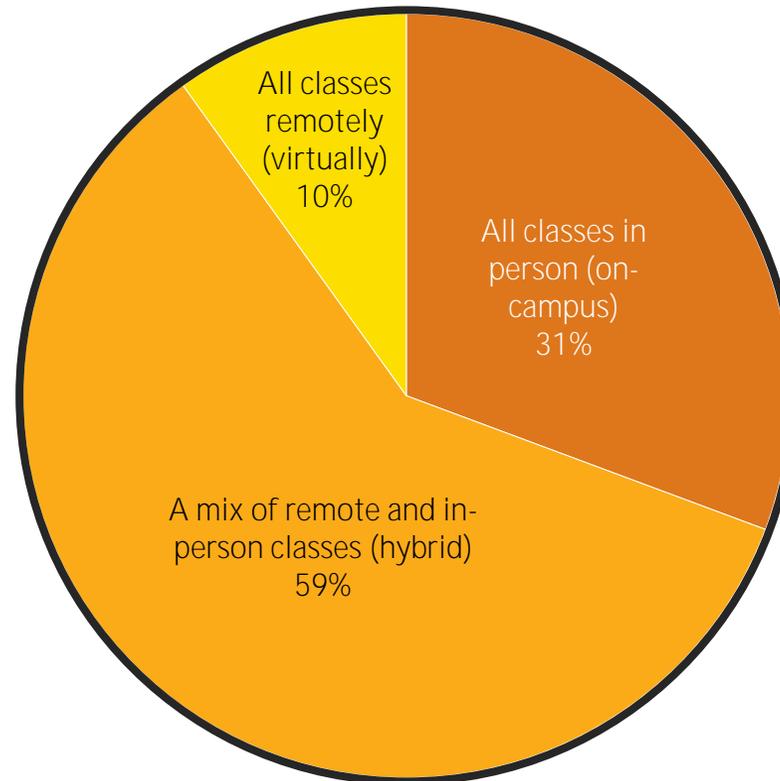
STUDENT RESPONSE

CURRENTLY, I AM PARTICIPATING IN...



INSTRUCTIONAL FACULTY RESPONSE

CURRENTLY, I AM TEACHING...



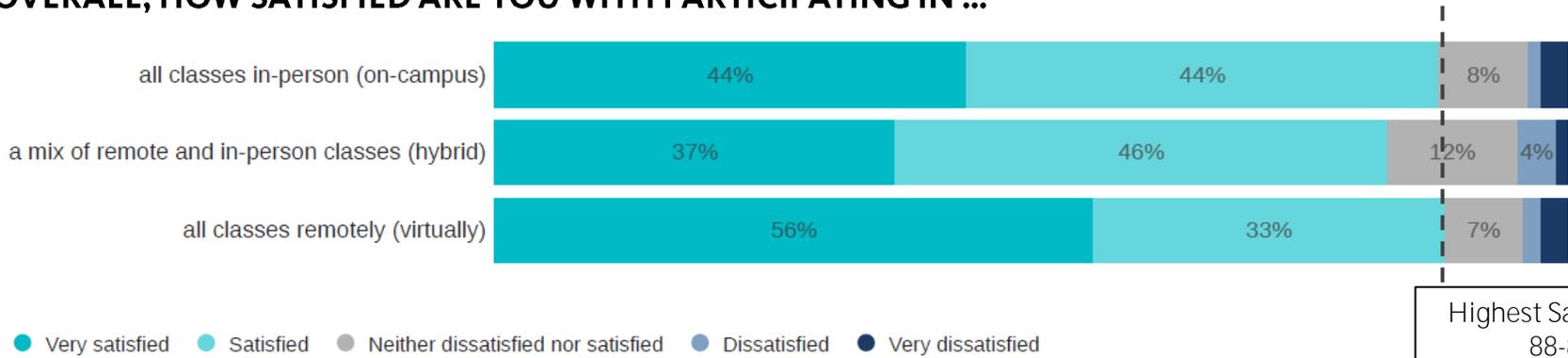
Most students and instructional faculty are participating in and teaching all in-person classes or a hybrid schedule.

Current Satisfaction by Mode



STUDENT RESPONSE

OVERALL, HOW SATISFIED ARE YOU WITH PARTICIPATING IN ...

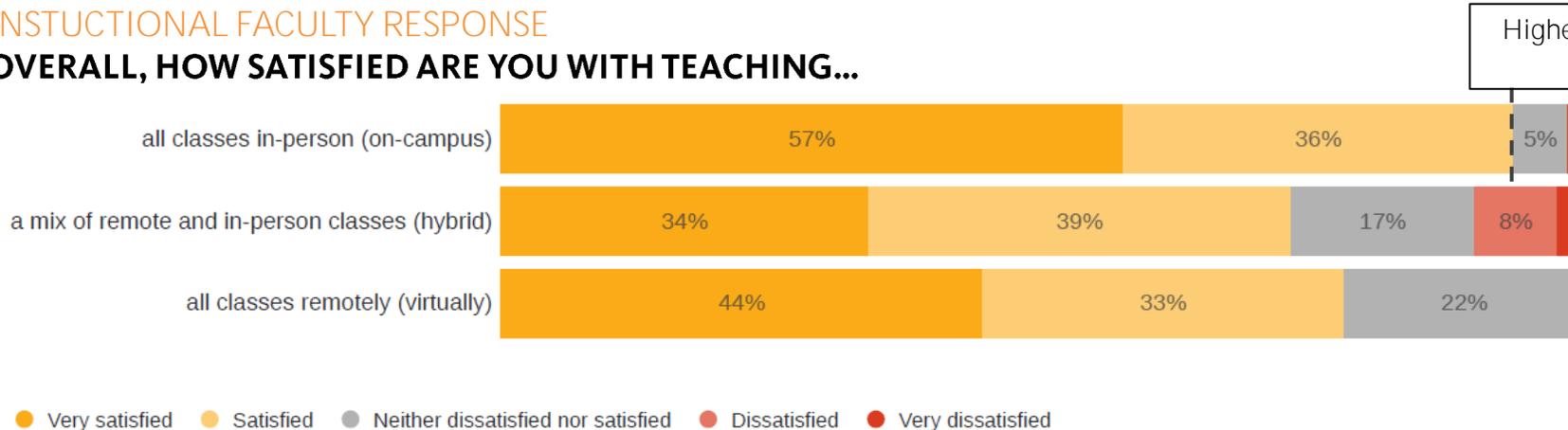


Students have a high level of satisfaction in all modes.

Highest Satisfaction
88-89%

INSTRUCTIONAL FACULTY RESPONSE

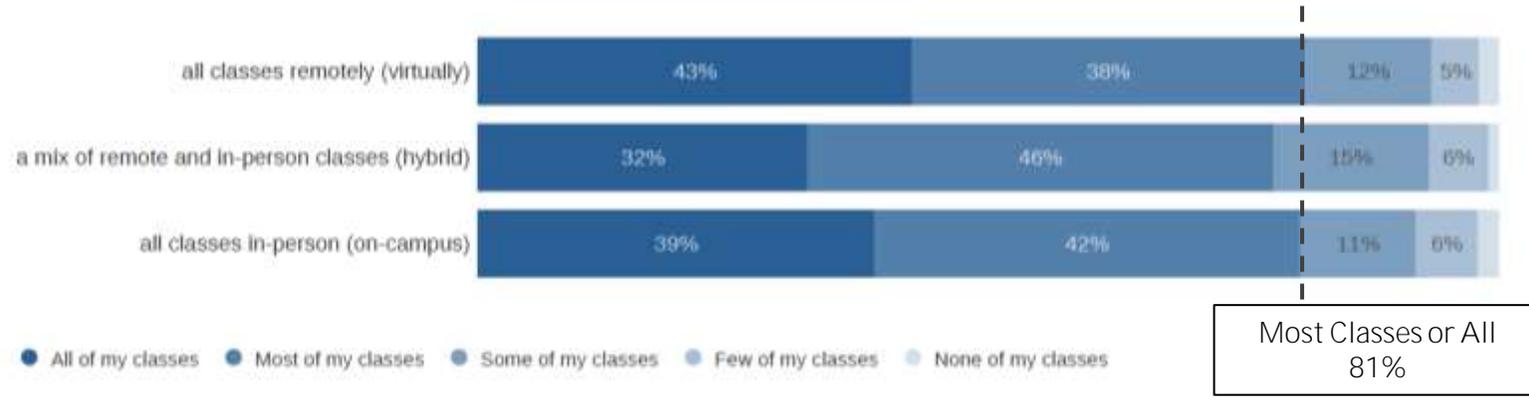
OVERALL, HOW SATISFIED ARE YOU WITH TEACHING...



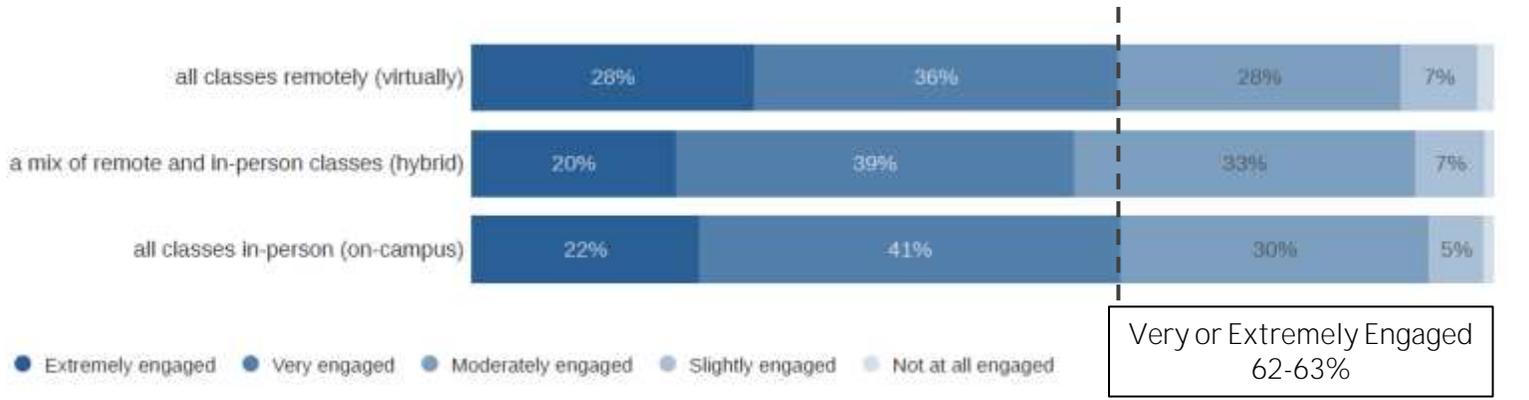
Highest Satisfaction
93%

Instructional faculty report the highest level of satisfaction with teaching "all classes in-person (on campus)." However, there is satisfaction across all modes.

STUDENTS: Current Success and Engagement



Students feel successful in most or all of their classes across all modes.



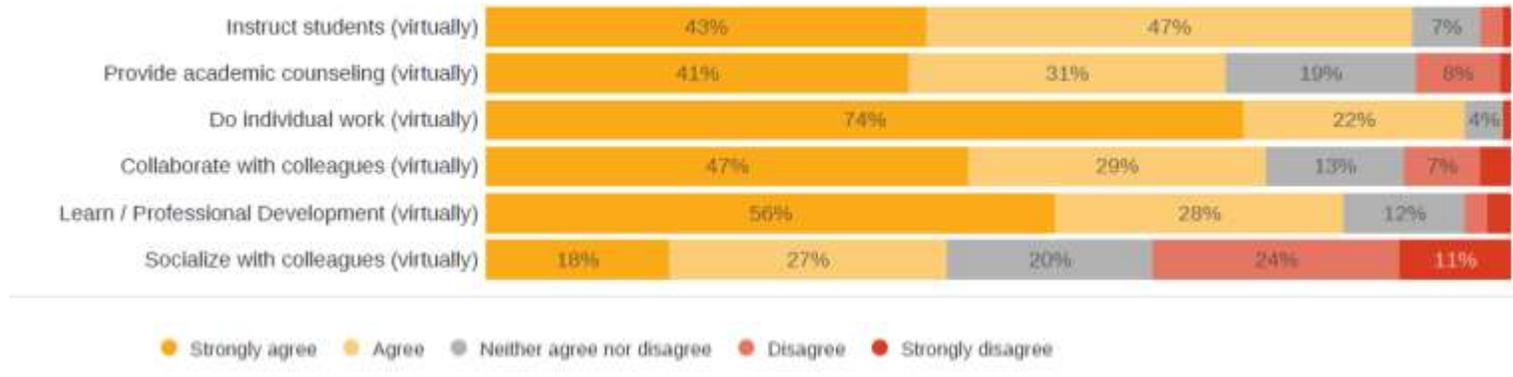
Students feel a high level of engagement across all modes.

Student engagement has room for improvement.

INSTRUCTIONAL FACULTY: Current Teaching Effectiveness

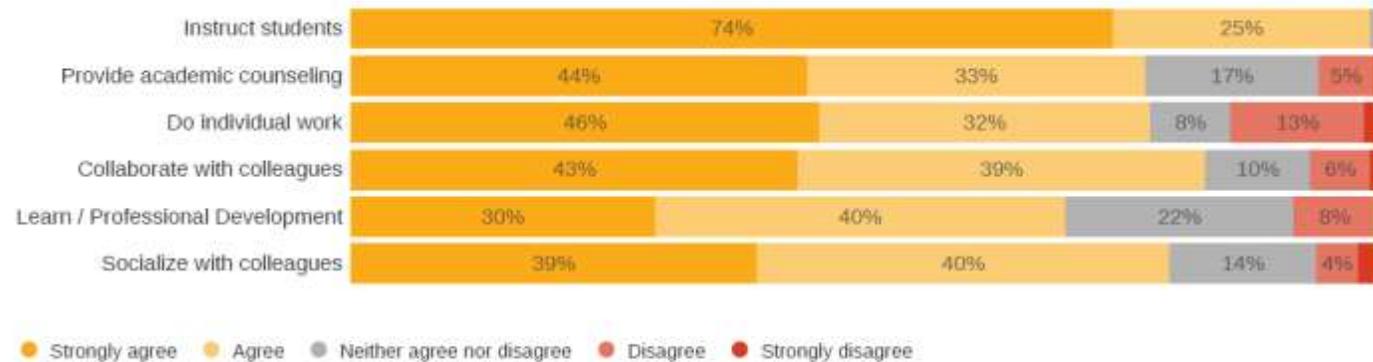


VIRTUALLY, I AM ABLE TO DO THE FOLLOWING ACTIVITIES EFFECTIVELY



Instructional faculty feel that they can do individual work, instruct students, and learn or gain professional development most effectively virtually.

IN PERSON OR ON CAMPUS, I AM ABLE TO DO THE FOLLOWING ACTIVITIES EFFECTIVELY



Faculty can instruct students, and socialize or collaborate with colleagues most effectively in-person.

Instructing students and collaborating with colleagues in person has a 6-19% higher agreement than virtually. Socializing with colleagues has 34% higher agreement.

Preferences for the Future

Learning and Teaching



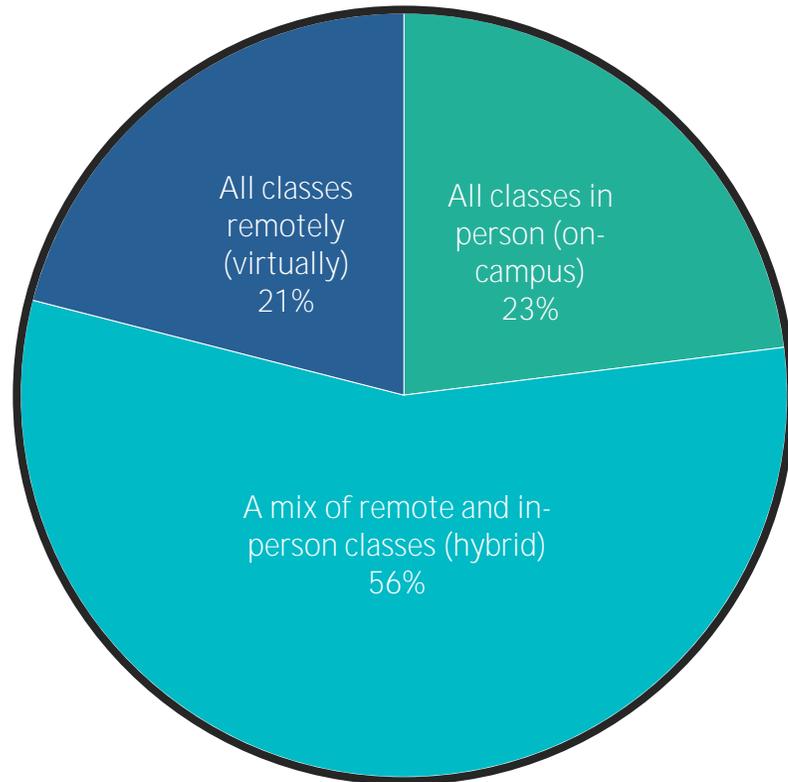
ONLINE SURVEY

Future Preferences for Learning Modes



STUDENT RESPONSE

IN THE FUTURE, IDEALLY WHAT TYPE OF LEARNING EXPERIENCE WOULD YOU LIKE TO HAVE?

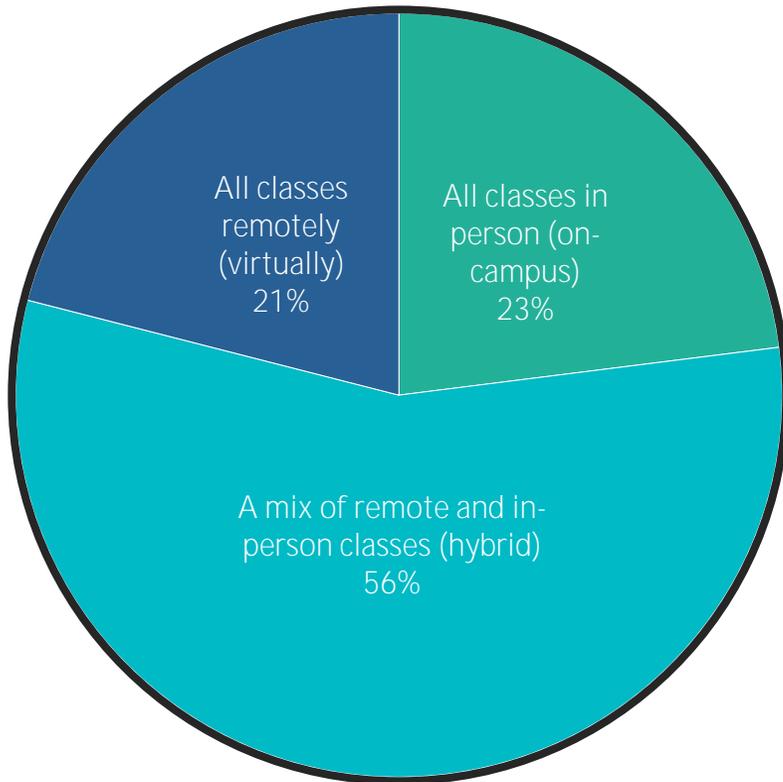


ONLINE SURVEY

Future Preferences for Learning Modes

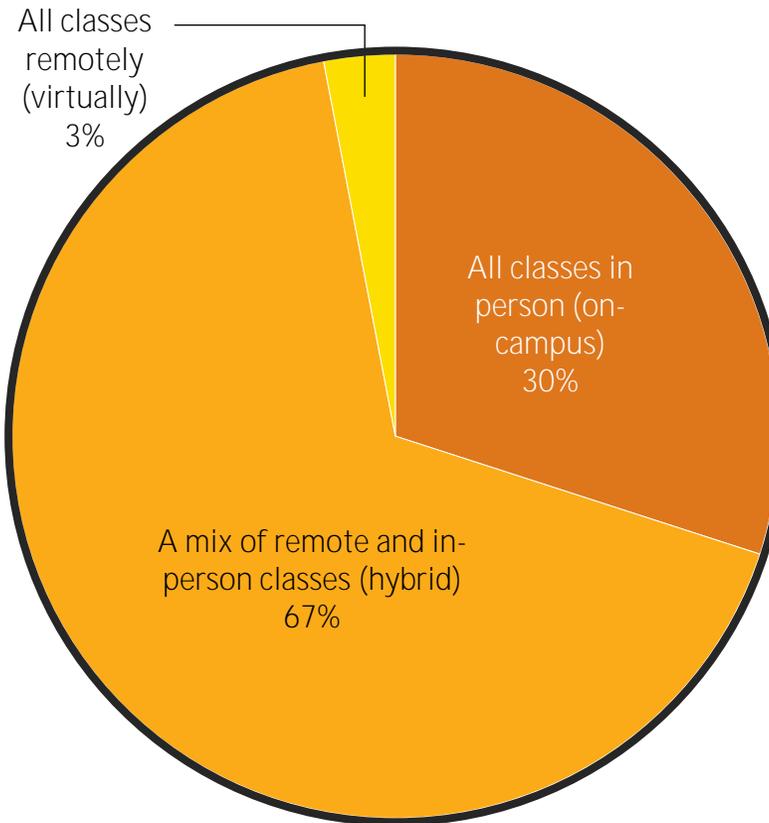
STUDENT RESPONSE

IN THE FUTURE, IDEALLY WHAT TYPE OF LEARNING EXPERIENCE WOULD YOU LIKE TO HAVE?



INSTRUCTIONAL FACULTY RESPONSE

WHICH LEARNING EXPERIENCE WOULD BEST SUPPORT STUDENTS?



By far, hybrid learning modes are seen as the most preferred by students and most effective by instructional faculty.

Only 3% of faculty believe that being fully remote supports students, while 21% of students would like to be fully remote.

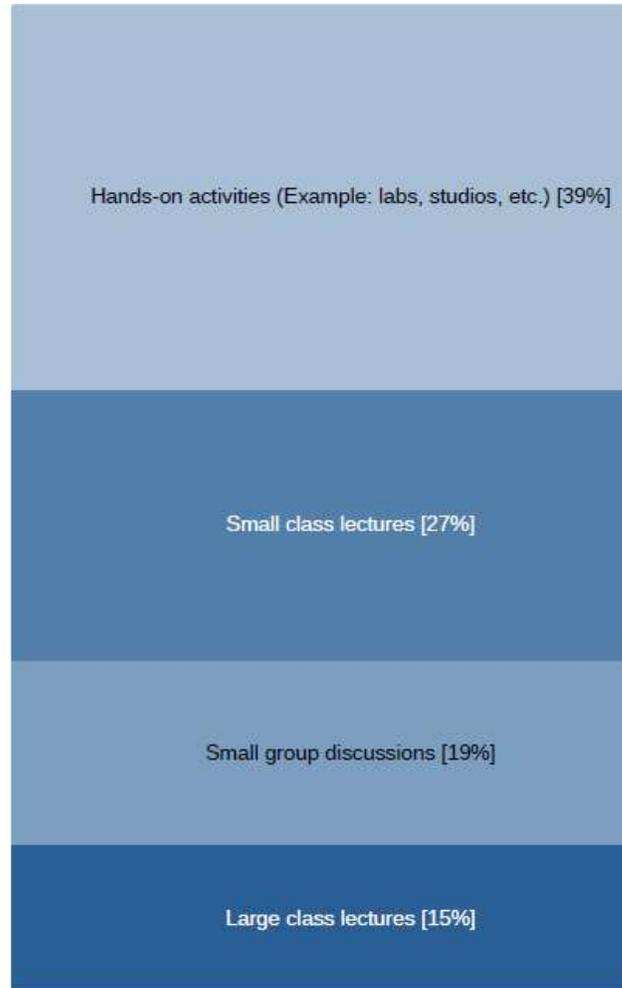


Future Preferences for Learning and Teaching



WHICH TYPES OF CLASS EXPERIENCE(S) WOULD YOU LIKE TO PARTICIPATE IN-PERSON (ON CAMPUS)?

STUDENTS

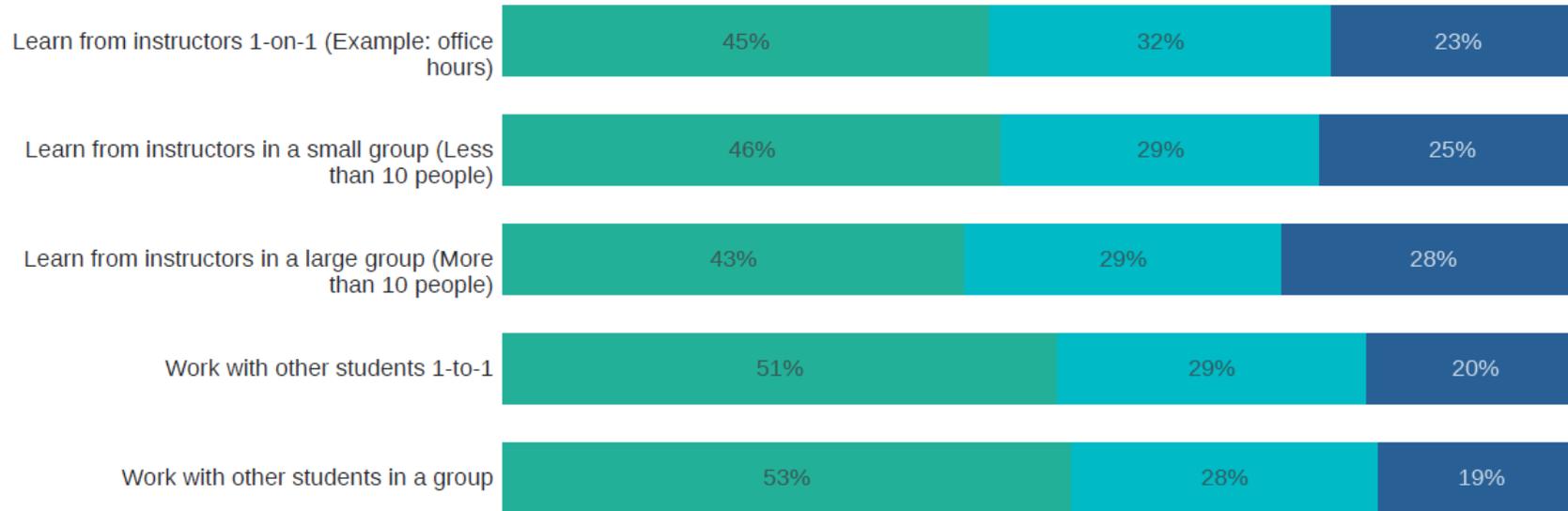


INSTRUCTIONAL FACULTY



Students and instructional faculty both prefer in-person participation for small class lectures, hands-on activities, and small group discussions.

STUDENTS: Preferred Learning Mode

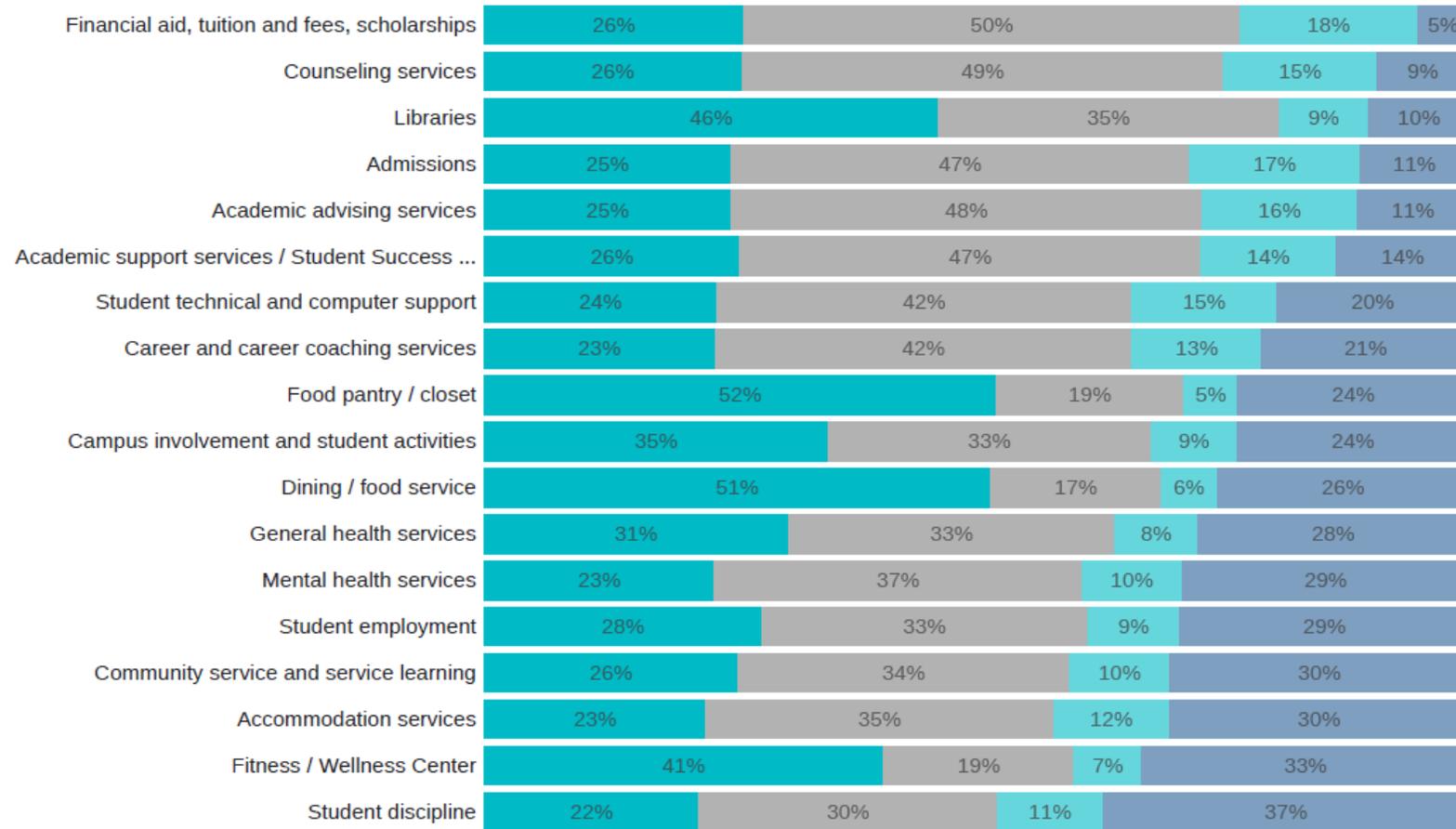


● In-person ● A mix of in-person and virtually ● Virtually

Students generally prefer in-person interactions with other students and instructors.

Hybrid (a mix of in-person and virtual) is preferred for one-third of all interactions.

STUDENTS: Preferences for Access to Student Services



Students generally prefer to have both in-person and virtual access to student services, if they use those services.

In-person and hybrid access are greatly preferred for student services. A small percentage of students prefers to access these services virtually.

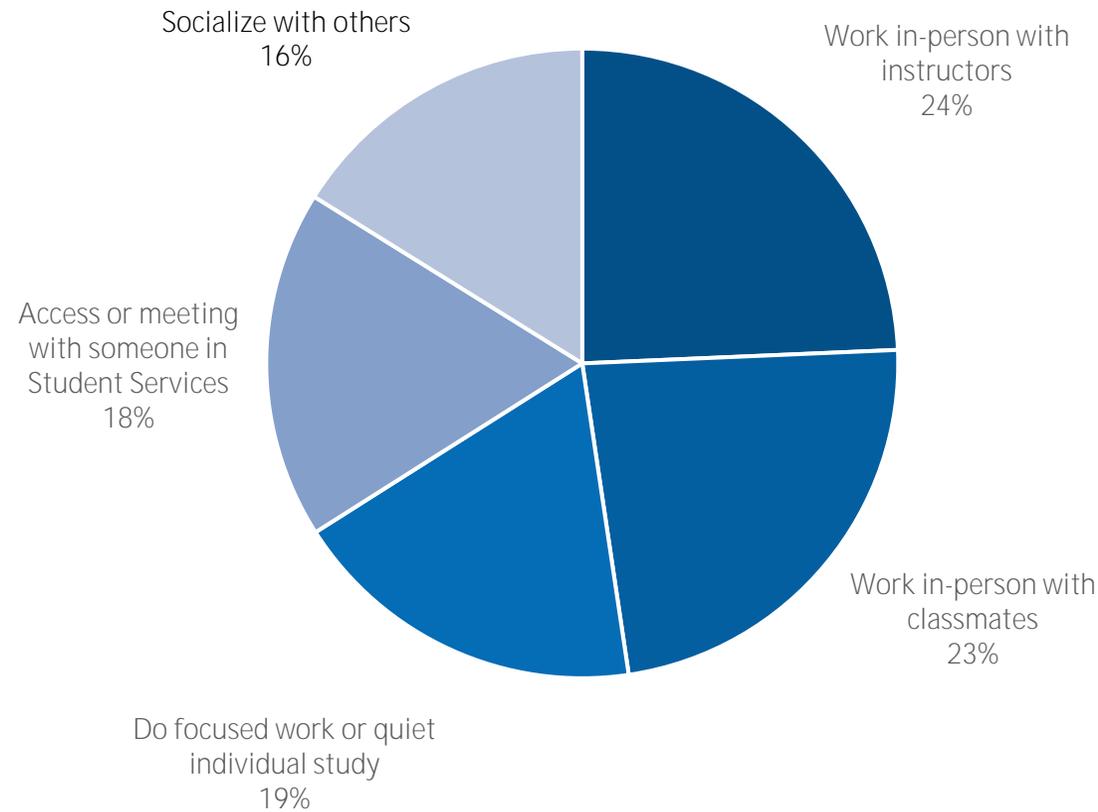
● In-person ● Both in-person & virtually ● Virtually ● I do not use this service



STUDENTS: Reasons to come to campus



FOR WHICH REASONS WOULD YOU MOST PREFER TO COME TO CAMPUS?



Preferences for coming to campus primarily focus on interacting with others.

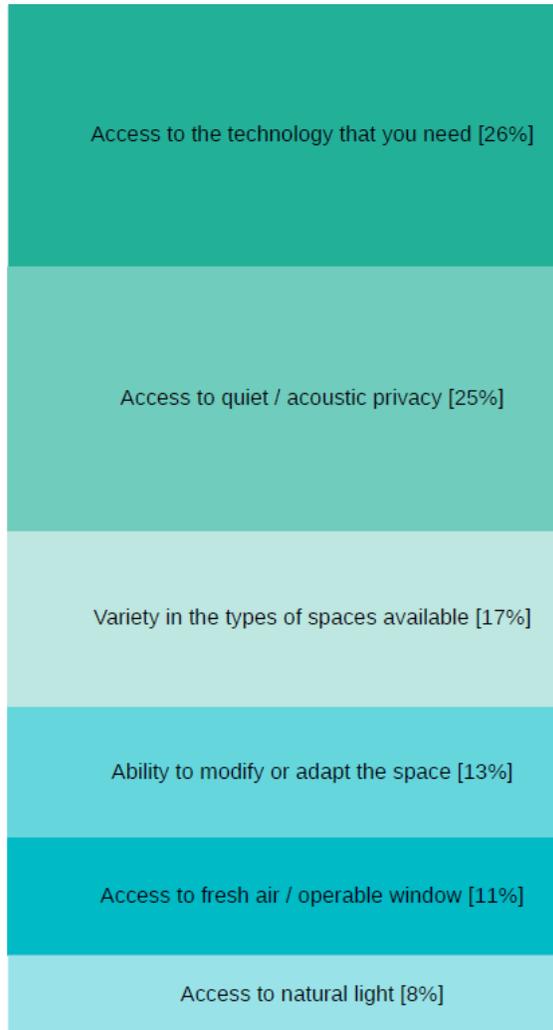


ONLINE SURVEY

Most Important Qualities for Spaces on Campus



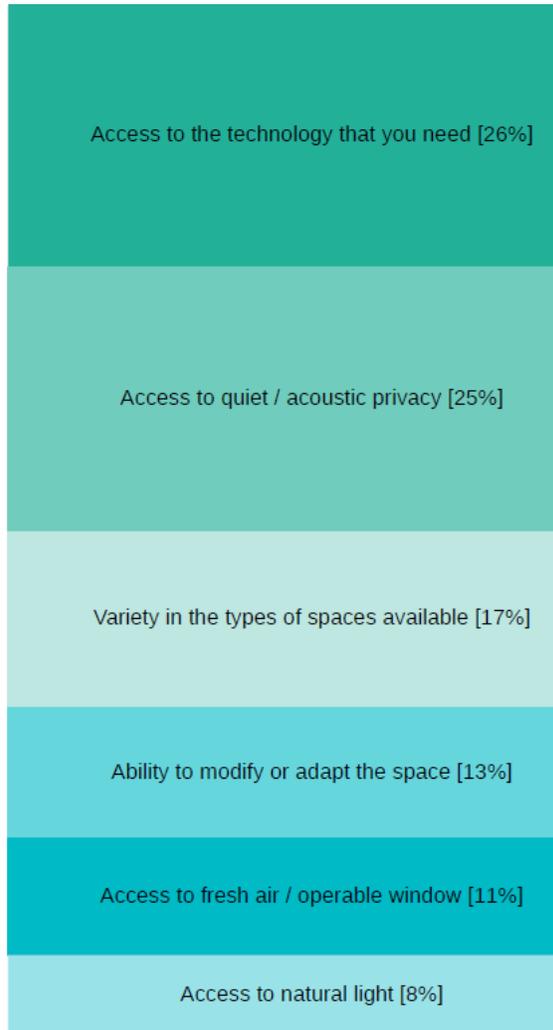
STUDENTS
LEARNING SPACES



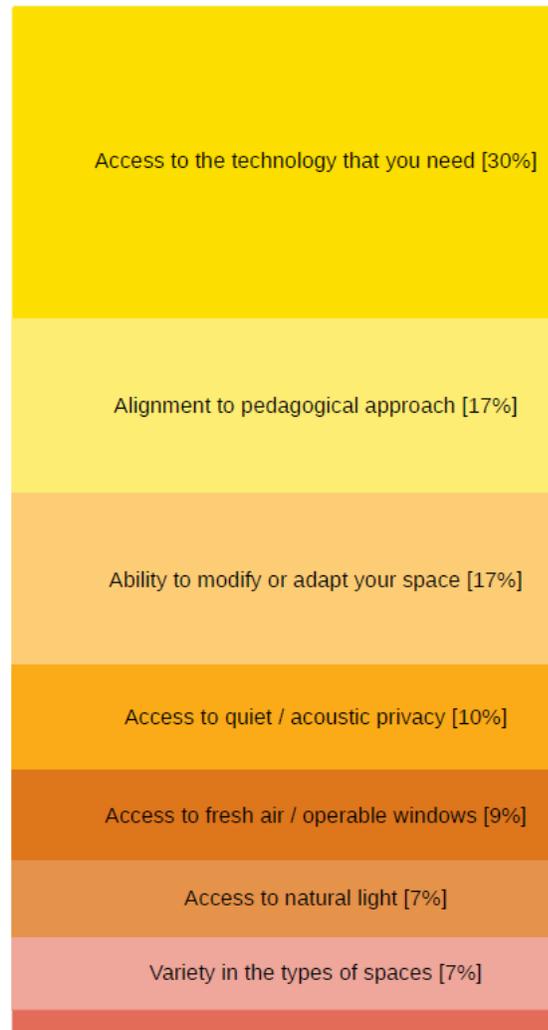
Most Important Qualities for Spaces on Campus



STUDENTS
LEARNING SPACES



INSTRUCTIONAL FACULTY
TEACHING SPACES



For all respondents, access to technology is the most important quality for spaces on campus.

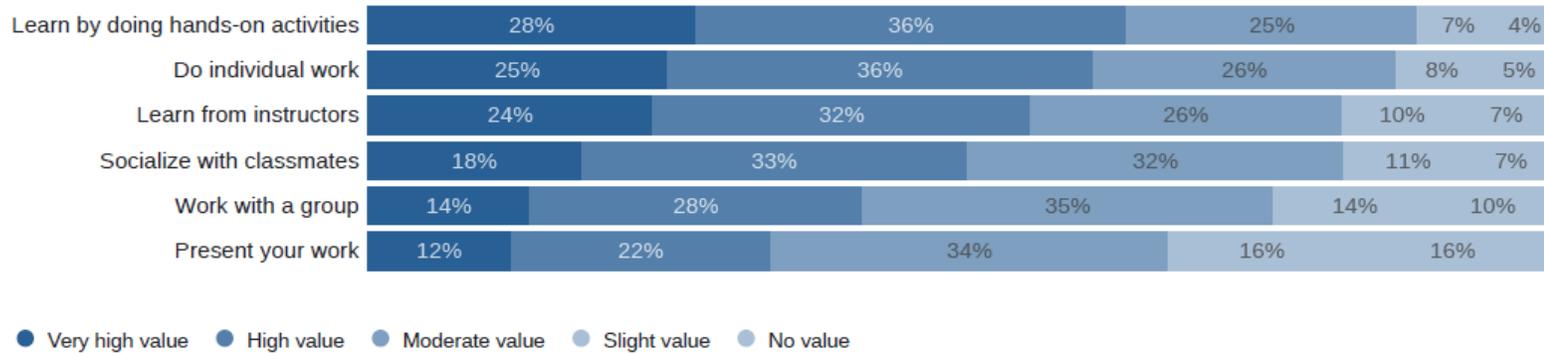
Other qualities that are important include:

- Access to quiet/acoustic privacy
- Variety of types of spaces available
- Ability to modify or adapt your space

Value of Activities in Outdoor Spaces

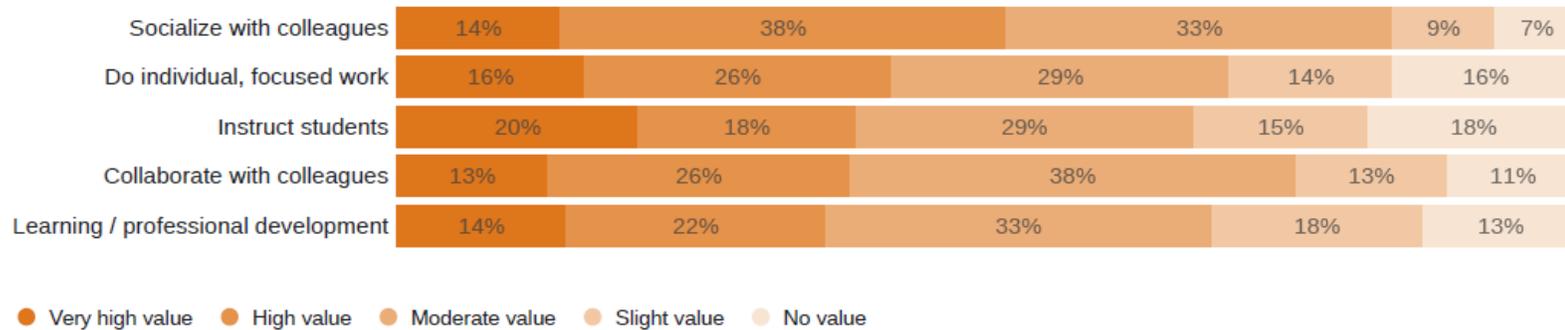


STUDENT RESPONSE



Students find value in outdoor spaces, especially for learning and individual work.

INSTRUCTIONAL FACULTY RESPONSE



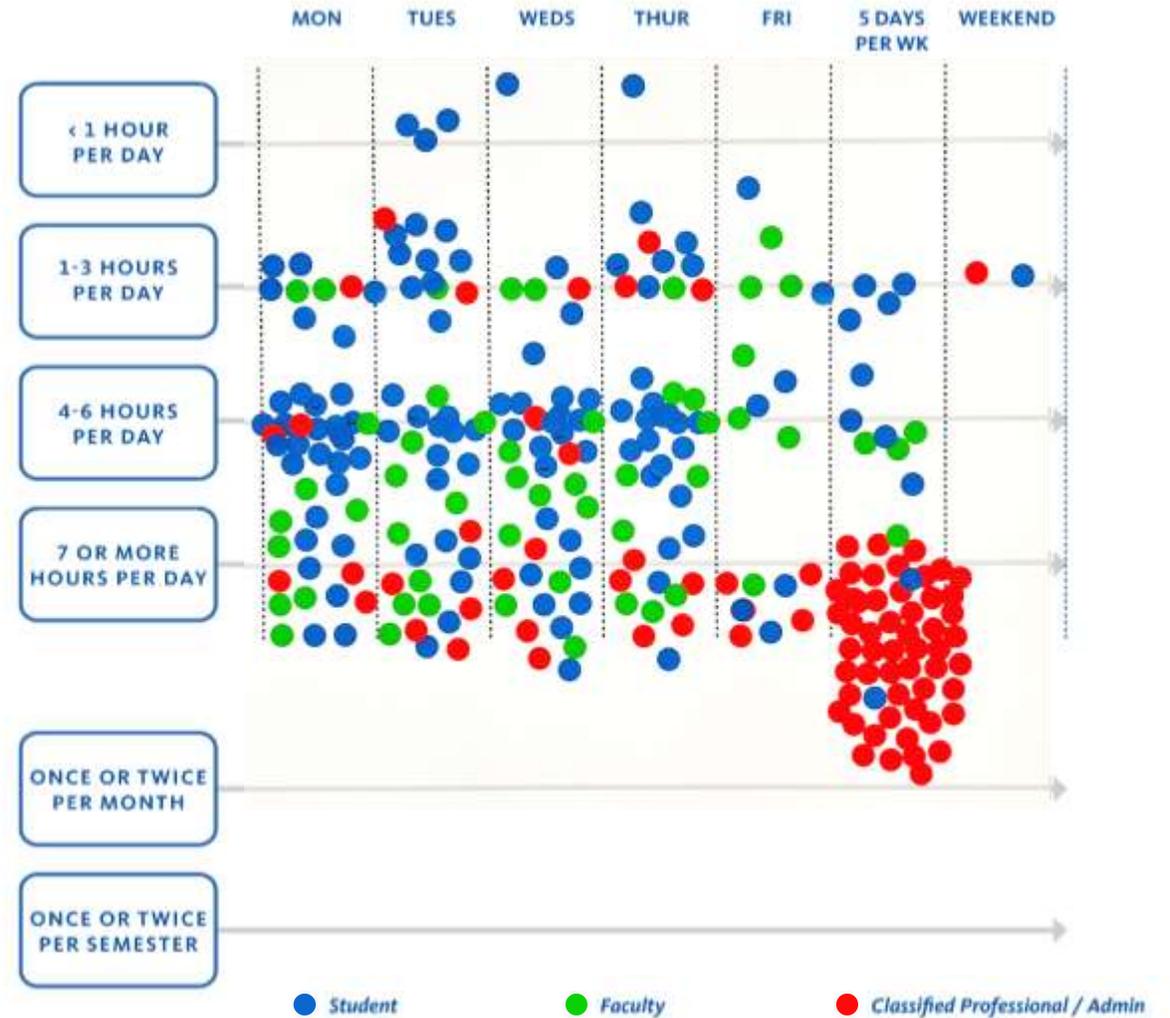
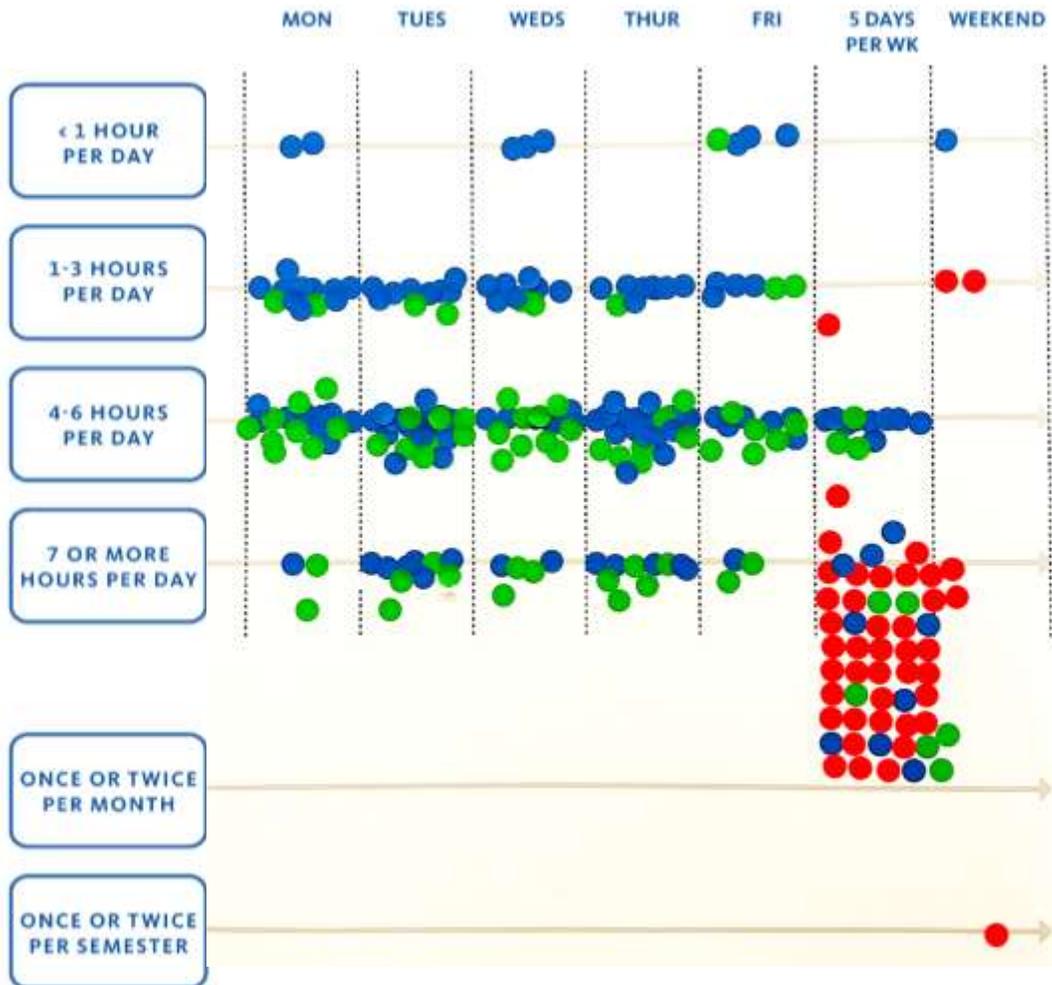
Instructional faculty find value in the outdoors for socializing, collaborating with colleagues, and learning/professional development.



Campus Forums

Time Spent on Campus

How many days per week, and for how long, do you visit campus?



DAYS ON CAMPUS

A majority of participating students and faculty spend at least 4-6 hours per day on campus, 4x/week. (M - Th)

WEEKENDS

Very few people are on campus over the weekend. This could change if the colleges provided housing, which some want.

WHAT ABOUT FRIDAY?

Students express a desire for more classes and activities on Friday, while employees prefer closing offices on Friday.

IN-PERSON FORUMS

100 Ideas

To encourage you to spend more time on campus



BUILD COMMUNITY

More indoor and outdoor events, such as concerts, community fairs, movie/poetry nights, and farmers' market. More campus life/events culture including in the evenings and after hours.

IMPROVE COMMUNICATION

Progressive web apps, better social media presence, more information about events and activities, more visibility for clubs and student associations.

ENHANCE OUTDOOR SPACES

Shade structures, green spaces, trees, benches, pet stations, live music, lakes or fountains, amphitheater, community garden, swimming pool, koi pond.

PROMOTE HEALTH & WELLNESS

Active spaces like a gym, athletics and intramural sports venues, walking and biking trails, and support spaces (like showers).

SUPPORT HEALTHY EATING

More food options, fresh food, more variety, extended hours, food affordability, food pantry. And coffee too.

FOCUS ON STUDENTS

More student lounge and study space. Dream Resource Center, food pantry, all-day childcare, prayer room, assistive technology.

IN-PERSON FORUMS

Keep / Change / Toss



Keep

FRIENDLINESS / FEELING OF HOME / SMALL CLASSES
Welcoming and helpful people, sense of cooperation, and overall collaboration are prized.

UNIQUE CULTURE OF THE CENTRAL VALLEY
The rural/agricultural heritage of the region is a source of pride.

LANDSCAPE AND GREENSPACE
The physical campus, and its appearance and cleanliness, is important to students.

Keep

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Change

EVENTS AND SPACES
Students are looking for modern buildings and comfortable spaces for study, entertainment, lounging, dining, and events.

APPROACH TO HYBRID
Faculty, admin, and classified professionals have a desire for flexibility and a hybrid future for teaching and working.

INCREASE SAFETY
Participants cited crime, a lack of police presence, and too many non-students on campus as sources of anxiety.

KEEP: What do you love about campus?

proved:
d of?

Keep

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Toss

POOR RELATIONSHIPS
Turn "vs" into "+"
Campuses vs District
Faculty vs staff

INSTITUTIONAL AND "OLD" CAMPUS CHARACTER
Eliminate the older "can't mentality" and "culture of no" in favor of a fresh perspective.

PAID PARKING , EXPENSIVE FOOD, OTHER FEES
Find ways to eliminate, reduce, or subsidize extra costs, such as parking, books, and printing.

TOSS



6

S.O.A.R. THEMES

Strengths, Opportunities, Aspirations, and Results

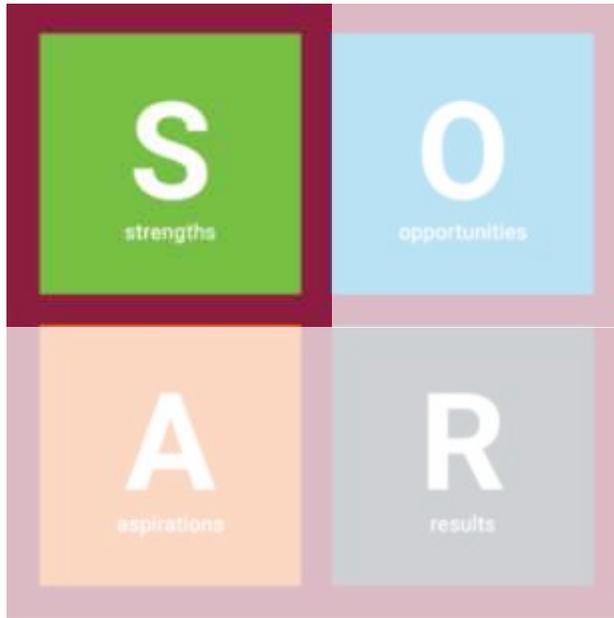


S.O.A.R. THEMES

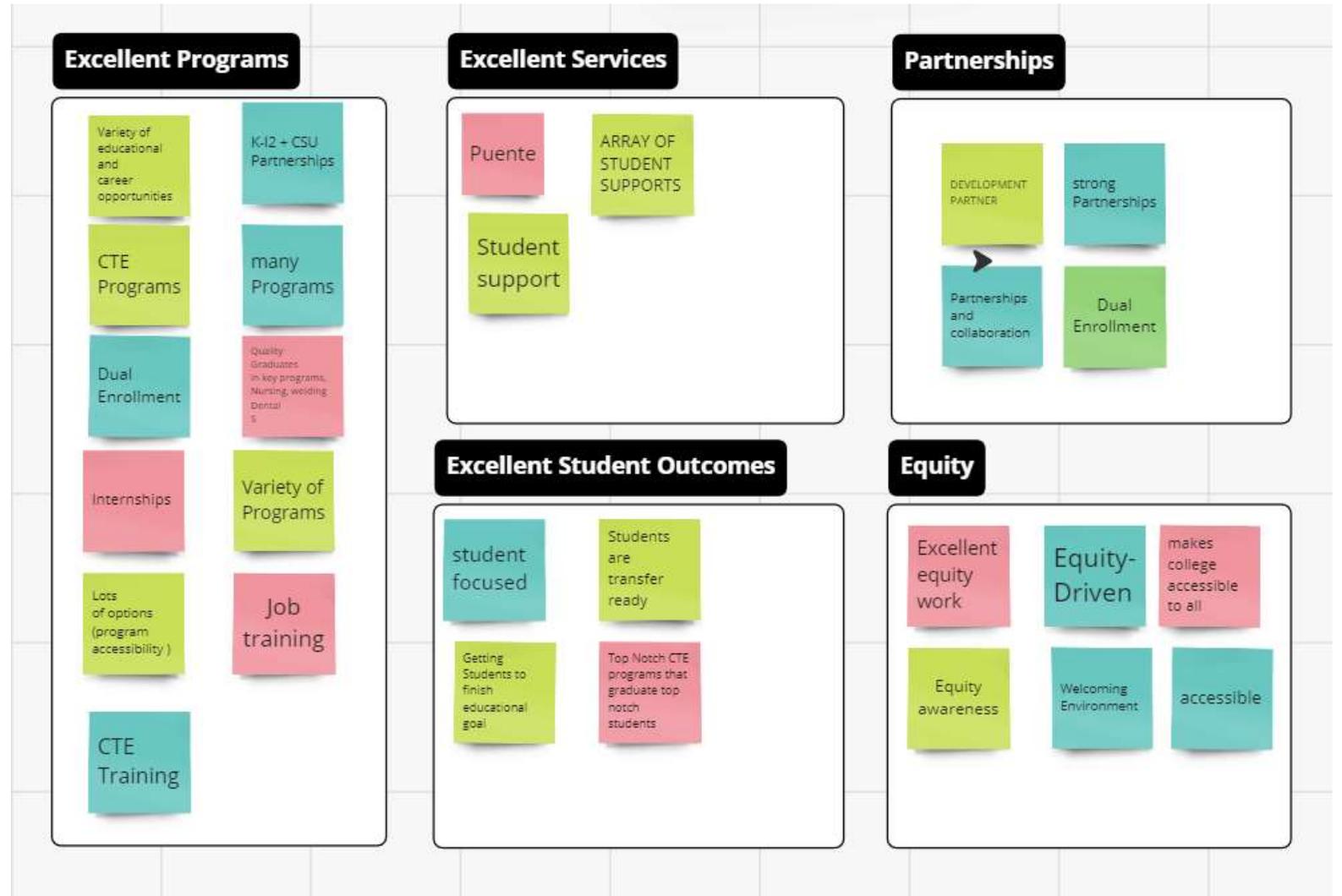
Workshop 3 Activity



Strengths



What do people outside of SCCCD (community members, business + industry leaders, and other community college districts) see as SCCCD's strengths?

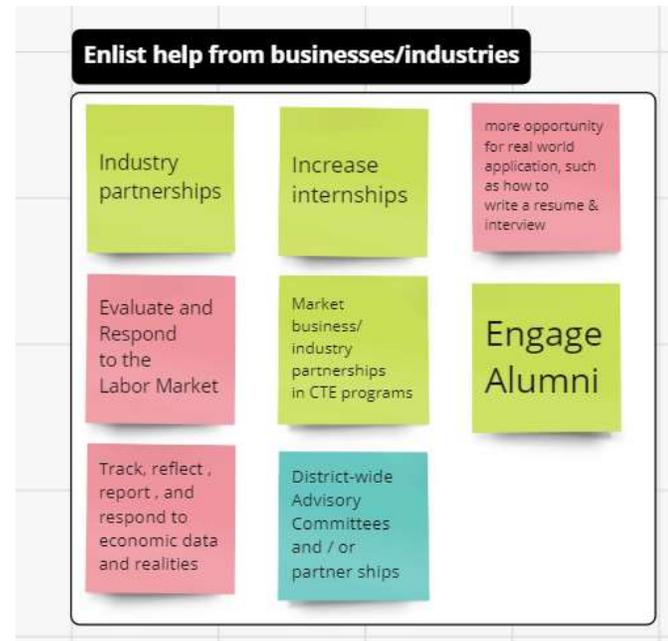
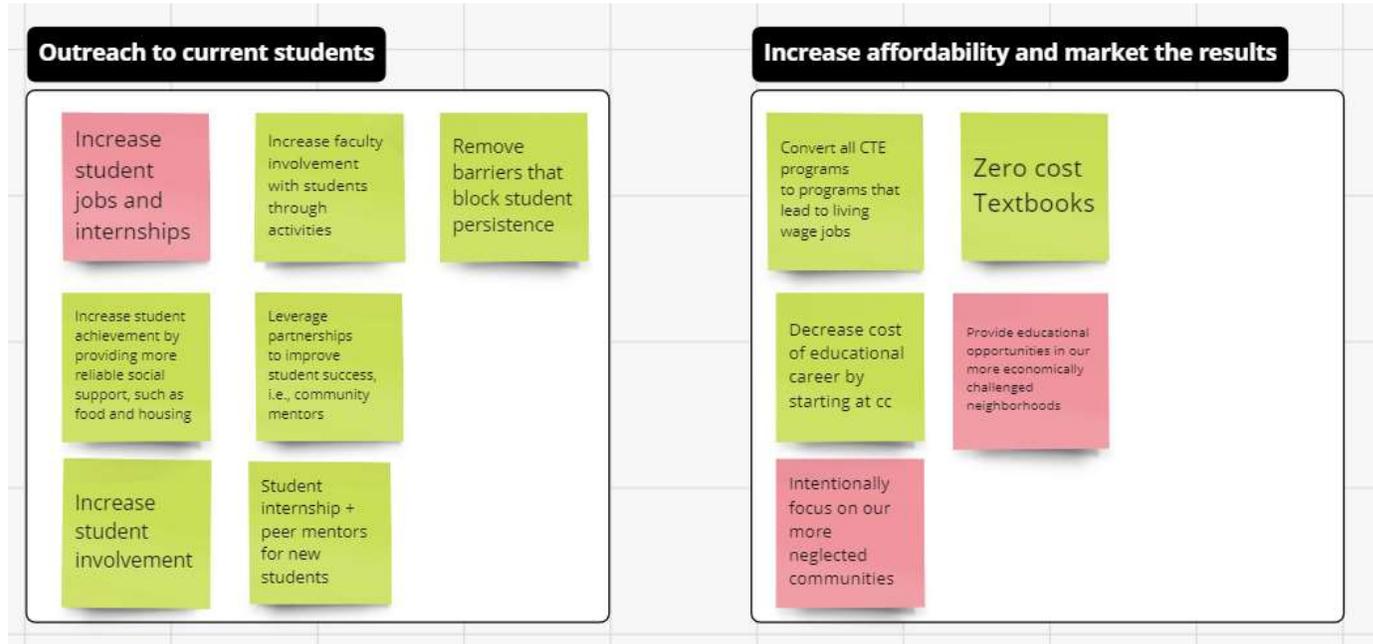


S.O.A.R. THEMES

Opportunities



How can SCCCD convert strengths into opportunities?

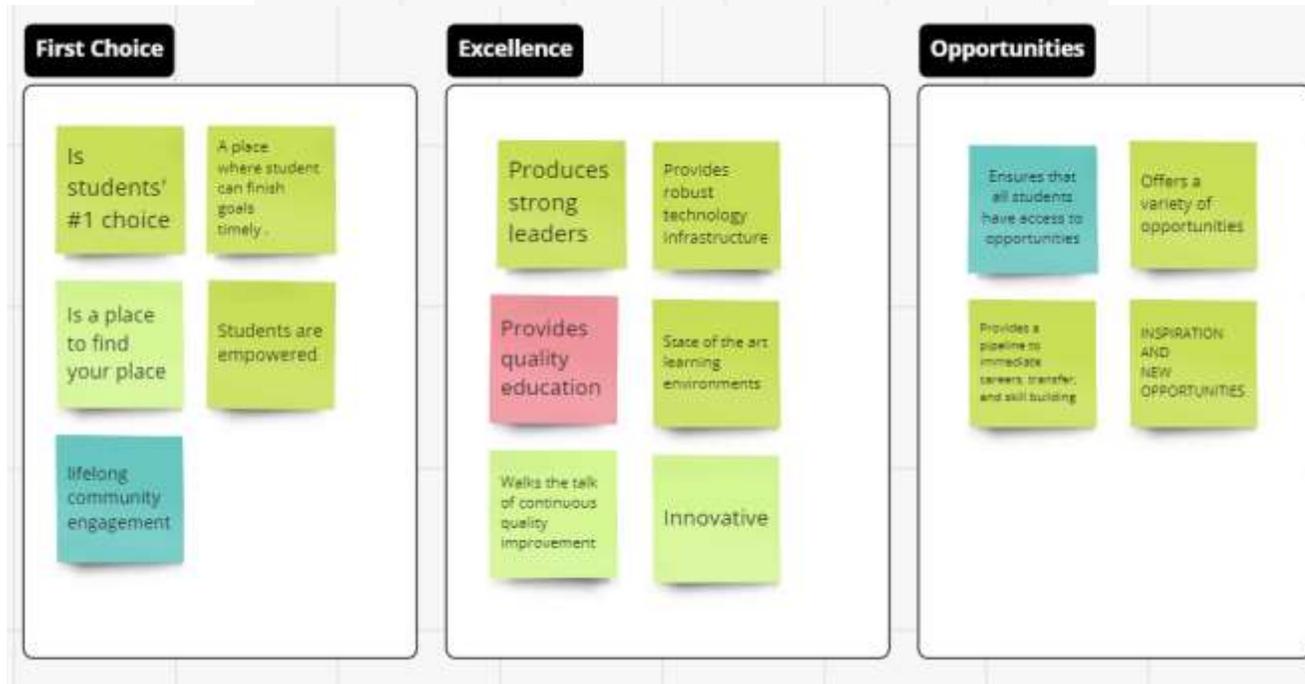


S.O.A.R. THEMES

Aspirations



What do you want SCCCD to be known for?



S.O.A.R. THEMES
Results



How will SCCCD know that its aspirations are met?

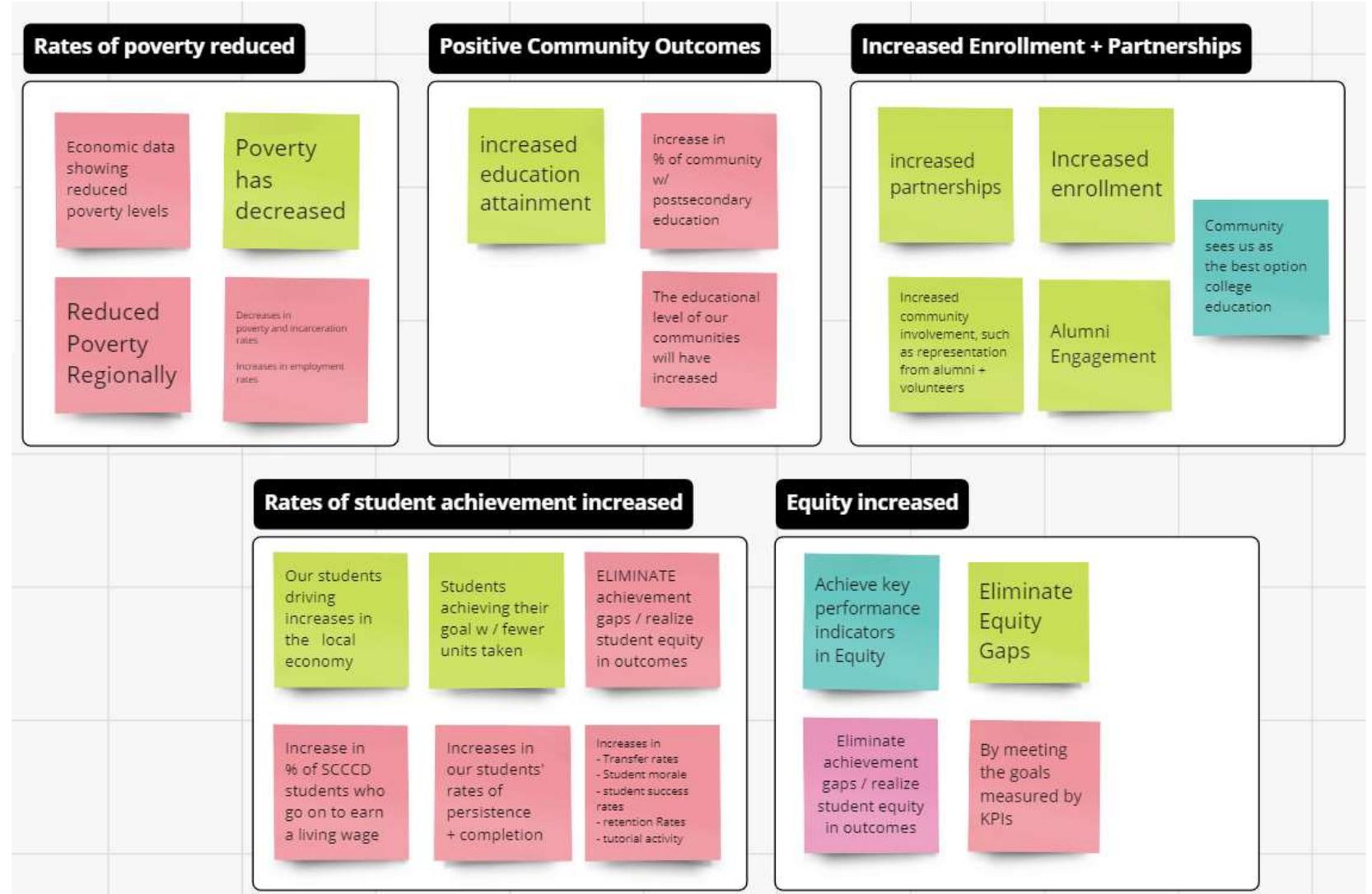


Table Activity



ASPIRATIONS

“What do you want SCCCD to be known for?”

Brainstorm ideas about HOW to achieve the aspiration assigned to your table:

- FIRST CHOICE
- EXCELLENCE
- OPPORTUNITIES
- WELCOMING + INCLUSIVE
- TRANSFORMATIVE



7

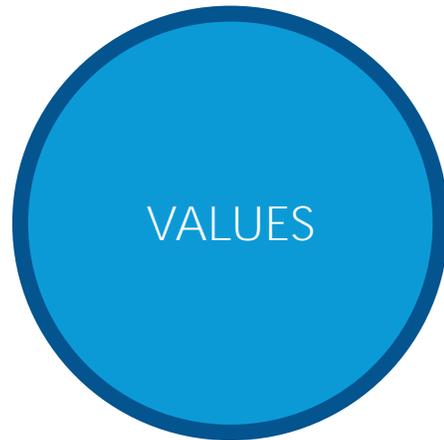
Next Steps

Long-term Goals



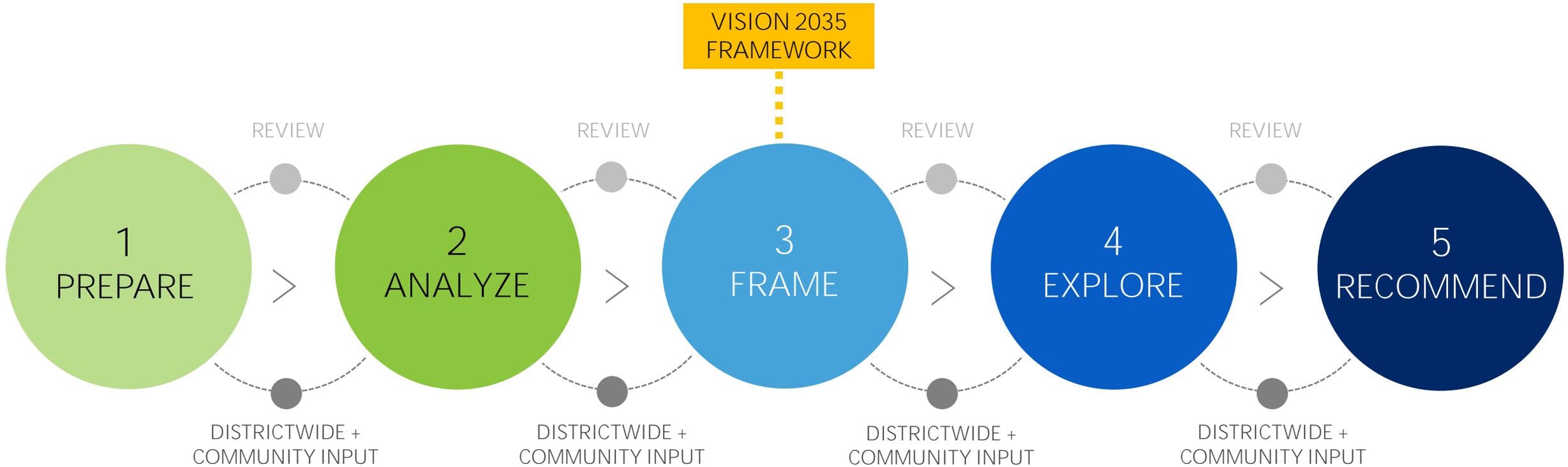
NEXT STEPS

Long-term Goals



NEXT STEPS

Create the Framework



I N T E G R A T E D | P A R T I C I P A T O R Y | D A T A - I N F O R M E D

NEXT STEPS Timeline

