1 Planning Process
Integrated | Participatory | Data-Informed
5-Step Planning Process

1. PREPARE
2. ANALYZE
3. FRAME
4. EXPLORE
5. RECOMMEND

DISTRICTWIDE + COMMUNITY INPUT
DISTRICTWIDE + COMMUNITY INPUT
DISTRICTWIDE + COMMUNITY INPUT
DISTRICTWIDE + COMMUNITY INPUT

WE ARE HERE

INTEGRATED | PARTICIPATORY | DATA - INFORMED
## PLANNING PROCESS

### Timeline

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>1 PREPARE</td>
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<td>2 ANALYZE</td>
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<td>3 FRAME</td>
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<tr>
<td>4 EXPLORE</td>
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<tr>
<td>5 RECOMMEND</td>
<td></td>
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</tr>
</tbody>
</table>

### Districtwide Engagement

- **Chancellor’s Cabinet**: 9 Jan
- **Districtwide Executive Meeting (9-10:30am)**: 31 Jan
- **College Site Visits and Discussions**: Jan 31-Feb 9
- **State Center 2035 Commission Workshops**: MONTHLY
- **Districtwide Managers Meeting (10am-12pm)**: 30 Feb
- **DW Survey (EE) Kickoff meeting w/ researchers (5pm)**: 9 Mar
- **Districtwide Surveys (online - EE)**
  - TBD
- **Districtwide Forums (in person)**
  - TBD
- **Community Surveys (online)**
  - TBD
- **Community Forums (in person)**
  - TBD
- **Board of Trustees**: TBD

*WE ARE HERE*
Districtwide Values and Mission

Our Core Beliefs / Our Promise
Districtwide Values

VALUES

MISSION

LONG-TERM GOALS

FACILITIES GUIDING PRINCIPLES
DISTRICTWIDE VALUES

Draft 1

COMMUNITY
- Belonging
- Engaging
- Partnering
- Service
- Respect

EQUITY-MINDED
- Inclusive
- Diverse
- Accessible
- Social Justice
- Antiracist

STUDENTS FIRST!
- Whole Student
- Achievement
- Innovation/Excellence
- Success
- Careers

STEWARDSHIP
- Sustainability
- Action
- Adaptive/Flexible
- Fiscal Stability
- Human Resources

TRUSTWORTHY
- Kindness
- Collegiality
- Attentiveness
- Communicative
- Responsive

ACCOUNTABILITY
- Transparency
- Integrity
- Responsible
- Focus
- Consistent

PRESENTED TO
- COMMISSION AT WORKSHOP 3 (April 13)
- BOARD OF TRUSTEES (April 29)
COMMUNITY
- Belonging
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- Fiscal Stability
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DISTRICTWIDE VALUES
Draft 1 - Comments

Use “Student Centered” instead of “Students First!”

Use “Kindness” instead of “Trustworthy”

Add Unity

Combine with Accountability and Trustworthy

Add Innovation
Districtwide Mission

VALUES

MISSION

LONG-TERM GOALS

FACILITIES GUIDING PRINCIPLES
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.
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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 SCCCD 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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DISTRICTWIDE VALUES + MISSION

Final Drafts

VALUES

COMMUNITY
- Belonging
- Unity
- Partnering
- Serving

EQUITY-MINDED
- Inclusive
- Accessible
- Social Justice
- Antiracist

STUDENT CENTERED
- Access
- Achievement
- Success
- Careers

STEWARDSHIP
- Sustainability
- Adaptability
- Fiscal Stability
- Accountability
- Human Resources

KINDNESS
- Collegiality
- Respect
- Responsive
- Trustworthy

INNOVATION
- Excellence
- Open Mindedness
- Curiosity
- Creativity

MISSION

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From Mission to Long-Term Goals

Achieving your Mission
Long-term Goals
FROM MISSION TO GOALS

Long-term Goals

VALUES

MISSION

DATA

GAPS

LONG-TERM GOALS

FACILITIES GUIDING PRINCIPLES
FROM MISSION TO 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
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

SURVEY RESULTS:
2,964 RESPONSES!

- 77% STUDENTS
- 10% faculty
- 3% admin
- 10% classified professionals

[Diagram showing distribution of responses by category]
Current State
Students and Instructional Faculty
ONLINE SURVEY

Current Learning Modes

**STUDENT RESPONSE**
Currently, I am participating in...

- All classes in person (on-campus) **24%**
- A mix of remote and in-person classes (hybrid) **45%**
- All classes remotely (virtually) **31%**

**INSTRUCTIONAL FACULTY RESPONSE**
Currently, I am teaching...

- All classes in person (on-campus) **31%**
- A mix of remote and in-person classes (hybrid) **59%**
- All classes remotely (virtually) **10%**

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

Current Satisfaction by Mode

**STUDENT RESPONSE**
OVERALL, HOW SATISFIED ARE YOU WITH PARTICIPATING IN ...

<table>
<thead>
<tr>
<th>Mode</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neither dissatisfied nor satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>all classes in-person (on-campus)</td>
<td>44%</td>
<td>44%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a mix of remote and in-person classes (hybrid)</td>
<td>37%</td>
<td>46%</td>
<td>12%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>all classes remotely (virtually)</td>
<td>56%</td>
<td>33%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students have a high level of satisfaction in all modes.

**INSTRUCTIONAL FACULTY RESPONSE**
OVERALL, HOW SATISFIED ARE YOU WITH TEACHING...

<table>
<thead>
<tr>
<th>Mode</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neither dissatisfied nor satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>all classes in-person (on-campus)</td>
<td>57%</td>
<td>36%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a mix of remote and in-person classes (hybrid)</td>
<td>34%</td>
<td>39%</td>
<td>17%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>all classes remotely (virtually)</td>
<td>44%</td>
<td>33%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**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.
ONLINE SURVEY

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.
ONLINE SURVEY

Future Preferences for Learning Modes

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

- All classes in person (on-campus) 23%
- All classes remotely (virtually) 21%
- A mix of remote and in-person classes (hybrid) 56%
ONLINE SURVEY

Future Preferences for Learning Modes

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

- All classes in person (on-campus): 23%
- A mix of remote and in-person classes (hybrid): 56%
- All classes remotely (virtually): 21%

INSTRUCTIONAL FACULTY RESPONSE
WHICH LEARNING EXPERIENCE WOULD BEST SUPPORT STUDENTS?

- All classes in person (on-campus): 30%
- A mix of remote and in-person classes (hybrid): 67%
- All classes remotely (virtually): 3%

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**

- Hands-on activities (Example: labs, studios, etc.) [39%]
- Small class lectures [27%]
- Small group discussions [19%]
- Large class lectures [15%]

**INSTRUCTIONAL FACULTY**

- Small class lectures [32%]
- Hands-on activities (example: labs, studios, etc.) [29%]
- Small group discussions [24%]
- Large class lectures [12%]
- Other class experiences [14%]

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

**STUDENTS: Preferred Learning Mode**

<table>
<thead>
<tr>
<th>Interaction</th>
<th>In-person</th>
<th>A mix of in-person and virtually</th>
<th>Virtually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn from instructors 1-on-1 (Example: office hours)</td>
<td>45%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>Learn from instructors in a small group (Less than 10 people)</td>
<td>46%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Learn from instructors in a large group (More than 10 people)</td>
<td>43%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>Work with other students 1-to-1</td>
<td>51%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>Work with other students in a group</td>
<td>53%</td>
<td>28%</td>
<td>19%</td>
</tr>
</tbody>
</table>

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 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.
STUDENTS: Reasons to come to campus

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

- Work in-person with instructors: 24%
- Work in-person with classmates: 23%
- Access or meeting with someone in Student Services: 18%
- Do focused work or quiet individual study: 19%
- Socialize with others: 16%

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

Most Important Qualities for Spaces on Campus

STUDENTS LEARNING SPACES

- Access to the technology that you need [26%]
- Access to quiet / acoustic privacy [25%]
- Variety in the types of spaces available [17%]
- Ability to modify or adapt the space [13%]
- Access to fresh air / operable window [11%]
- Access to natural light [8%]
ONLINE SURVEY

Most Important Qualities for Spaces on Campus

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Slight Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn by doing hands-on activities</td>
<td>28%</td>
<td>36%</td>
<td>25%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Do individual work</td>
<td>25%</td>
<td>36%</td>
<td>26%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Learn from instructors</td>
<td>24%</td>
<td>32%</td>
<td>26%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Socialize with classmates</td>
<td>18%</td>
<td>33%</td>
<td>32%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Work with a group</td>
<td>14%</td>
<td>28%</td>
<td>35%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Present your work</td>
<td>12%</td>
<td>22%</td>
<td>34%</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>

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

### Instructional Faculty Response

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Slight Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialize with colleagues</td>
<td>14%</td>
<td>38%</td>
<td>33%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Do individual, focused work</td>
<td>16%</td>
<td>26%</td>
<td>29%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Instruct students</td>
<td>20%</td>
<td>18%</td>
<td>29%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Collaborate with colleagues</td>
<td>13%</td>
<td>26%</td>
<td>38%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Learning / professional development</td>
<td>14%</td>
<td>22%</td>
<td>33%</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

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

**FRIENDLINESS / FEELING OF HOME / SMALL CLASSES**
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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**

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

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

**Change**

- **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**

- **UNCHANGED RELATIONSHIPS**
  Campuses vs District
  Faculty vs staff
S.O.A.R. THEMES
Strengths, Opportunities, Aspirations, and Results
S.O.A.R. THEMES

Workshop 3 Activity
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?
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
Next Steps
Long-term Goals
Long-term Goals
NEXT STEPS
Create the Framework

1 PREPARE
DISTRICTWIDE + COMMUNITY INPUT

2 ANALYZE
DISTRICTWIDE + COMMUNITY INPUT

3 FRAME
DISTRICTWIDE + COMMUNITY INPUT

4 EXPLORE
DISTRICTWIDE + COMMUNITY INPUT

5 RECOMMEND

VISION 2035 FRAMEWORK

INTEGRATED | PARTICIPATORY | DATA-INFORMED
## NEXT STEPS

### Timeline

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<tbody>
<tr>
<td>JAN</td>
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</tr>
<tr>
<td>MAR</td>
<td>MAR</td>
</tr>
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<td>APR</td>
<td>APR</td>
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<tr>
<td>MAY</td>
<td>MAY</td>
</tr>
<tr>
<td>JUN</td>
<td>JUN</td>
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**PREPARE**
- Jan 9
- Feb 13
- Mar 7

**ANALYZE**
- Apr 11
- May 15
- Jun 19

**FRAME**
- Jul 23
- Aug 27
- Sep 31

**EXPLORE**
- Oct 11
- Nov 15
- Dec 19

**RECOMMEND**
- Jan 9
- Feb 13
- Mar 7
- Apr 11
- May 15
- Jun 19
- Jul 23
- Aug 27
- Sep 31
- Oct 11
- Nov 15
- Dec 19

### Fall Workshops Dates:
- Aug 17
- Sep 21
- Oct 19
- Nov 16

**NEXT COMMISSION WORKSHOP – JULY 20**