



Clovis Community College
Educational Master Plan 2017-2027

Approved by the SCCC Board of Trustees on April 4, 2017

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Letter from the President

Dear Colleagues,

On behalf of Clovis Community College, I am pleased to present the Clovis Community College 2017-2027 Educational Master Plan. This is our inaugural Educational Master Plan, developed to guide our work as the 113th California community college. This plan was developed during the 2016-2017 academic year and was the result of extensive reflection, discussion, and work by the Clovis Community College constituents. This Educational Master Plan is an essential component of the College's integrated planning process and aligns with our mission: *Creating opportunities--One student at a time.*

I would like to thank the entire college community for their involvement in this project, especially the members of the College Council and College Council Educational Master Plan workgroup, for the many hours of work invested in this plan's development. They reviewed extensive data within the college's internal and external environmental scans, reflected upon an extensive amount of qualitative data, identified the needs of the college and community served by the college, and then developed overarching goals for the next ten years. I would also like to thank everyone who took time to attend the college-wide planning retreat, talk with the consultants during the on-campus and community "listening sessions," and/or complete the online survey. By participating in this way, you truly helped ensure that this was a collegial, collaborative, and inclusive planning process.

This Educational Master Plan is the foundation for all other Clovis Community College planning processes and is the central reference point for the college's future strategic plans, program plans and reviews, institutional outcomes, and resource allocation. This plan documents Clovis Community College's commitment to serve our students and community with dedication and innovation throughout the next decade.

Again, thank you to all who provided input during this Educational Master Plan development process.

Sincerely,

Lori Bennett, Ed.D.
President
Clovis Community College



Executive Summary

Clovis Community College's 2017-2027 Educational Master Plan establishes comprehensive goals that address the needs of the college, its students, and the community it serves for the next ten years. The goals were developed during the fall of 2016 through the efforts of the College Council, with input from all college constituent groups and input from several local community leaders.

The guiding principles and overarching goals were established considering the college's vision, mission and values and after a careful review and analysis of extensive data from current environmental scans related to the college and the community it serves.

Included in this document are the internal and external environmental scans, including quantitative and qualitative data, and the planning assumptions on which the Educational Master Plan was based.

History of Clovis Community College

During the 1990's, the State Center Community College District established centers in the district's northern area in an effort to increase the educational and student support services offered to the residents in that area. The Board of Trustees assigned Reedley College to assume the lead role in developing sites in Clovis, Madera, and Oakhurst. In 1992, the Clovis site was established when the district purchased land and buildings on Herndon Avenue which were previously owned by a private college. This same year, the chancellor, with the approval of the Board of Trustees, established a new entity called the "North Centers" of the State Center Community College District, which was inclusive of the Clovis, Madera, and Oakhurst campuses. In 2003, in response to the growth at the Clovis site, the Board of Trustees completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno across the street from the Clovis Unified School District's third education center.

On November 16, 2007, the Willow International Community College Center site was approved through a Substantive Change by the Accrediting Commission for Community and Junior Colleges (ACCJC). The new Willow International Community College Center opened in fall 2007 to serve the northeast Fresno/greater Clovis area. The first building phase included an 80,000 square foot Academic Center, Academic Center One, which included computer laboratories, a multimedia studio, art studio, physics and science laboratories, an assembly hall, distance learning, and traditional classrooms, a library, student services, and offices. The facility also included a central plant, café, and bookstore. The \$50 million funding for the complex was obtained through local and state bond monies.

In addition to the phase one facilities described above, funding was awarded through AB-16 California Joint Use Facilities legislation to construct a Child Development Center (CDC) through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The facility is used as a licensed childcare laboratory for high school and college students taking child development and pre-teaching courses. The \$6 million building is comprised of state-of-the art facilities, including a playground, funded through a grant from the Fresno County First Five organization.

In fall 2010, enrollment at the Willow International Community College Center had grown to approximately 5,572 students. To support the continued growth, during fall 2010, the second Academic Center opened adding another 80,000 square feet of instructional and support service space. Academic Center Two included a Counseling Center, Admissions and Records Office, Financial Aid Office, Library/Learning Center, Assessment Center, Dance Studio, Fitness Center, three chemistry labs, three biology labs, nursing skills lab, Business Services Complex, two distance learning conference rooms, one distance learning classroom, a large-group instruction lecture hall, offices, and other classrooms. As with Academic Center One, funding for the facility came from local bond and matching state bond funding.

In spring 2012, the Board of Trustees appointed Dr. Terral (Terry) Kershaw as the first Willow International Community College Center Campus President/Vice Chancellor, North Centers. Effective July 1, 2012, this position transitioned to Campus President, Willow International Community College Center Campus. Upon Dr. Kershaw's retirement in June 2012, the Board of Trustees hired Ms. Deborah Ikeda.

In fall 2014, enrollment grew to 6,213 students. In anticipation of becoming the next fully accredited college in the State Center Community College District, the Willow International Community College Center changed its name to Clovis Community College Center. Both the Board of Governors and the ACCJC approved this change.

In June 2015, Clovis Community College was granted college status by the ACCJC, and it became the third fully accredited college in State Center Community College District and the 113th community college in California. Ms. Deborah Ikeda was the founding president of Clovis Community College. In addition to offering a wide range of courses, programs, degrees, and certificates, the college also provided a range of student activities, including Associated Student Government, numerous clubs, the Leon S. Peters Honors Program, the First Year Experience, and athletics. The college's first sports teams included men's and women's Swim and Dive, which held their inaugural season during spring 2016. In May 2016, 126 students participated in Clovis Community College's first graduation ceremony.

In June 2016, local voters approved the State Center Community College District Measure C Bond. Approximately \$70 million dollars of this bond money will be allocated to support building additional facilities at Clovis Community College in order to meet the growing needs of the greater Clovis and Northeast Fresno communities. The additional facilities will allow the college to expand its career educational programs, transfer programs, and student support services. The expansion project began in fall 2016, and will take approximately three to five years to complete.

In July 2016, Dr. Lori Bennett became the second president of Clovis Community College. During fall 2016, enrollment grew to approximately 6,930 students. In addition, men and women's soccer teams were added to the athletic program that fall. The college currently offers over 350 courses annually in 67 areas of study. Students can pursue a variety of degrees, certificates, and courses designed to improve college readiness or job skills.

State Center Community College District

Clovis Community College is one of three colleges in the State Center Community College District. The district encompasses a 5,743 square mile area and 17 unified and high school districts. The district is comprised of Clovis Community College, Fresno City College, Reedley College, Madera Community College Center, Oakhurst Community College Center, and the Career and Technology Center.

SCCCD Mission Statement

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.

SCCCD Vision Statement

Empowering through Educational Excellence

College Mission and Vision Statements and Learning Outcomes

While developing this Educational Master Plan, the college focused on the Mission and Vision Statements of the college, as well as the core values and Institutional General Education Learning Outcomes. These statements and outcomes provide the high-level framework in which all planning must take place.

Mission Statement

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes.

Vision Statement

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Institutional General Education Learning Outcomes

1. Communication & Literacy

- a. Interpret various types of written, visual, and verbal information.
- b. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.
- c. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

2. Critical Thinking

- a. Analyze quantitative and qualitative information and apply scientific methodologies.
- b. Use critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
- c. Integrate and apply knowledge, skills, and abilities gained in a variety of courses to new situations.

3. Global Awareness

- a. Use cultural, historic, or aesthetic perspectives to analyze the fine arts, humanities, and social sciences.
- b. Recognize and practice civic, environmental, and social responsibility.
- c. Demonstrate understanding and respectful treatment of diverse cultures of the world.

4. Personal Responsibility and Professional Development

- a. Use physical and psychological principles to make healthy lifestyle choices.
- b. Use theoretical and practical knowledge to make ethical personal and professional decisions.
- c. Use effective collaboration tactics when working with others.



Development of the Educational Master Plan

In June 2015, Clovis Community College became the 113th California community college, fulfilling a district strategic goal to become the third college within the State Center Community College District. In the fall of 2016, Clovis Community College, under the leadership of President Dr. Lori Bennett, began developing its first Educational Master Plan, a foundational plan to direct the course of the college for ten years, from 2017 to 2027.

In October 2016, College Council, a representative group of students, faculty, classified staff, and management, began the process of developing the Educational Master Plan. College Council members were provided with a wealth of information, including the most recent environmental scans of the college, its students, and the communities it serves, as well as the results of an internal survey and listening sessions. An Educational Master Plan workgroup was formed, with the majority of members from College Council.

The process of developing the college's first Educational Master Plan began with the creation and electronic distribution of a survey to the entire college community. Extensive listening sessions were held with many members of the Clovis Community College community, including faculty, classified staff, managers, administrators, and students. The listening sessions were designed to elicit ideas and opinions about the future needs of the college and community as well as how to meet those needs.

The Educational Master Plan workgroup met on November 9, 2016 for a half-day workshop. Reflecting on all the information and feedback they had been given, the workgroup followed an agenda that included exploring planning assumptions, reviewing college needs, and developing draft goals. The workgroup had extensive discussions--as a large group and within smaller groups. The workgroup agreed on planning assumptions, brainstormed needs for the college, and developed twelve draft overarching ten-year goals.

The twelve draft goals were then presented to College Council. A subgroup of the Educational Master Plan workgroup then met to narrow the twelve goals down to six goals, including an overall philosophy focused on student success and equity. In December 2016, a draft of the six overarching goals was presented to College Council for its consideration. On December 2, 2016, College Council approved these goals, which were succinct while still sufficiently comprehensive enough to respond to the challenges and opportunities during the next ten years.

On January 13, 2017, a draft of the Educational Master Plan was presented to College Council for review. On January 30, 2017, a copy of the draft was placed on the college web site, and the college president sent an email to the college as well as key community leaders, encouraging them to read, review and comment over a ten day period. Throughout January and February, each of the constituent groups reviewed the Educational Master Plan draft and provided feedback.

On February 10, 2017, College Council reviewed changes made to the first draft based on college and community feedback. On February 24, 2017, College Council approved the final draft. The final draft of the Clovis Community College 2017-2027 Educational Master Plan was submitted to the State Center Community College District's Board of Trustees for approval. The Board of Trustees approved the plan on April 4, 2017.

The next step for the college will be to develop a four-year Strategic Plan that will utilize specific objectives, outcomes, and timelines to implement the goals of the Educational Master Plan.

Institutional Goals 2017-2027

Planning Assumptions

This section of the plan contains assumptions that should be considered in developing college goals and strategic objectives. These assumptions are based on the external and internal environmental scans, local interviews as well as local, regional and statewide factors influencing all California community colleges. The assumptions are not listed in order of importance.

- Most funding for California community colleges will continue to be allocated by enrollment and thus, growth of the college will be important.
- Although population growth in the region will be modest, the demand for education within the college service areas will continue to increase. This demand will be influenced by regional high school graduation rates as well as the need for more education and training for citizens to remain competitive in the workplace.
- Because of enrollment fluctuations and rapidly changing workforce needs, the college will need to develop sophisticated enrollment management strategies.
- Unemployment in the central valley of California will remain somewhat higher than the state average and influence the need for more education and training of area citizens.
- The success of California community college students will remain a top priority of statewide policy makers and funding for effective student success activities will be increasingly available.
- Students at the college will be increasingly diverse and their level of educational preparedness increasingly uneven.
- Improving student success and retention rates will continue to require the integration of instruction and student support services.
- Pressure to lower the cost of education will continue to be a top priority with students, families and policy makers.
- Reducing the time-to-degree of students will grow as a priority of the California Legislature.
- Partnerships with high schools as well as the CSU and the UC systems will be an increasing priority for state policy makers.
- To accommodate the growth of the college, new educational programs will need to be added, especially in areas of regional workforce growth, and regional collaboration will be important.
- As the college grows, the governance system will need to be modified to accommodate more employees, students and stakeholders.
- The State of California will increasingly rely on local districts to fund educational facilities rather than depending on statewide educational bonds.
- The increasing use of educational technology will continue to require the college to commit significant funds to equipment purchases and employ a technologically sophisticated faculty and staff.
- The increasing diversity of our local community will continue to require the college to commit to employing a diverse faculty and staff.
- The relationship of Clovis Community College to the State Center District will be an important part of the college's future.
- As the college grows, maintaining the innovative, inclusive, and collegial culture will require careful nurturing and support.

Integrated Planning Model

In the process of developing the Educational Master Plan, Clovis Community College engaged in a campus wide effort to review current integrated planning processes and to update the graphical representation of the college's Integrated Planning Model. The purpose of the model is to illustrate the interrelationships of the various plans at the college and clearly identify the steps in the planning process.

During the fall planning retreat, approximately 100 stakeholders, including students, faculty, staff, and administrators, collaboratively created several graphical representations of the college's Integrated Planning Model. They used examples from other community colleges for inspiration and guidance. Participants at the retreat helped narrow the plans down to a few main concepts. Following the retreat, a smaller group analyzed the key concepts that retreat participants rated highly, and then developed three versions that were presented to College Council. After discussion and additional modifications, College Council members agreed on a final version that is included in this Educational Master Plan.

The Clovis Community College Integrated Planning Model is anchored by the District Mission Statement and District Strategic Plan, which articulates three district-wide strategic goals. The College mission aligns with the district mission and the college's six strategic goals align with the three district goals.

The college mission drives all planning and all planning is informed by data analysis and assessment. The ten-year Educational Master Plan 2017-2027 is the foundation for Clovis Community College's four year Strategic Plan 2017-2021, which will be completed during spring 2017. The connection between master planning and strategic planning will keep the college on a consistent, focused course guided by the needs of students and the local community.

The Integrated Planning Model also illustrates the annual planning, resource allocation, implementation, program assessment, and improvement processes. This on-going process is informed by data, communication, and the perpetual goal of ensuring student equity as we work to continuously improve student success.



College Ten-Year Goals

Guiding principles for Clovis Community College planning:

Community Equity Innovation

These are the three primary guiding principles for Clovis Community College's planning. Each contributes to student success. All the objectives in college planning should be designed and evaluated with these principles in mind.

Community building

Our college has a long-standing culture of collegiality that extends across all disciplines and functions and includes our students as members of our community of learning. We plan to continue that collegiality and expand our influence and our utility to the larger community.

Equity

The diversity of the central valley is an inspiration and a challenge. We will increase the diversity of our college community, defining *diversity* in its broadest senses, and we commit to providing equitable opportunity to all.

Innovation

Our college prides itself on being in the vanguard of innovation. We are committed to the highest levels of rigor and inspiration, and so we explore innovative practices that will provide the best opportunities for our students.

Following are the overarching goals of the 2017-2027 Educational Master Plan, which are related to six major areas:

- **ACCESS: Expand opportunities and remove access barriers**
 - Build and sustain transfer and CTE pathways that support seamless transition from K-12 to Clovis Community College
 - Expand flexible learning options to support student equity and non-traditional learners, including Dual Enrollment, Distance Education, and Non-credit opportunities
 - Continue to expand class offerings to support continuing student enrollment growth
 - Provide targeted, effective outreach activities to high school students and returning adults
 - Develop targeted marketing and communication to increase community awareness of Clovis Community College and to support specific college goals
 - Participate in the Central Valley Promise to support access for all students
- **TEACHING & LEARNING: Promote excellence and opportunities**
 - Maintain focus on providing a quality education
 - Promote an inclusive teaching and learning environment
 - Increase student completion rates for degrees and certificates

- Continue to explore and support innovative ideas and projects
- Expand and enhance Career Technical Education programs
- Expand Basic Skills options to support college-readiness for all students
- **SUPPORTING STUDENT SUCCESS: Provide comprehensive services while promoting equity**
 - Continue integration of student services and instruction
 - Develop support programs to promote student retention
 - Utilize technology to expand and enhance student services
 - Expand student services, such as tutoring, library, honors program, and athletics
 - Expand student activities, such as a multi-cultural day event, additional student clubs, additional athletic teams, and speakers series to support student engagement and inclusion
 - Develop an International Students program
- **COMMUNITY & PARTNERSHIPS: Strengthen and develop external relationships**
 - Develop and sustain collaborative projects and partnerships with community's educational institutions, businesses, and civic organizations
 - Align new Career Technical Education programs with local employer needs
 - Increase student internships opportunities with local businesses
 - Support and participate in community events
- **RESOURCES AND FACILITIES: Expand and enhance the capacity of the college**
 - Plan and build new college facilities supported by the Measure C Bond, including space for new CTE programs, additional classrooms and science labs, and expanded student services
 - Plan and develop soccer fields as outlined in the District Facilities Master Plan
 - Provide adequate staffing to support new facilities and increased student enrollment
 - Utilize technology to improve college processes and support student learning
 - Maintain the beautiful college grounds as the college expands
 - Support professional development for all employees
 - Maintain stable fiscal base and sound fiscal practices
 - Generate revenue to support the goals of the college
- **INSTITUTIONAL EFFECTIVENESS: Strive for excellence in planning, governance, and communication**
 - Use data to support dialogue and decision-making
 - Continue to monitor and adjust college planning process to support college growth
 - Develop new tools and processes to ensure effective, inclusive communication within the college and with community partners
 - Continue to foster the long-standing culture of collegiality, collaboration, and innovation

Note: Specific goals, action plans, and timelines for each goal will be included in the Clovis Community College Strategic Plan 2017-2021.



External Environmental Scan

Overview

The External Environmental Scan is an analysis of the area in which the college operates. It is a demographic profile of the population outside the college. The Internal Environmental Scan, the next section, will profile the students who attend the college. Taken together with the qualitative data gathered via the survey, interviews and open forums, this data will help the reader understand the challenges and opportunities the college faces.

Service Area

Students in California often have a few choices of which college to attend. Their choice is driven by many factors including type of programs offered, convenience of scheduling, proximity to home or work, public transportation options, support services offered, and extracurricular activities.

In the case of Clovis Community College, students come from nearby and far afield. Most students however, live close to the college. See Student Geographical Analysis on page 26.

To better understand the population outside and around the college, this External Environmental Scan will use the following five geographical areas.

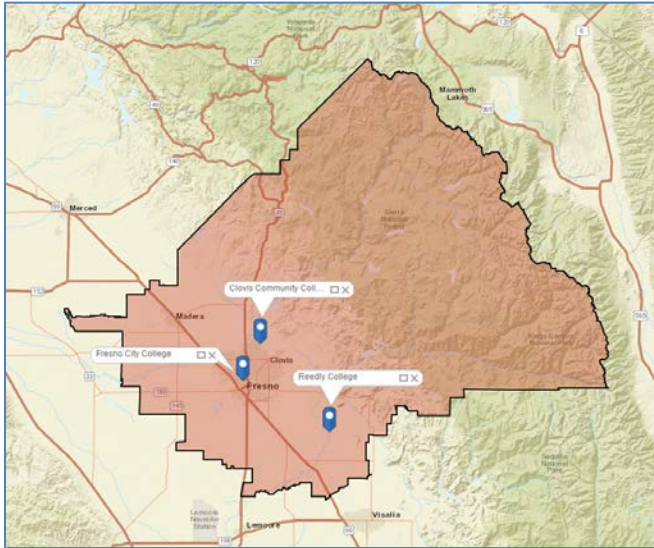
1. College Service Area
2. State Center Community College District
3. Clovis (City)
4. Fresno (City)
5. California

College Service Area – For the purposes of this Plan, the effective service area of the college will be a circular geographical area with a 7.5-mile radius and the College at the center. This is the same geographical area used in the *North Centers Educational Master Plan* dated March 2, 2010.



Source: ESRI

State Center Community College District – The District encompasses 5,743 square miles. It includes nearly all of Madera County and more than half of Fresno County.



Source: ESRI

Clovis, Fresno and California – The cities of Clovis and Fresno and the State of California.

Demographic Analysis

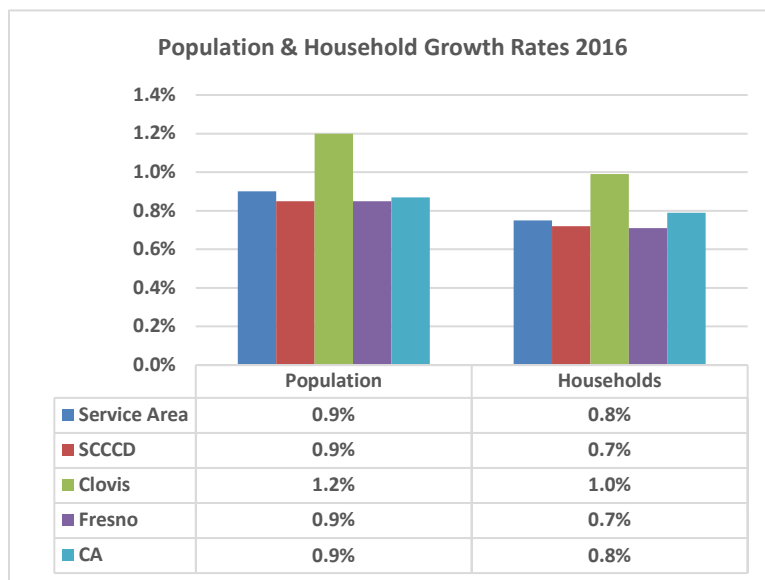
This section of the External Environmental Scan contains demographic data from the various geographical regions described above.

Population

The following table shows the population of the service area, the District, the cities of Clovis and Fresno and of the State. The table shows the population in 2016 as well as the projected population for 2021.

| Population Profile | | | |
|--------------------|------------|------------|----------|
| Area | 2016 | 2021 | % Change |
| Service Area | 292,956 | 306,325 | 4.6% |
| SCCCD | 1,080,296 | 1,126,966 | 4.3% |
| Clovis | 104,755 | 111,169 | 6.1% |
| Fresno | 520,772 | 543,168 | 4.3% |
| CA | 38,986,171 | 40,718,391 | 4.4% |
| Source: ESRI | | | |

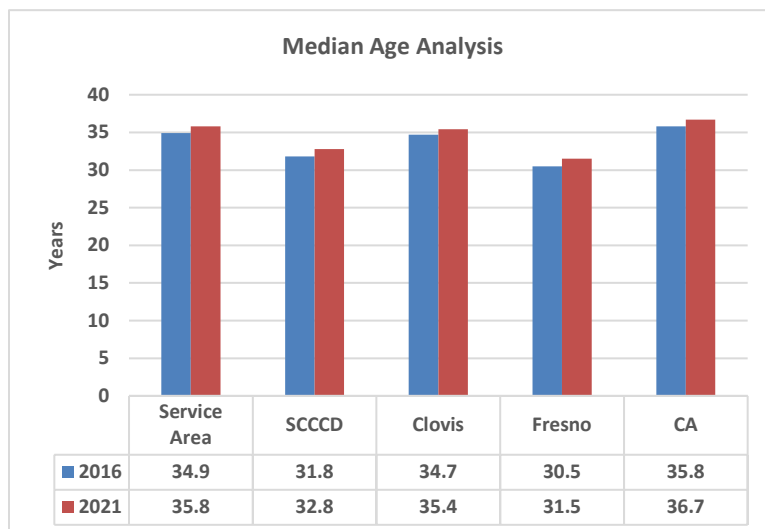
The following chart shows the growth rates for population and the number of households. The data indicates that population growth will be low (0.9% per year) in all the areas except the city of Clovis (1.2%). Household growth will be a bit lower indicating that average household size will increase slightly.



Source: ESRI, Analysis by CBT

Age Profile

The median age of the service area population (7.5-mile ring) is 34.9 years. This is somewhat higher than that of the District (31.8 years). The area around the college is younger, on average, than the State of California.

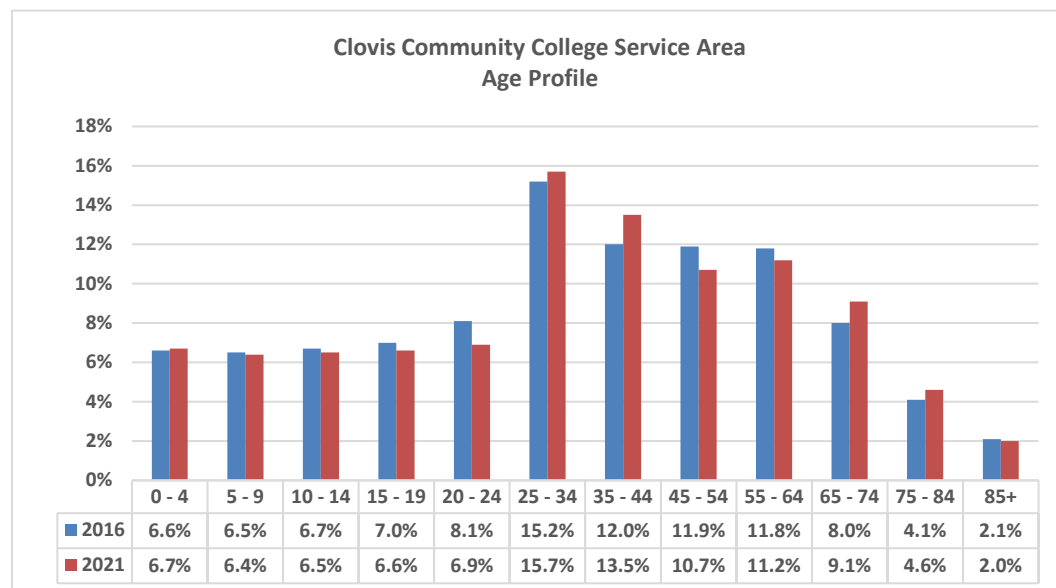


Source: ESRI, Analysis by CBT

The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2016 and the second bar shows the data for 2021. This chart illustrates the projected shifts in population relative to age.

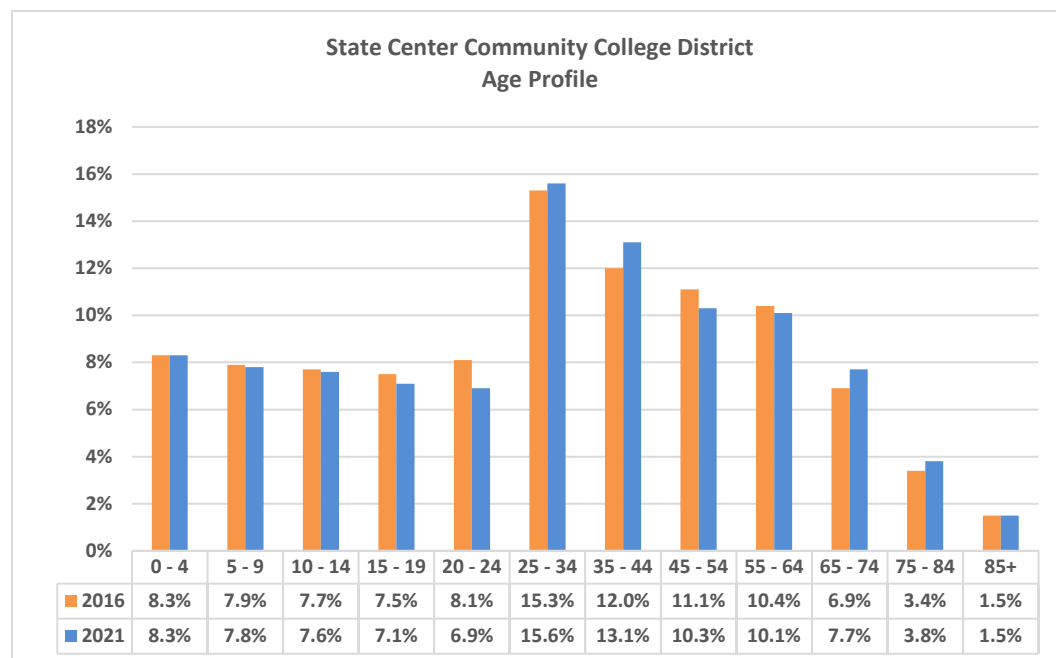
The data shows that the portion of the population in all the age segments from 5-24 years will go down. The percentages of the population in all the age segments from 25-85 years of age will increase except 45-54 and 55-64. The segment of 20-24 years of age is the prime college-going population. This segment

currently comprises 8.1% of the service area population and will fall to 6.9% by 2021 because of the aging population.



Source: ESRI, Analysis by CBT

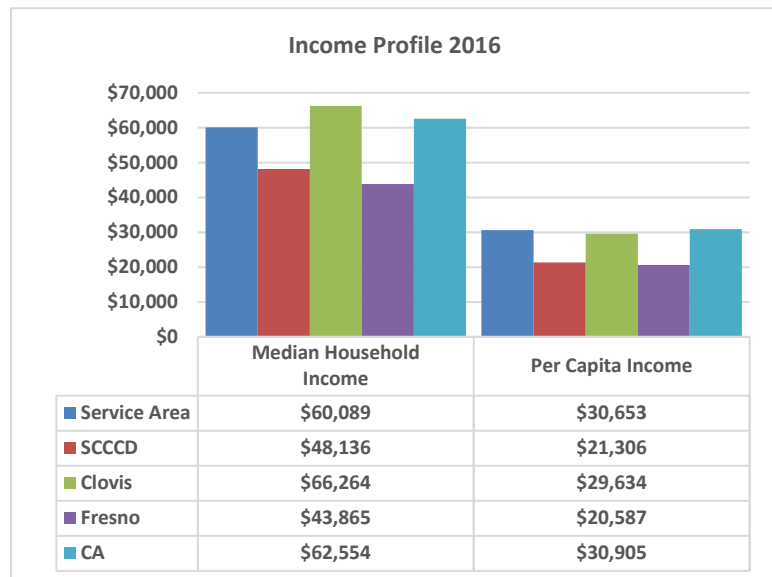
For comparison, the following chart shows the same data for the population living within the State Center Community College District. The data shows the same trends for all age segments.



Source: ESRI, Analysis by CBT

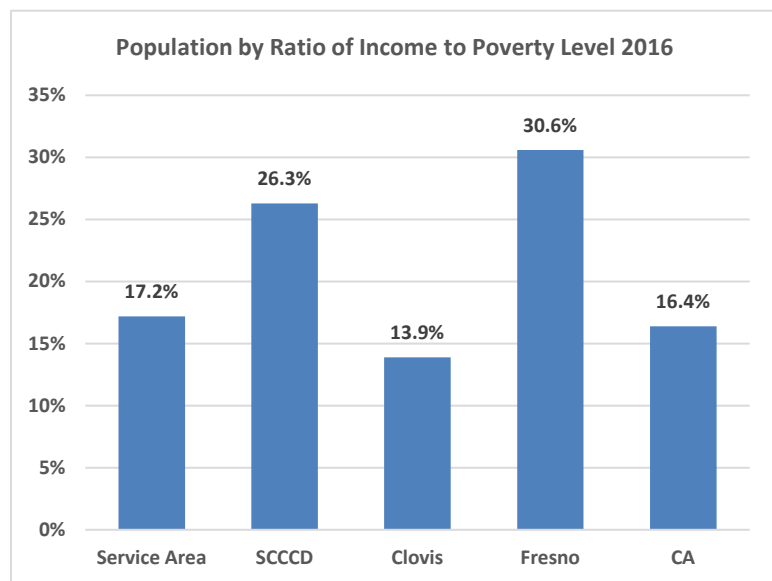
Income Profile

This section provides an analysis of the income levels for the various regions' populations. The data shows that median household income in the District and in the city of Fresno are significantly lower than that of the service area, Clovis and California. Per capita income shows the same pattern.



Source: ESRI, Analysis by CBT

The following chart shows the percentage of the population with 2016 income below the poverty level. In Fresno, 30.6% of the population earns less than the poverty level. The rates in the service area and the District are higher than for the State.



Source: ESRI, Analysis by CBT

Race/Ethnicity Profile

The following tables show the race/ethnicity profile for the populations of the service area and the District.

NOTE: The United States Census defines "Hispanic" an origin, not a race. People of Hispanic origin can be of any race. Many people will identify themselves as Hispanic and White, or Hispanic and Black. Because of this definition, for census data, when including Hispanic in the list, the total will exceed 100%.

Therefore, the Hispanic category is not included in the upper portion of the table that totals 100%. This is unfortunate, because it limits direct comparisons of race/ethnicity data between the service area population and the student population.

The service area population is primarily “White Alone” (64.3%). This percentage is projected to fall by 1.8 percentage points by 2021. The next largest groups are “Some Other Race Alone” (12.7%) and “Asian Alone” (11.8%). In the service area, 31.2% of the population identifies as Hispanic. That percentage is projected to increase to 34.0% by 2021.

| Clovis Community College Service Area Race/Ethnicity Profile | | | |
|---|--------|-------|-------------------------------|
| Race / Ethnicity | 2016 | 2021 | Change (Percentage Points) |
| White Alone | 64.3% | 62.5% | -1.8 ppts. |
| Black Alone | 4.4% | 4.3% | -0.1 ppts. |
| American Indian Alone | 1.3% | 1.3% | +0.0 ppts. |
| Asian Alone | 11.8% | 12.6% | +0.8 ppts. |
| Pacific Islander Alone | 0.2% | 0.2% | +0.0 ppts. |
| Some Other Race Alone | 12.7% | 13.4% | +0.7 ppts. |
| Two or More Races | 5.3% | 5.5% | +0.2 ppts. |
| Total | 100.0% | 99.8% | |
| Hispanic Origin (Any Race) | 31.2% | 34.0% | +2.8 ppts. |
| Source: ESRI | | | |

The race/ethnicity profile for the District is somewhat different from the service area. This is due in large part to the inclusion of much of the City of Fresno.

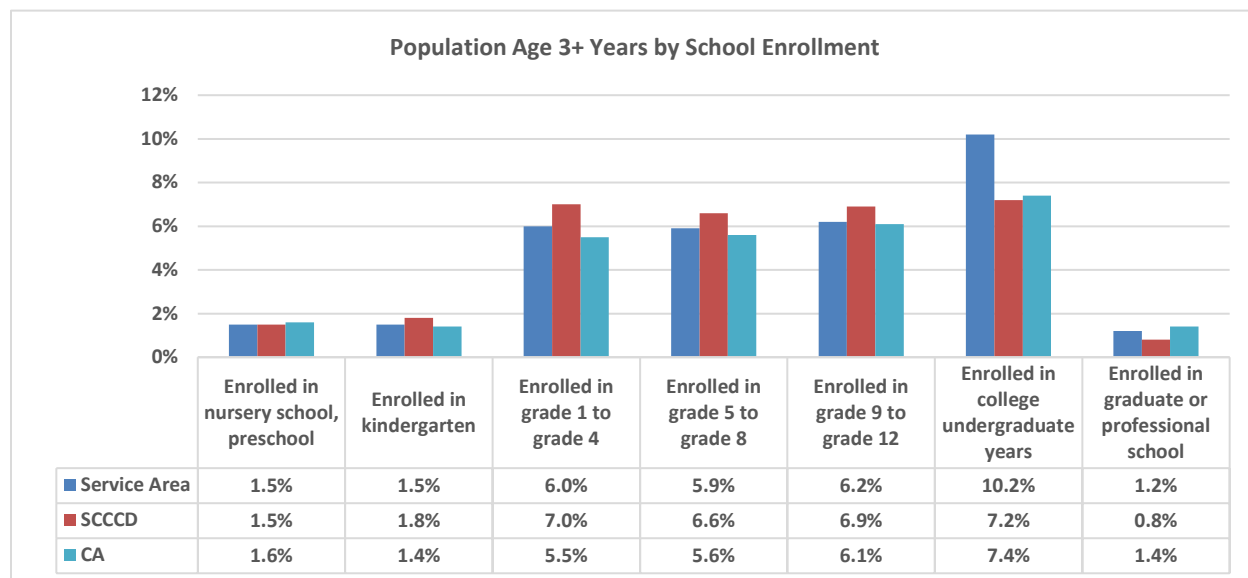
The largest segment of the population is “White Alone” (54.5%). This percentage is projected to decrease to 53.7% by 2021. The next largest segments are “Some Other Race Alone” (24.6%) and “Asian Alone” (9.4%). More than half of the population (53.1%) identify as “Hispanic Origin”. This percentage is projected to increase to 55.6% by 2021.

| State Center Community College District Race/Ethnicity Profile | | | |
|---|--------|--------|-------------------------------|
| Race / Ethnicity | 2016 | 2021 | Change (Percentage Points) |
| White Alone | 54.5% | 53.7% | -0.8 ppts. |
| Black Alone | 4.7% | 4.6% | -0.1 ppts. |
| American Indian Alone | 1.8% | 1.7% | -0.1 ppts. |
| Asian Alone | 9.4% | 9.8% | +0.4 ppts. |
| Pacific Islander Alone | 0.2% | 0.2% | +0.0 ppts. |
| Some Other Race Alone | 24.6% | 25.1% | +0.5 ppts. |
| Two or More Races | 4.8% | 4.9% | +0.1 ppts. |
| Total | 100.0% | 100.0% | |
| Hispanic Origin (Any Race) | 53.1% | 55.6% | +2.5 ppts. |
| Source: ESRI | | | |

School Enrollment Profile

The following chart shows the percentages of the population 3 years of age and older, by school enrollment. The service area has a higher percentage of its population enrolled in undergraduate

education than the District and the State (10.2% versus 7.2% and 7.4%). The service area and the District have higher percentages of their populations enrolled in K-12 grade levels.



Source: ESRI, Analysis by CBT

Language Spoken at Home

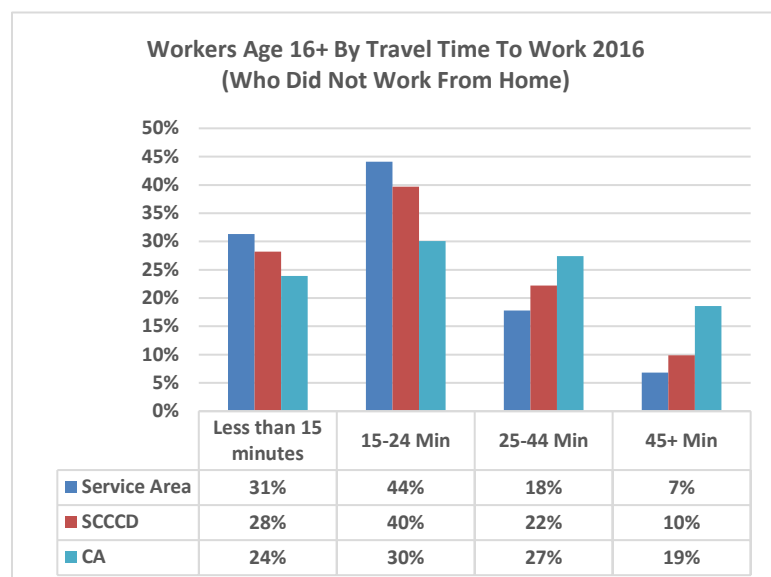
The following table shows the percentages of the total population in the service area, according to language spoken at home. The two columns at the right show the percentage of the population that does not speak English well, or at all. The two groups showing a significant percentage of the population who don't speak English well, are those between 18 and 64 years of age who speak Spanish or Asian and Pacific Island languages at home. For the people under 18 years of age, very small percentages of the population are reported as not speaking English well.

NOTE: Even though the data shows that only a small percentage of the population do not speak English well, generally a large portion of those who do not are likely to attend community college.

| POPULATION AGE 5+ YEARS BY LANGUAGE SPOKEN AT HOME SERVICE AREA | | | | |
|--|-------|--------------------------|----------|------------|
| | | Ability to Speak English | | |
| Age / Language Spoken at Home | Total | Very Well | Not well | Not at all |
| 5 to 17 years | | | | |
| Speak only English | 15.7% | na | na | na |
| Speak Spanish | 2.5% | 2.4% | 0.1% | 0.0% |
| Speak other Indo-European languages | 0.8% | 0.7% | 0.0% | 0.0% |
| Speak Asian and Pacific Island languages | 1.0% | 0.8% | 0.1% | 0.0% |
| Speak other languages | 0.1% | 0.1% | 0.0% | 0.0% |
| 18 to 64 years | | | | |
| Speak only English | 47.8% | na | na | na |
| Speak Spanish | 10.1% | 8.4% | 1.2% | 0.5% |
| Speak other Indo-European languages | 3.0% | 2.7% | 0.3% | 0.0% |
| Speak Asian and Pacific Island languages | 4.7% | 3.9% | 0.7% | 0.1% |
| Speak other languages | 0.6% | 0.5% | 0.0% | 0.0% |
| 65 years and over | | | | |
| Speak only English | 10.8% | na | na | na |
| Speak Spanish | 1.2% | 0.9% | 0.2% | 0.1% |
| Speak other Indo-European languages | 0.9% | 0.7% | 0.1% | 0.0% |
| Speak Asian and Pacific Island languages | 0.7% | 0.4% | 0.2% | 0.2% |
| Speak other languages | 0.1% | 0.1% | 0.0% | 0.0% |
| Source: ESRI | | | | |

Commute Time (to Work)

Workers (16 years of age and older) in the college service area have shorter travel times to work than those of the district and the State. Twenty-five percent of service area workers travel 25 minutes or more to work versus 32% for district and 46% statewide. Nearly one-third (31%) of service area workers travel less than 15 minutes to work.

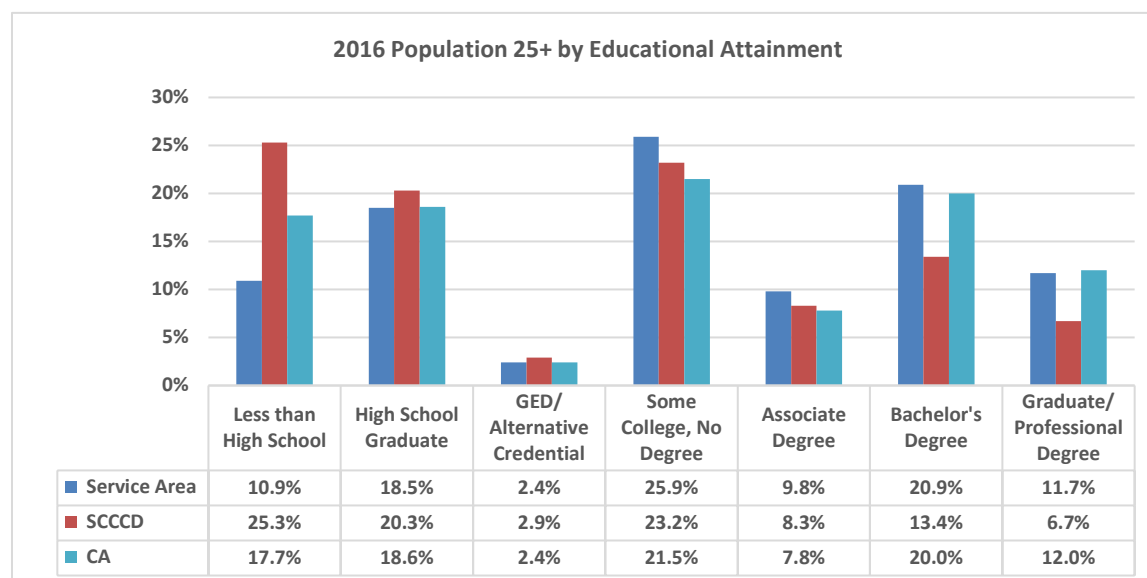


Source: ESRI, Analysis by CBT

Educational Attainment

The following chart shows the population 25 years and older, by highest educational attainment. For example, in the service area, 9.8% of the population (25 years and older) have earned an Associate Degree as their highest educational attainment. This compares to 8.3% in the district and 7.8% statewide.

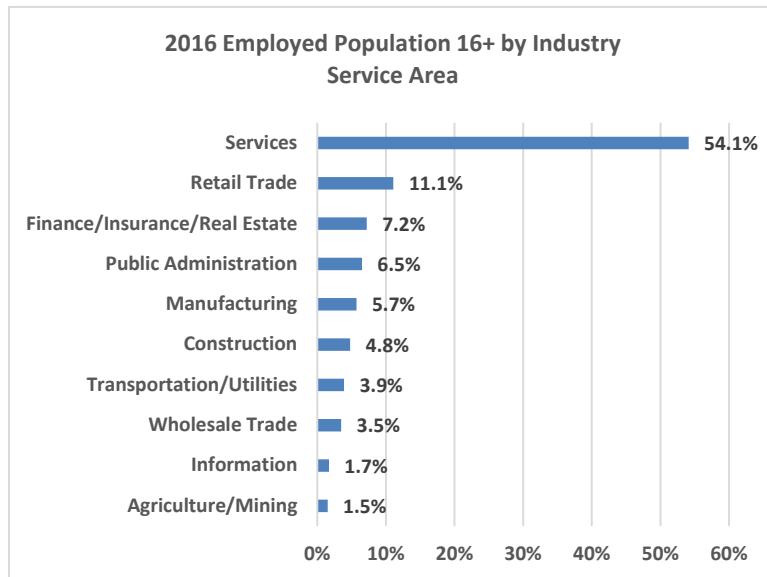
The data shows that the service area has a higher overall level of educational attainment than the District and statewide populations. In the service area, 31.8% of the population has not taken any college classes versus 48.5% in the District and 38.7% in the State.



Source: ESRI, Analysis by CBT

Employment Profile

More than half (54.1%) of the service area population (16 years and older) are employed in a service industry. This is followed by retail trade (11.1%), Finance, Insurance and Real Estate (7.2%), public administration (6.5%) and manufacturing (5.7%).



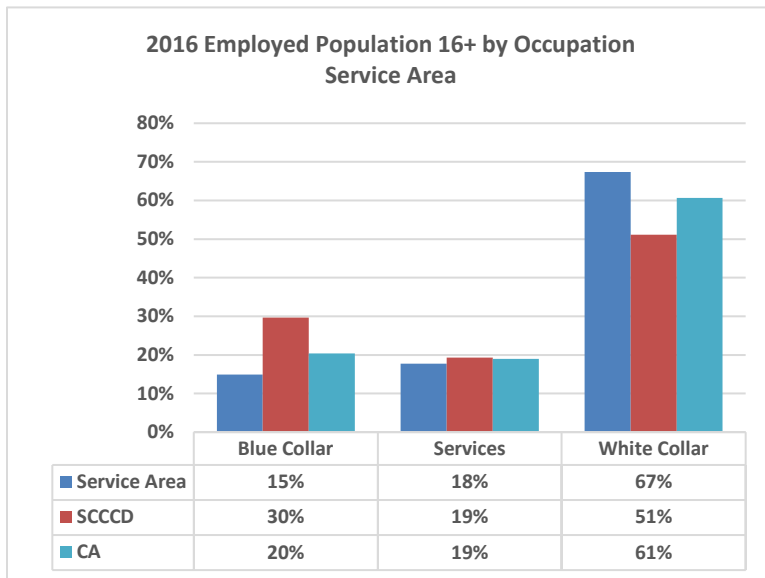
Source: ESRI, Analysis by CBT

More than two-thirds (67.4%) of the service area population (16 years and older) is employed in white-collar occupations. This is significantly higher than for the District (51.1%) and the State (60.7%).

Definitions (From the U.S. Bureau of Labor Statistics):

- Blue collar occupations - include precision production, craft, and repair occupations; machine operators and inspectors; transportation and moving occupations; handlers, equipment cleaners, helpers, and laborers.
- White-collar occupations – include professional, managerial, or administrative work.
- Service occupations (also known as pink-collar) – include occupations related to customer interaction, entertainment, sales, or other service-oriented work.

The service area has a far lower percentage of its population employed in blue-collar occupations (14.9%) as compared to 29.7% in the District and 20.4% statewide.



Source: ESRI, Analysis by CBT



Internal Scan

Overview

The Internal Environmental Scan is an analysis of the students attending the college. NOTE: When referring to data prior to fall 2015, the data is for the Willow International Center.

Student Demographics

Geographical Distribution

The following chart shows the top 25 cities/towns in which the college's students live. Ninety-seven percent of all students attending classes in the fall 2015 semester live in these 25 communities.

| Clovis Community College Students by City of Residence – Fall 2015 | | | |
|---|----------|--------------|----------|
| City | Students | City | Students |
| Fresno | 3,434 | Kingsburg | 21 |
| Clovis | 2,156 | Reedley | 20 |
| Madera | 213 | Fowler | 19 |
| Sanger | 112 | Firebaugh | 13 |
| Coarsegold | 78 | Mendota | 12 |
| Kerman | 48 | Squaw Valley | 11 |
| Auberry | 43 | Tulare | 10 |
| Oakhurst | 36 | Dinuba | 10 |
| Selma | 32 | Caruthers | 10 |
| Prather | 30 | North Fork | 9 |
| Friant | 28 | Chowchilla | 9 |
| Visalia | 28 | Merced | 9 |
| Tollhouse | 28 | | |
| Source: Clovis Community College Office of Institutional Research, District A-term file | | | |

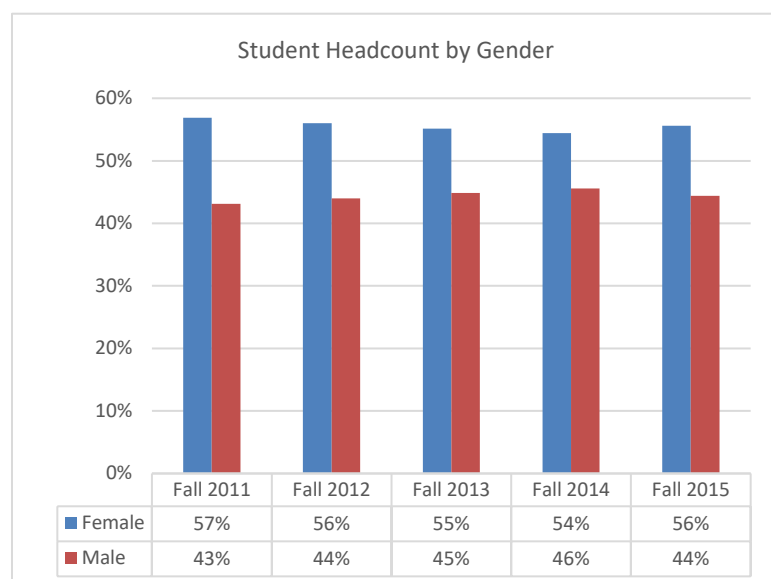
Student Headcount

Clovis Community College's student headcount grew from 5,562 in fall 2011 (Willow International Center) to 6,668 in fall 2015. This growth of 20% occurred at a time when statewide enrollment fell by 4%.

| Clovis Community College Student Headcount Profile | | |
|---|--------------------------|-------------|
| | Clovis Community College | State of CA |
| Fall 2011 | 5,562 | 1,655,074 |
| Fall 2012 | 5,352 | 1,582,303 |
| Fall 2013 | 5,531 | 1,582,456 |
| Fall 2014 | 6,213 | 1,578,785 |
| Fall 2015 | 6,668 | 1,588,554 |
| %Change | +20% | -4% |
| Source: Clovis Community College Office of Institutional Research, District A-term file | | |

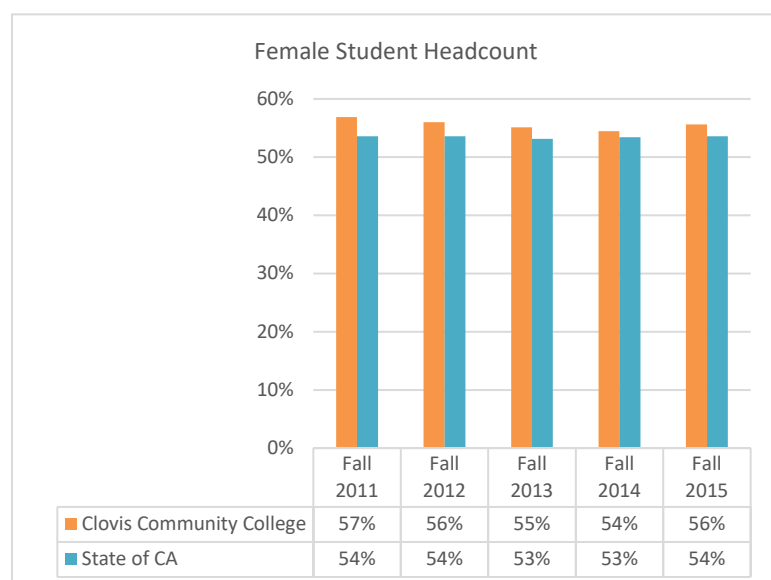
Student Gender Profile

Female students have consistently outnumbered male students at the college over the past five fall semesters. In fall 2015, 56% of students were female.



Source: Clovis Community College Office of Institutional Research, District A-term file

This chart shows that the percentages of female students at Clovis Community College is slightly higher than the percentages at community colleges statewide.

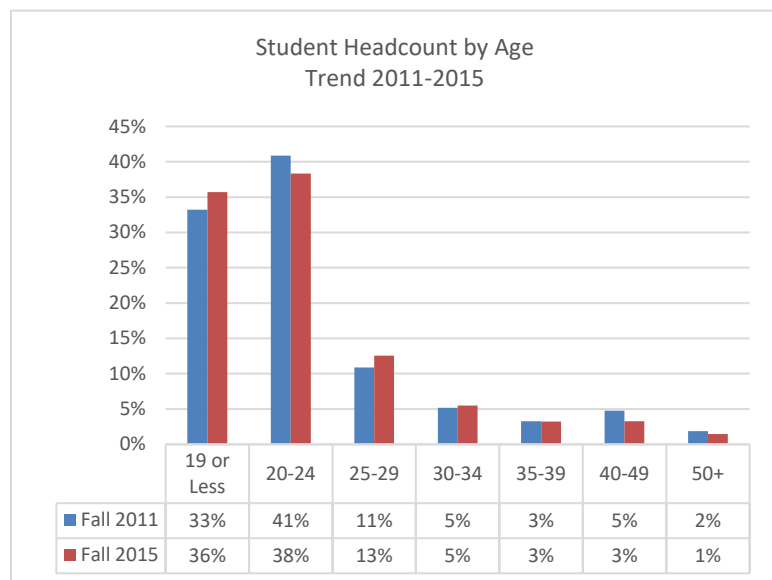


Source: Clovis Community College Office of Institutional Research, District A-term file

Student Age Profile

The following chart shows the student headcount by age. From fall 2011 to fall 2015 the percentage of students 19 years of age and younger has risen from 33% to 36%. Over the same period, the percentage

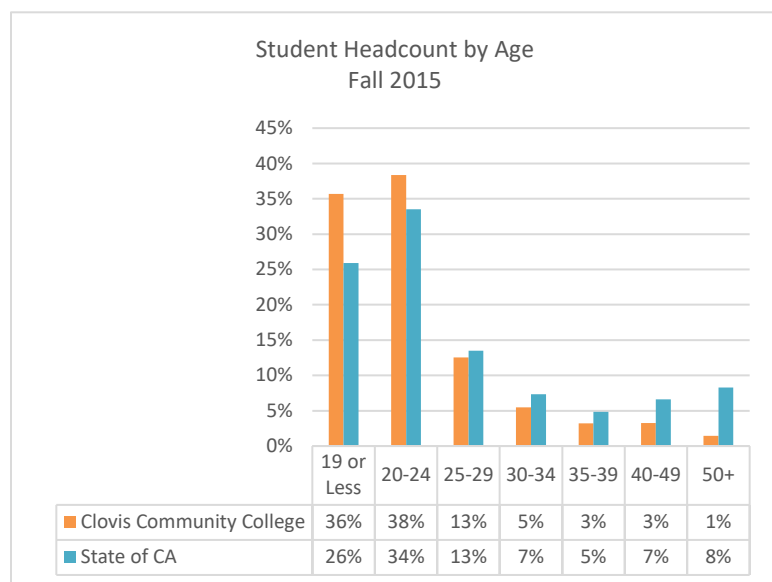
of students aged 20-24 years has fallen from 41% to 38%. Interestingly, the overall percentage of students in these two age segments has remained unchanged at 74%.



Source: Clovis Community College Office of Institutional Research, District A-term file

Students at Clovis Community College are significantly younger than students attending community colleges statewide. As mentioned before, 74% of students at Clovis Community College are under 25 years of age. Statewide, only 60% of students are younger than 25 years of age.

As mentioned in the External Environmental Scan, the population of the service area is younger than that of the State. In 2016, the median ages for the service area and statewide populations were 34.9 years and 35.8 years. This difference does not account for the differences noted in the chart.

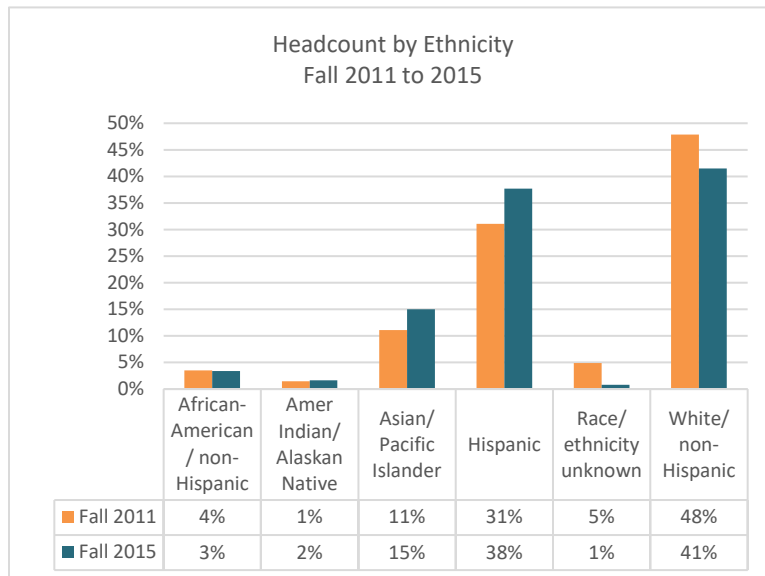


Source: Clovis Community College Office of Institutional Research, District A-term file

Student Headcount by Ethnicity

The following chart shows student headcount by ethnicity. In fall of 2015, the largest segment of students (41%) identify as White/non-Hispanic. This is down from 48% four years earlier. The next largest segment

of students is Hispanic (38%), up from 31% in fall 2011. Asian/Pacific Islanders comprise 15% of students, up from 11% four years earlier.

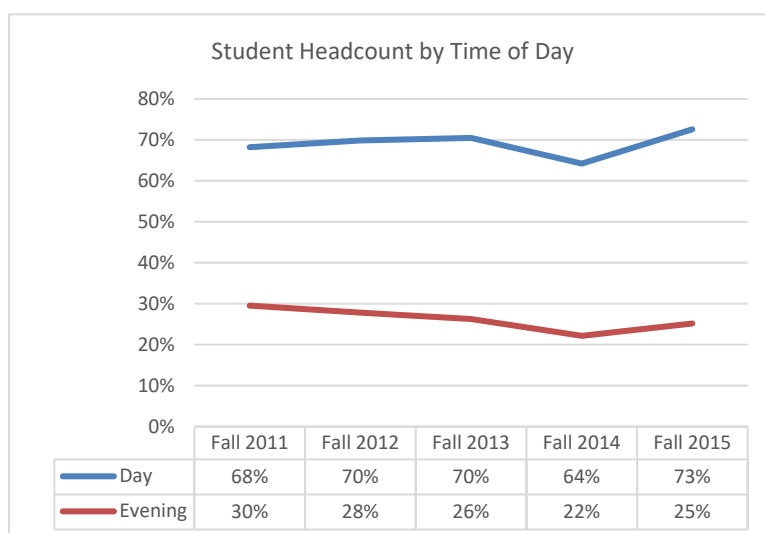


Source: Clovis Community College Office of Institutional Research, District A-term file

Enrollment Metrics

Student Enrollment by Time of Day

Students at the College may take a combination of day and evening classes. In the College information system, a day or evening code is assigned to each student according to which class times are predominant. In fall of 2015, 73% of students attended classes in the daytime. This was up from 68% in fall of 2011.

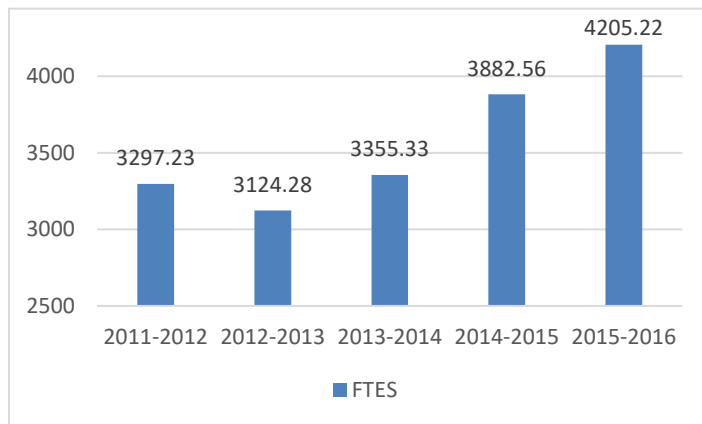


Source: Clovis Community College Office of Institutional Research, District A-term file

Total FTES

FTES is generally considered a better measure than headcount of the demand for a community college's services. This is because it takes into account the unit load that the students are taking. Total 2015-2016 FTES was 4,205.22. That represents an increase of 8.3% versus the previous annual number, and 28.5% versus 2011-2012.

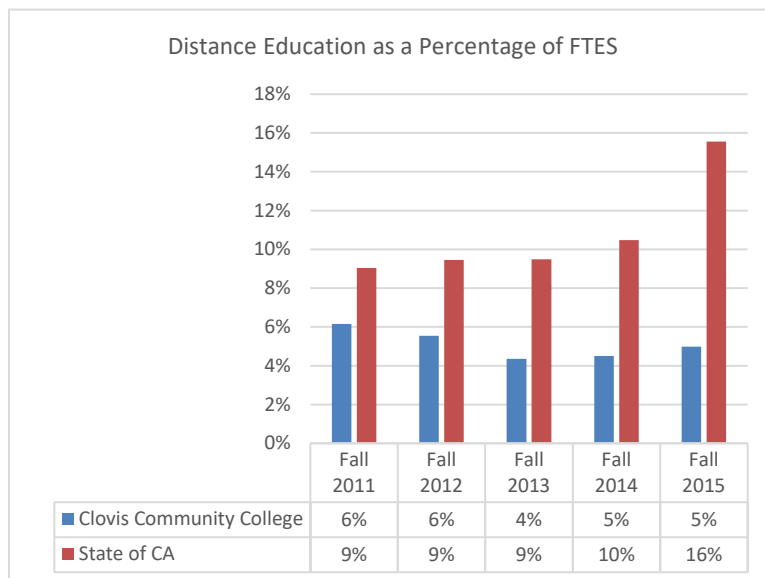
As shown previously, total headcount was up by 20% from fall 2011 to fall 2015. This means that not only did significantly more students attend the college, but the FTES generated per student also increased.



Source: Clovis Community College Office of Institutional Research, District A-term file

FTES by Distance Education

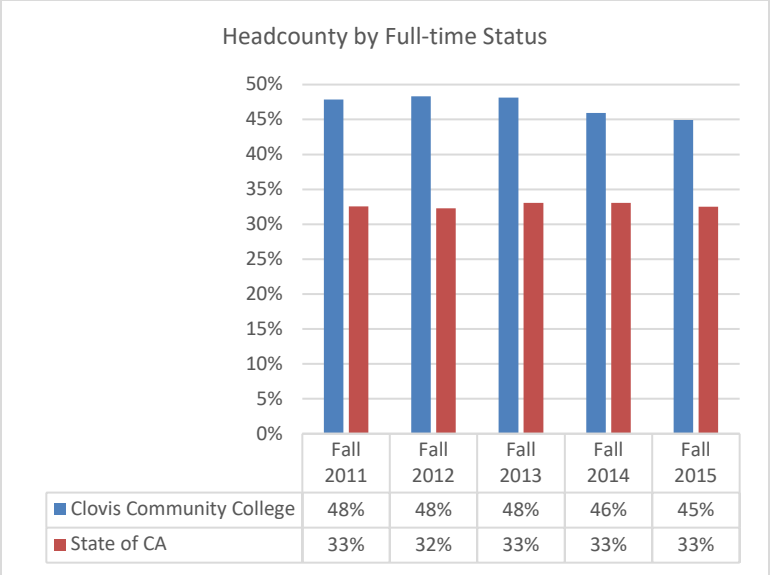
In fall 2015, 5% of FTES generated by Clovis Community College were taught in a distance education format. This percentage has remained flat for the past five fall semesters. Over this period, FTES from distance education at community colleges statewide has grown from 9% to 16%.



Source: Clovis Community College Office of Institutional Research, District A-term file

Student Unit Load Profile

Clovis Community College has a higher percentage of students attending on a full-time basis (12 units or more) than community colleges statewide. In fall 2015, 45% of students at the college attended on a full-time basis versus 33% statewide.



Source: Clovis Community College Office of Institutional Research, District A-term file



Student Enrollments by High School

Students attending Clovis Community College self-report the high school from which they graduated. The following table shows all high schools with 50 or more students for fall 2015. It also shows the number of students enrolled in fall 2011 and the change from 2011 to 2015. The table is organized in descending order of students for each high school.

| High School | Fall 2011 | Fall 2015 | Change |
|--|-----------|-----------|--------|
| Buchanan High (Clovis)* | 851 | 751 | -100 |
| Clovis High | 578 | 724 | 146 |
| Clovis West High School | 555 | 684 | 129 |
| Other California High School | 536 | 611 | 75 |
| Clovis North High School | 143 | 517 | 374 |
| Clovis East High School | 272 | 393 | 121 |
| Central East/West High School | 206 | 338 | 132 |
| Bullard High (Fresno) | 266 | 268 | 2 |
| Out-Of-California High School | 227 | 232 | 5 |
| Hoover High School (Fresno) | 158 | 150 | -8 |
| Sierra High (Auberry) | 134 | 128 | -6 |
| Sanger High | 73 | 127 | 54 |
| Yosemite High (Oakhurst) | 110 | 95 | -15 |
| McLane High (Fresno) | 34 | 77 | 43 |
| Sunnyside High School | 59 | 74 | 15 |
| Edison High School (Fresno) | 58 | 73 | 15 |
| Madera High School | 104 | 70 | -34 |
| Roosevelt High (Fresno) | 63 | 67 | 4 |
| Liberty High | 82 | 63 | -19 |
| Fresno High (Fresno) | 56 | 61 | 5 |
| San Joaquin Memorial HS (Catholic) | 73 | 60 | -13 |
| Kerman High | 39 | 52 | 13 |
| Fresno Christian High | 32 | 52 | 20 |
| Clovis Adult School | 45 | 50 | 5 |
| Selma High | 31 | 50 | 19 |
| <i>Source: Clovis Community College Office of Institutional Research, District A-term file</i> | | | |

The next table shows the high schools with the most growth from fall 2011 to 2015.

| Enrollments by High School (Self-Reported) – Most Growth | | | |
|--|-----------|-----------|--------|
| High School | Fall 2011 | Fall 2015 | Change |
| Clovis North High School | 143 | 517 | 374 |
| Clovis High | 578 | 724 | 146 |
| Clovis West High School | 555 | 684 | 129 |
| Clovis East High School | 272 | 393 | 121 |
| California High School | 536 | 611 | 75 |
| Central East/West High School | 103 | 169 | 66 |
| Sanger High | 73 | 127 | 54 |
| Minarets High (and charter) | 1 | 49 | 48 |
| McLane High (Fresno) | 34 | 77 | 43 |
| Clovis Online Charter | 0 | 32 | 32 |
| Duncan Polytechnic High School | 25 | 50 | 25 |
| <i>Source: Clovis Community College Office of Institutional Research, District A-term file</i> | | | |

This table shows the high schools with the most decline from fall 2011 to 2015.

| Enrollments by High School (Self-Reported) – Most Decline | | | |
|---|-----------|-----------|--------|
| High School | Fall 2011 | Fall 2015 | Change |
| Buchanan High (Clovis) | 851 | 751 | -100 |
| Madera High School | 104 | 70 | -34 |
| Central East High | 69 | 46 | -23 |
| Liberty High | 82 | 63 | -19 |
| Yosemite High (Oakhurst) | 110 | 95 | -15 |
| Enterprise High (Clovis) | 30 | 16 | -14 |
| San Joaquin Memorial HS (Catholic) | 73 | 60 | -13 |
| Hoover High School (Fresno) | 158 | 150 | -8 |
| *Note: Buchanan enrollment down due to CUSD district re-alignment. Source: Clovis Community College Office of Institutional Research, District A-term file | | | |

Cross Enrollment

The college is only a 13-mile drive from Fresno City College, a 22-mile drive from the Madera Center (Reedley College) and a 36-mile drive from the main campus of Reedley College. Students will attend classes at the college that best meets their needs. Sometimes a student will select the nearest college. Other times s/he will select the college that offers a class at the most convenient time.

In fall 2015, 37% of the students attending Clovis Community College were cross-enrolled at one of the other colleges in the State Center Community College District. The following table shows these numbers.

| Student Cross-Enrollment - Fall 2015 | | |
|---|----------|------------|
| | Students | Percentage |
| Students attending CCC only | 4,230 | 63% |
| Students attending CCC and Fresno | 1,467 | 22% |
| Students attending CCC and Reedley | 726 | 11% |
| Students attending 3 colleges | 245 | 4% |
| Total Students | 6,668 | 100% |
| Source: Clovis Community College Office of Institutional Research, District A-term file | | |

Survey

A survey was conducted as part of the Educational Master Planning process. The survey was conducted online from October 25 to 31, 2016. A total of 195 responses were received. Following, are the results of the survey.

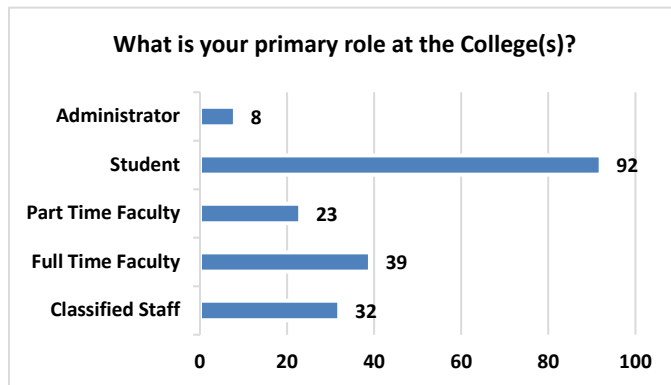
NOTE: This is not a scientifically rigorous survey. Rather, it provides anecdotal information that is helpful in better understanding the thoughts and opinions of various members of the college community.

All Respondents

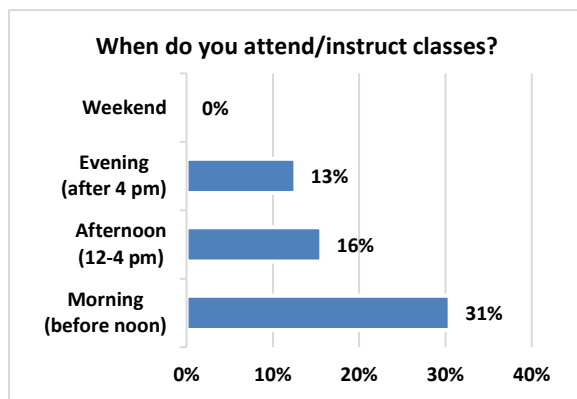
Questions 1 and 2 were addressed to all survey respondents.

Question 1 - What is your primary role at the College(s)?

The college had a good turnout for the survey with 194 people responding. Of these, 92 were students, 62 members of faculty, 8 administrators and 32 classified staff.



Question 2 - If you are a student, staff or faculty member, when do you attend/instruct classes?

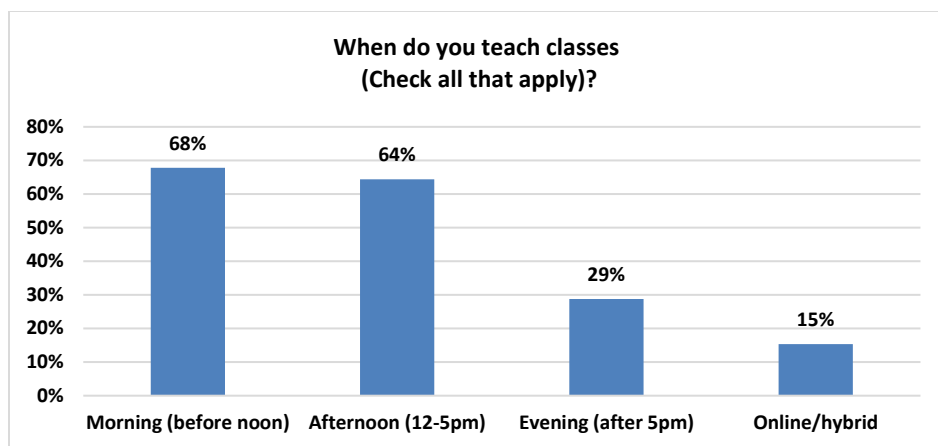


Faculty Questions

Questions 3-5 were only asked of those identifying themselves as faculty.

Question 3 – When do you teach classes (Check all that apply)?

Faculty members selected all times that applied to their current schedule.



Question 4 – How long have you been with the College?

Question 5 – How long have you been with the District?

There were 60 responses to each of these questions. The average length of time with the college was 7.2 years, with the district, 8.8 years.

Student Questions

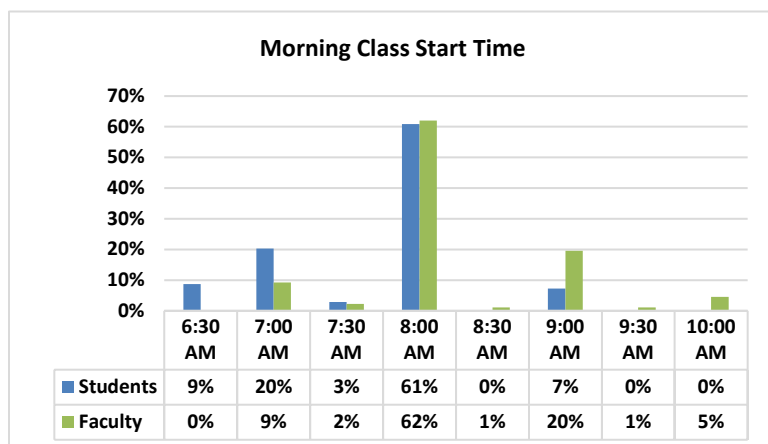
Questions 6-17 were asked of students. Responses to questions 19 and 20 are included for comparison. These questions were asked to all non-students.

Question 6 – Students: What time should classes start in the morning?

Question 19 - Faculty: What time do you think students would prefer that classes start in the morning?

These two questions were asked separately of students and faculty. The following chart shows the responses for each group.

Twenty-nine percent of students would like classes to start at 6:30AM or 7:00AM. Only 9% of faculty predicted this response. The most common response for students (61%) and faculty (62%) was 8:00AM.

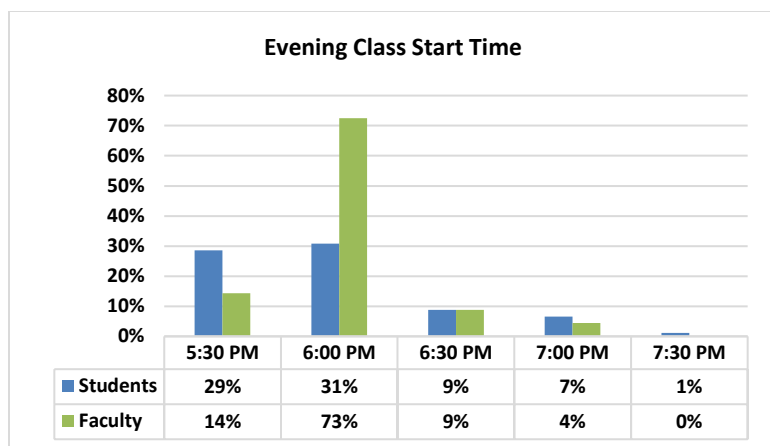


Questions 7 – What time should classes start in the evening?

Question 20 - Faculty: What time do you think students would prefer that classes start in the evening?

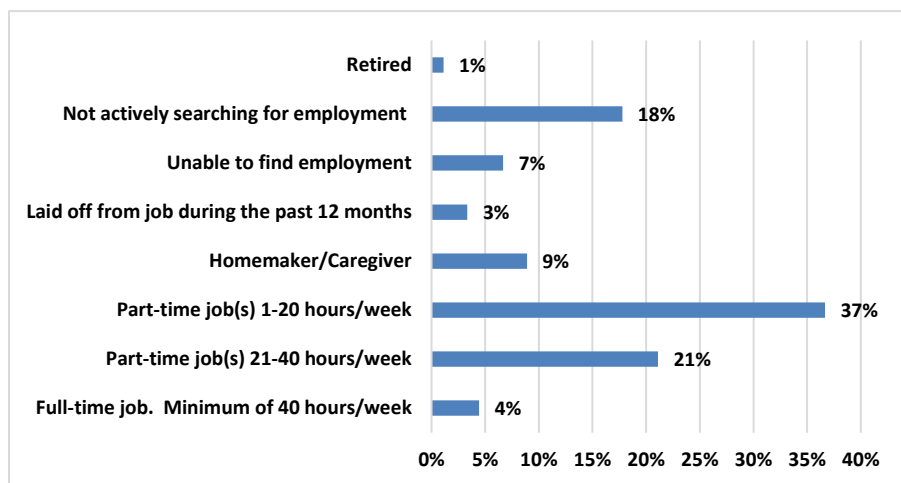
Like the previous two questions, these two questions were asked separately of students and faculty. The following chart shows the responses for each group.

Student respondents preferred 6:00PM (31%) and 5:30PM (29%). Most faculty respondents (73%) predicted a student preference of 6:00PM.



Question 8 –Which of the following describes your employment status?

The data shows that 62% of student respondents are working at a job. Only 7% report being unable to find employment.



Question 9 –What is the zip code of your primary residence or mailing address?

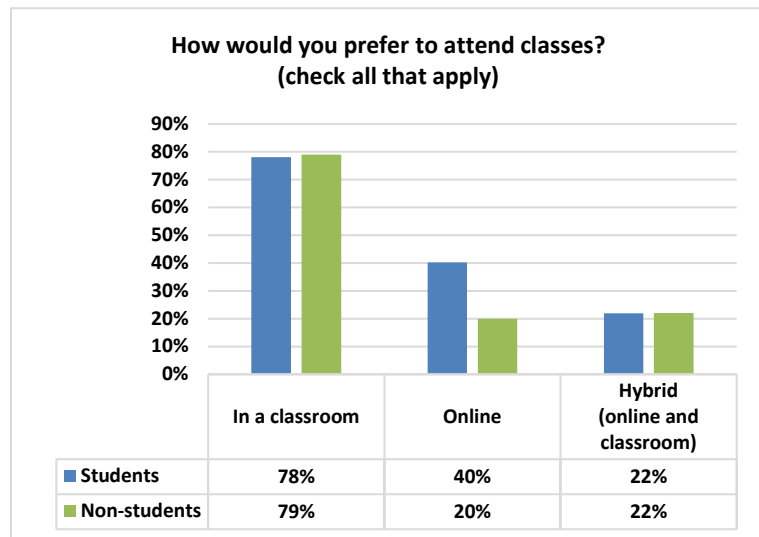
Unsurprisingly, most of the student respondents live in Fresno or Clovis. There was participation, however, from smaller towns and cities in the District.

| What is the zip code of your primary residence or mailing address? | |
|--|-------------|
| City/Town | Respondents |
| Fresno | 42 |
| Clovis | 27 |
| Madera | 3 |
| Coarsegold | 2 |
| Sanger | 1 |
| Friant | 1 |
| Selma | 1 |
| Tollhouse | 1 |
| Oakhurst | 1 |
| Reedley | 1 |
| Total | 80 |

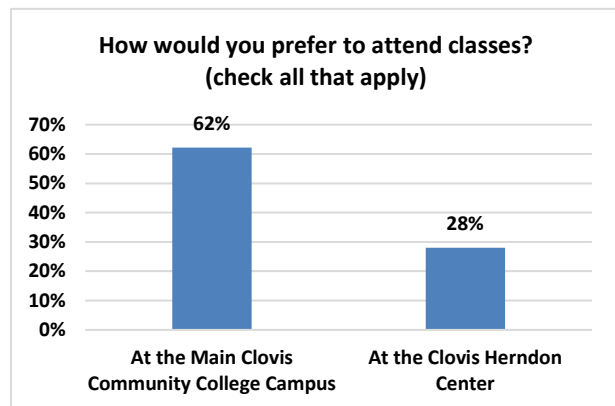
Question 10 – Students: How would you prefer to attend classes? (check all that apply)

Question 18 – Non-students: How do most students prefer to attend classes? (check all that apply)

Most non-students (79%) think that students prefer taking classes in a traditional classroom format. This is nearly identical to the 78% preference expressed by students.

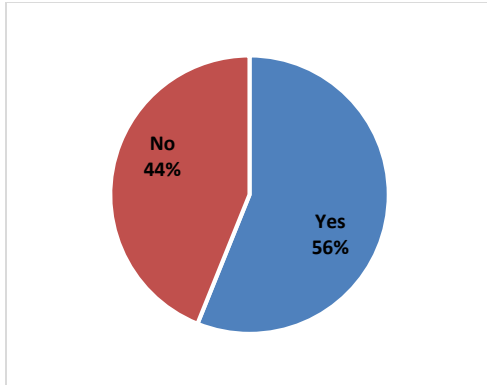


As for location, most students prefer taking classes at the main Clovis Community College Campus (62%). That said, 28% of students indicated they would like to attend classes at the Herndon Campus.



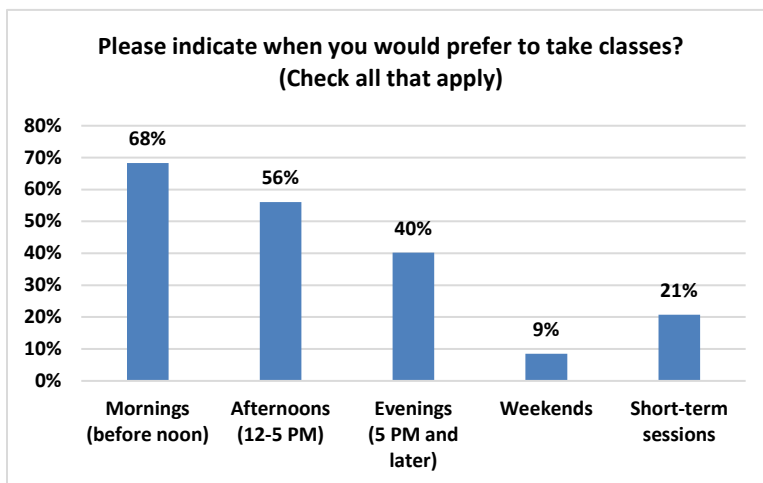
Question 11 –If you had the opportunity, would you prefer to take a course that allows you a limited number of on-site lectures, while a significant portion of the course work is done online? Do you see an advantage to structuring a course in this manner?

This question explains the mechanics of hybrid classes in a bit more detail. When phrased this way, 56% of students indicated they “see an advantage to structuring a course in this manner.”



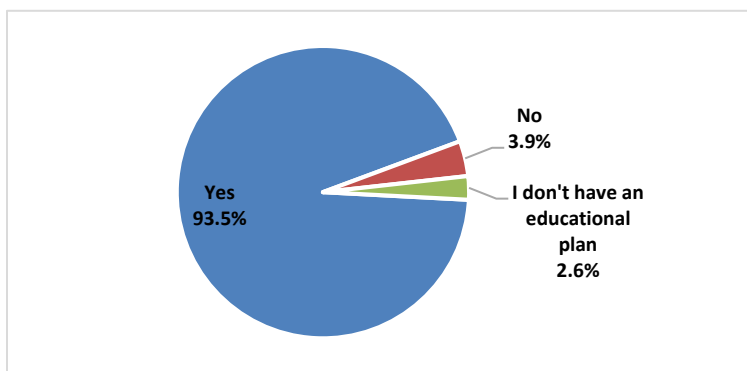
Question 12 –Please indicate when you would prefer to take classes. (Check all that apply)

Respondents could select more than one response to this question. Student respondents preferred morning classes (68%), followed by 12-5 PM (56%). A solid 40% of students indicated a preference for evening classes. Twenty-one percent of students would like shorter than semester sessions.



Question 13 –Would it be helpful if you could check your educational plan (the classes you plan to take in the coming 1-2 years that you developed with your counselor at orientation)?

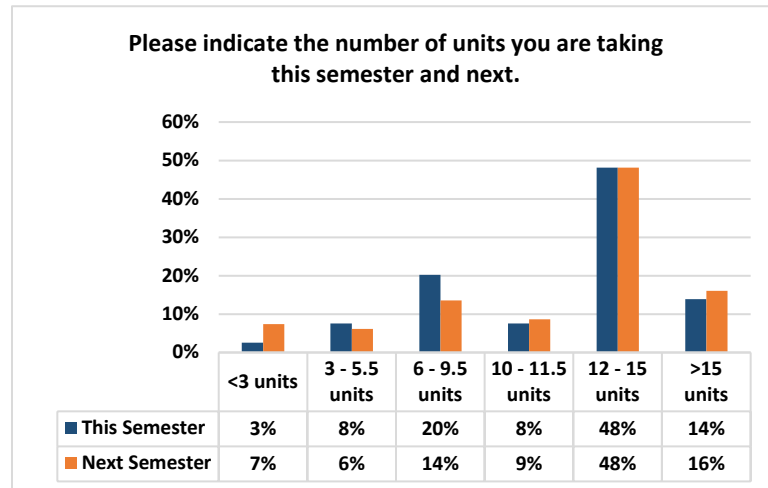
Students strongly support being able to check their educational plans online.



Question 14 – Please indicate the number of units you are taking this semester.

Question 15 - How many units to you plan on taking next semester?

Many student respondents plan to continue to study at the college next semester with the majority (64%) planning on attending on a full-time basis.



Question 16 – Which of the following colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

Many of the student respondents have taken one or more courses at other colleges. Interestingly, quite a few of the students have taken online classes at the other colleges and centers in the district.

| Answer Options | Took one or more courses online | Took one or more courses in person | Response Count |
|---|---------------------------------|------------------------------------|----------------|
| Clovis Community College (Main Campus) | 31 | 73 | 80 |
| Clovis Community College (Herndon Campus) | 5 | 35 | 38 |
| Fresno City College | 25 | 26 | 40 |
| Reedley College | 19 | 6 | 22 |
| Oakhurst Center | 5 | 1 | 6 |
| Madera Center | 8 | 4 | 11 |
| Bennington College | - | 1 | 1 |
| CSU Fresno | - | 1 | 2 |
| Monterey Peninsula College | - | - | 1 |
| Ozark Christian College | - | - | 1 |
| UC Davis | - | - | 1 |
| University of Phoenix | 1 | 0 | 1 |

Question 17 – How would you describe your technology usage? (Check all that apply)

Students use a wide range of technology and social media.

| Answer Options | Response % | Response Count |
|---|------------|----------------|
| I use a cell phone | 96% | 79 |
| I use a computer/laptop for Internet and email | 96% | 79 |
| I use a computer/laptop for college coursework | 93% | 76 |
| I use technology for college coursework | 88% | 72 |
| I use a computer/laptop for Microsoft Office | 84% | 69 |
| I am skilled and comfortable with technology for a variety of uses | 81% | 66 |
| I use computers and/or mobile devices for photos and videos | 79% | 65 |
| I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more | 76% | 62 |
| I use mobile devices for apps and games | 71% | 58 |
| I use a tablet | 40% | 33 |

Non-Student Questions

Questions 18-21 were asked to non-students only.

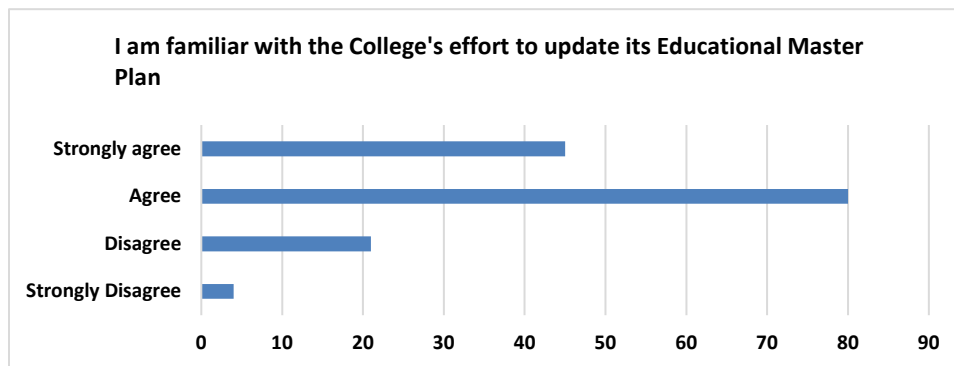
Question 18 – See responses with Question 10.

Question 19 – See responses with Question 6.

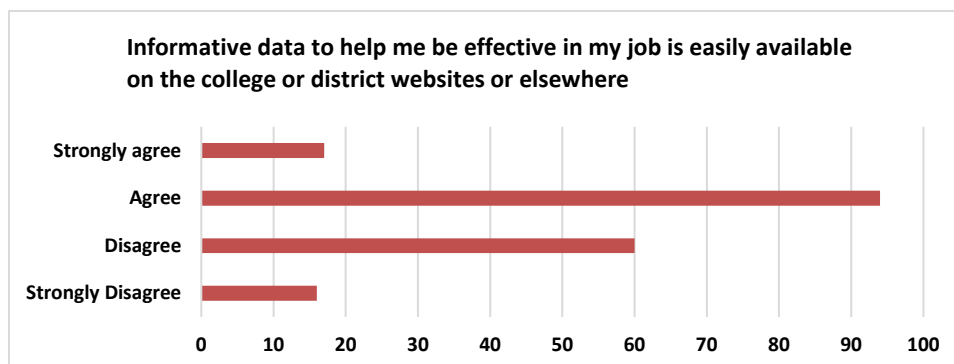
Question 20 – See responses with Question 7.

Question 21 – There were four questions with a Likert-type scale.

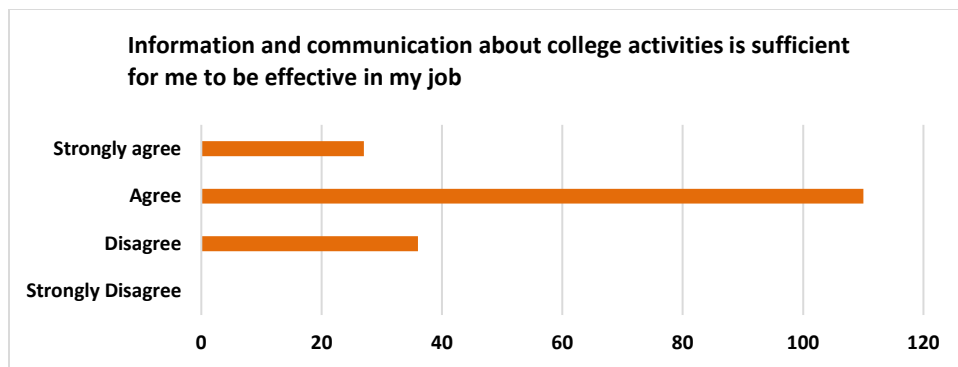
A large percentage of the respondents are familiar with the Educational Master Planning effort.



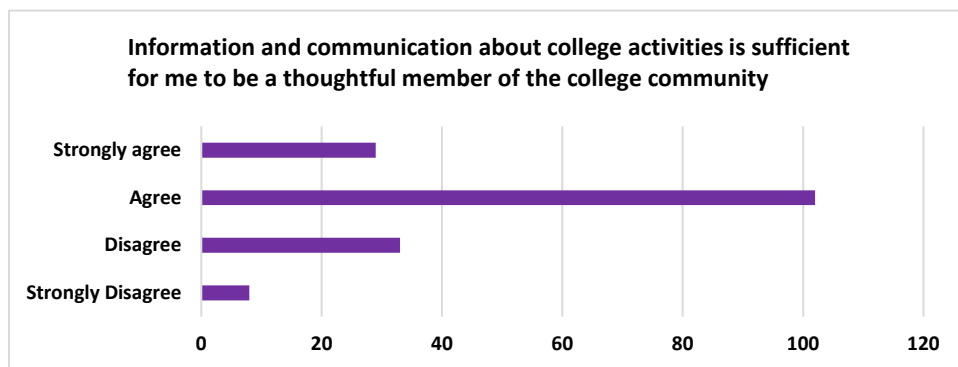
Somewhat mixed responses concerning the availability of informative data.



Respondents indicated (not strongly) that information and communication about college activities is sufficient to be effective “in my job”.



Respondents indicated that there is room for improvement in information and communication about college activities.

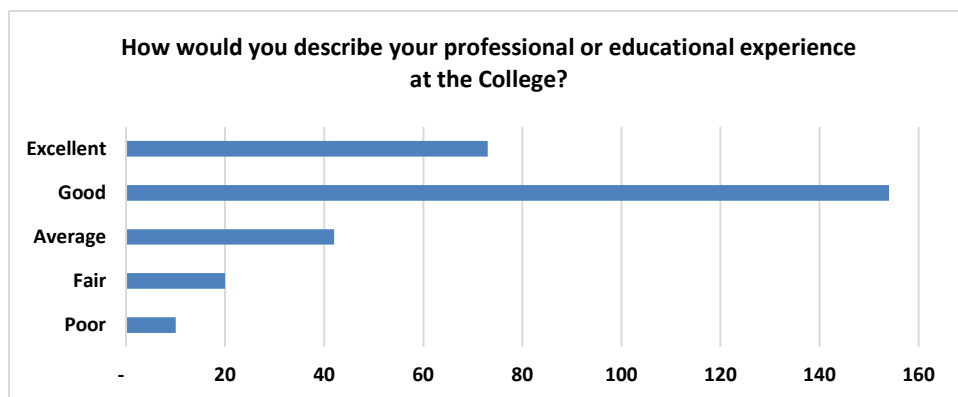


All Respondents

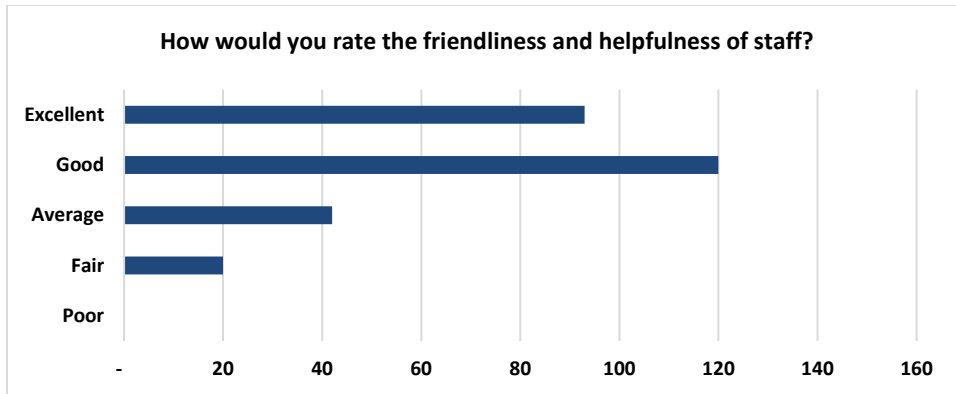
Questions 22-31 were asked of all respondents to the survey.

Question 22 – There were seven questions with a Likert-type scale.

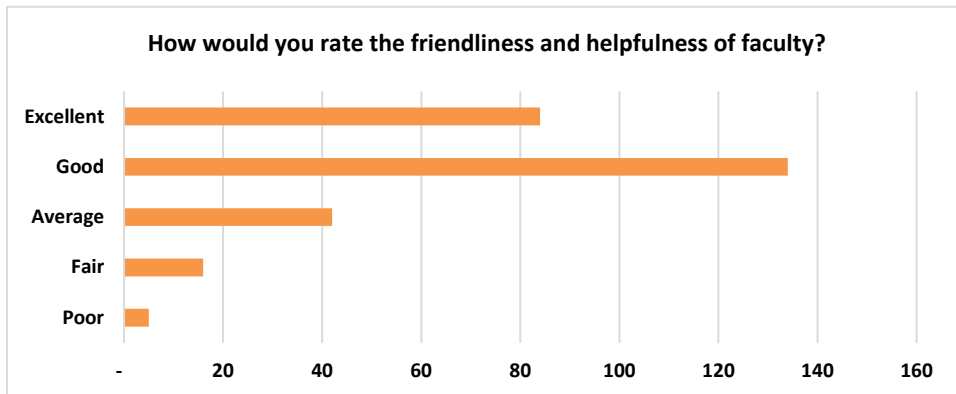
Overall, respondents are quite positive about their professional or educational experience at the college.



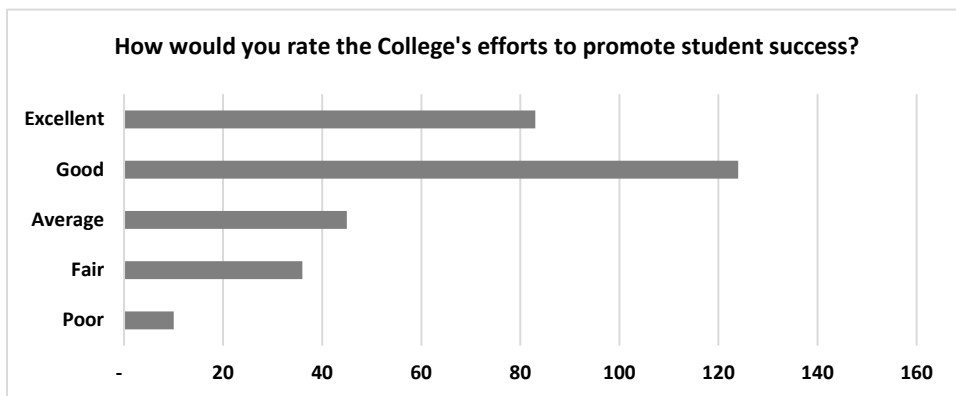
Very positive response regarding the friendliness and helpfulness of staff.



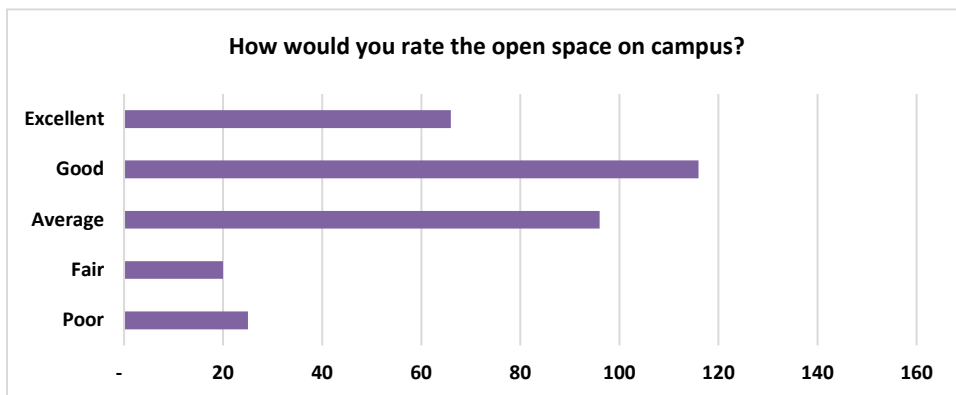
Very positive response regarding friendliness and helpfulness of faculty.



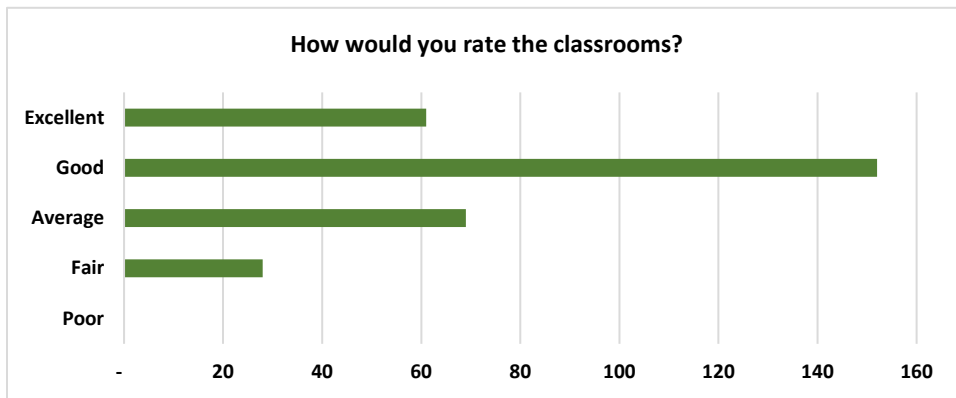
High marks from respondents regarding college efforts to promote student success.



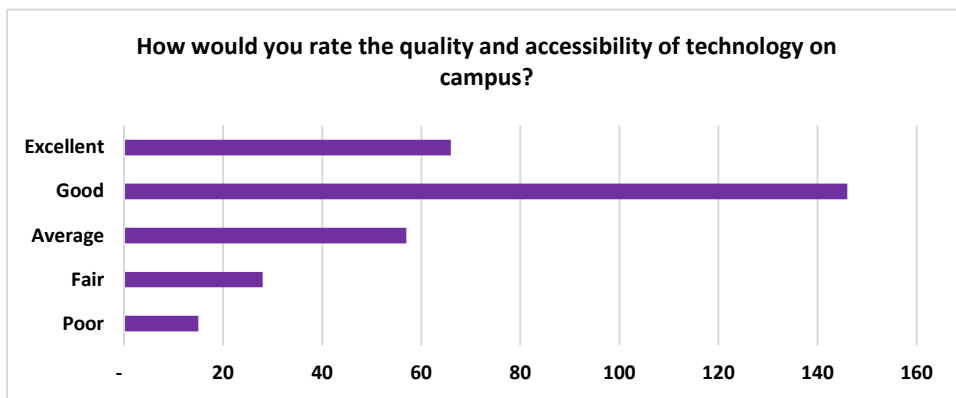
Somewhat positive responses regarding the open space on campus.



The classrooms get a somewhat positive rating.

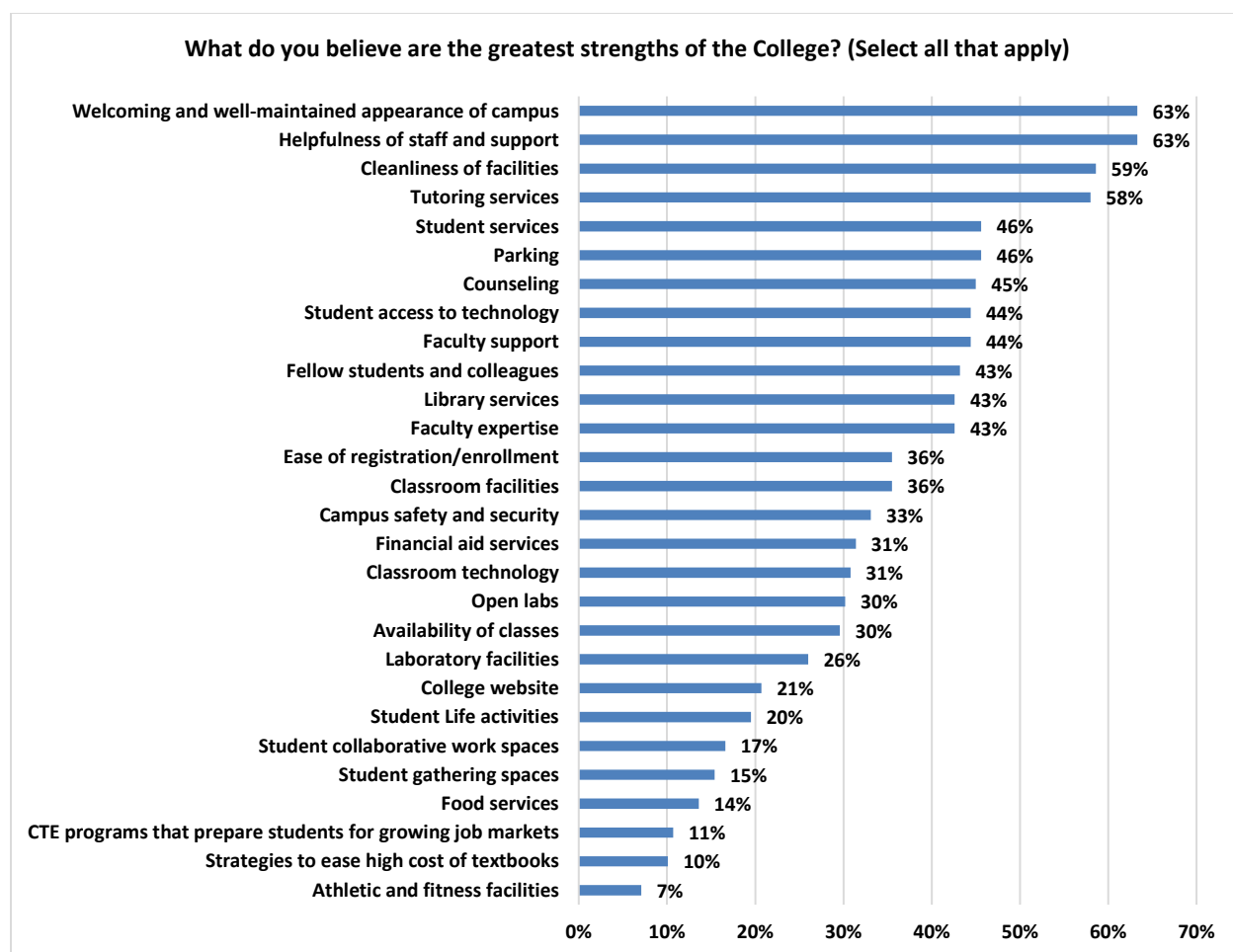


Fairly positive rating for the campus technology.



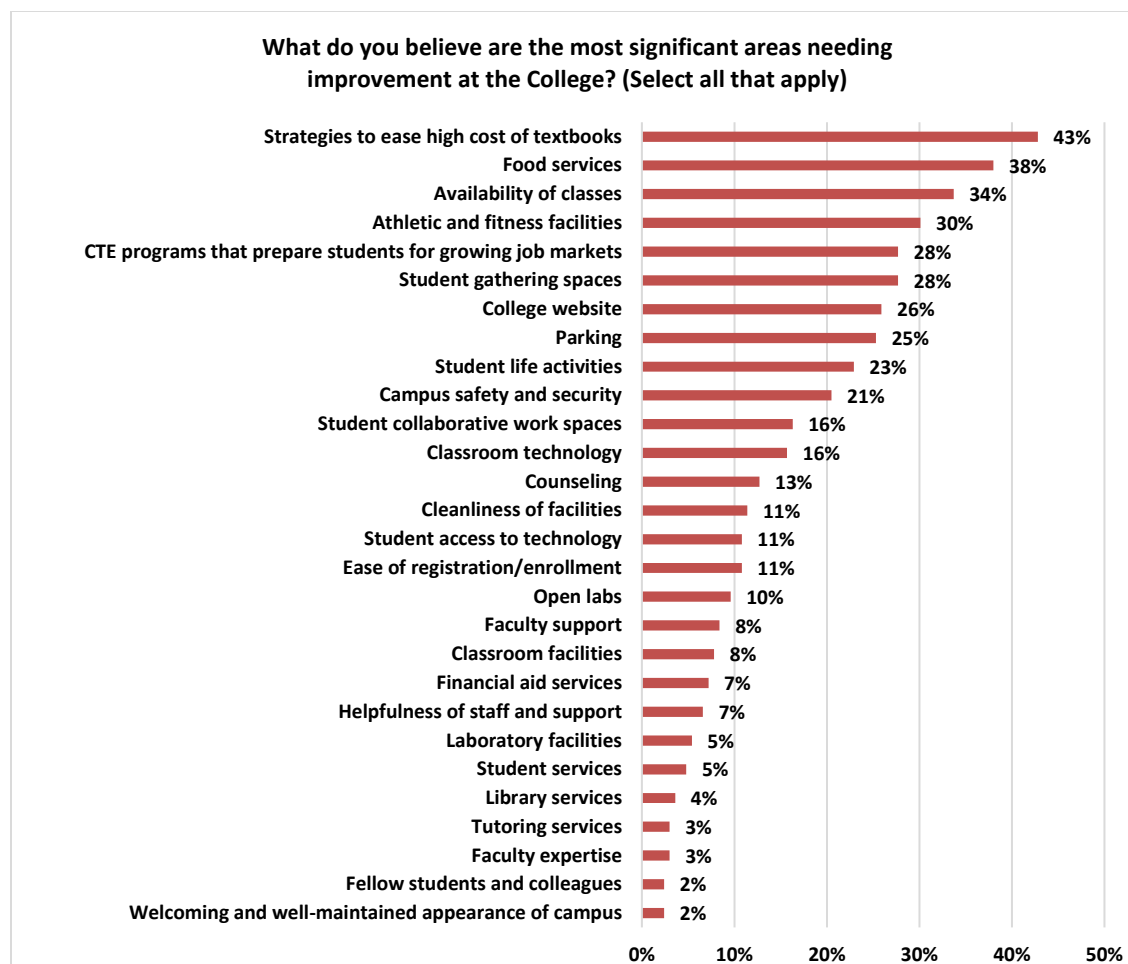
Question 23 – What do you believe are the greatest strengths of the College? (Select all that apply)

Respondents were permitted to select as many responses as they liked. The top strengths of the college were aspects of the facilities and campus, support services from faculty and staff, and fellow students.



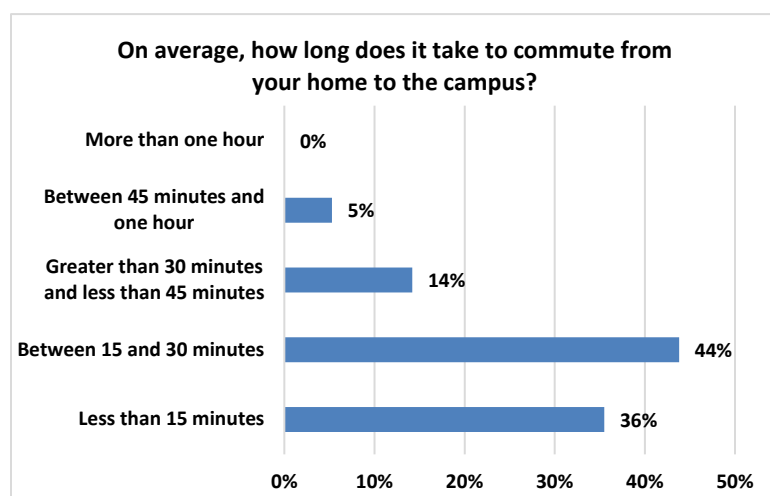
Question 24 - What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

The items most frequently cited as needing improvement included, textbook costs, food services, availability of classes and athletic facilities. Interestingly, the percentage of respondents selecting these items was considerably smaller than the percentage identifying the college's strengths in the previous question.



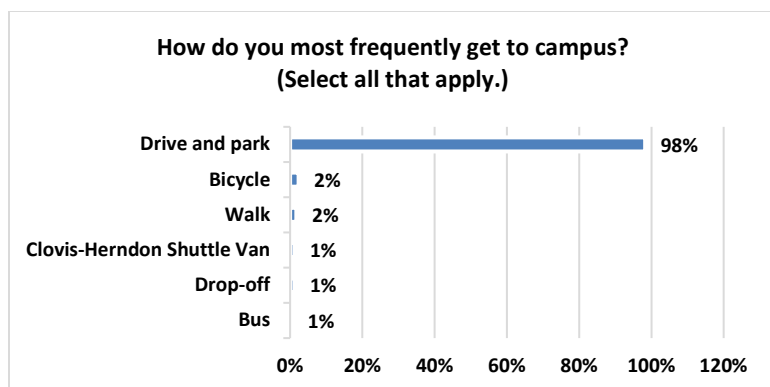
Question 25 - On average, how long does it take to commute from your home to the campus?

Most of the respondents indicated that their commute time from home to campus is less than 15 minutes (36%) or between 15 and 30 minutes (44%).



Question 26 - How do you most frequently get to campus (Select all that apply)?

Most respondents drive to campus with very small numbers using other means of transportation.



Questions 27, 28, 29, 30, and 31

In the electronic survey sent to the Clovis Community College community (including students) there were five open-ended questions: 27, 28, 29, 30, and 31.

Below is a very brief overview (as developed by the consultants) of the answers to each question. The complete set of responses is included in Appendix C, with the responses in alphabetical order, by virtue of the first word in the response.

Question 27 - Please list any academic programs or courses that are not currently offered at the College that you would like to see added.

There were 157 answers to this question (including duplicates) with a very wide spectrum of suggestions and many valuable ideas. Overall, there was a balance of recommendations related to Career/Technical Education and Transfer programs.

Although there was no predominant discipline that recurred, the most frequent cluster related to allied health fields, especially nursing (both RN and LVN) as well as physical therapy and occupational therapy assistants. Another popular discipline was music, with expansion including choir, band, commercial music, and digital interface. Several suggestions mentioned interdisciplinary programs, especially with a particular theme (for example, African-American, Hispanic, and Women Studies).

Question 28 - Please list any student services programs or resources that are not currently offered at the College that you would like to see added.

There were 47 answers to this question (including duplicates), with many worthwhile suggestions.

No idea was mentioned frequently, although there were many individual suggestions related to additional spaces or facilities for students, for example, increased open lab space (general and specialized), maker's space, music studio, Mac lab, gymnasium, performing arts center, student union, etc.

Question 29 - Please list any student activities or programs that are not currently offered at the College that you would like to see added.

There were 34 answers to this question (including duplicates), with many notable suggestions.

No individual suggestion was mentioned more than twice, although there were several specific suggestions related to fitness and sports, including intercollegiate sports (water polo and cross-country), intramural sports, and ideas related to hiking, skiing, badminton, women's self-defense, etc.

Question 30 - What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next 5-10 years?

There were 94 responses to this question (including duplicates), expressing a wide spectrum of ideas.

The largest number of responses related to growth, anticipating and planning for it, including the addition of more facilities, faculty, and staff commensurate with the growth. Many suggestions related to maintaining a high quality of instruction and services as growth occurs. Other multiple suggestions related to developing a personality or culture of the campus that makes it distinct from other colleges.

Question 31 - Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate.

There were 21 responses to this question (including duplicates), expressing different ideas. Many responses were not related to unasked questions but instead offered additional suggestions.

Among the responses that proposed additional questions were several which suggested asking students why they are attending Clovis Community Colleges, including both students right out of high school and older students.

Next Steps

The external overview and internal scan provide data that informed the six strategic goals outlined on pages 13-14 and the Enrollment Growth Forecast on pages 67-68.

Analysis of this data along with information from the Labor Market section and survey results will provide the basis for the Clovis Community College Strategic Plan, departmental program plans, and other important college planning, success as student success and equity, career technical education, and enrollment management.



Labor Market Analysis

Overview

This section of the plan provides an analysis of the labor market in the college's region. The data was obtained from The Centers of Excellence, an initiative of the California Community Colleges Economic and Workforce Development Program (www.coeccc.net).

The purpose of the analysis is to identify high-skill, high-wage occupations in the region, and perform a gap analysis between these occupations and educational completions. This analysis will help the college make decisions regarding adding new programs and expending or retooling existing programs. The methodology used in this analysis is described below.

1. Define "target occupations" criteria
2. Extract a list of target occupations
3. Perform a crosswalk analysis to identify educational programs
4. Cross-reference this list with college completions
5. Identify programs for further analysis
 - a. For addition or expansion
 - b. For retooling or elimination

Target Occupations

To identify the "target occupations" it is necessary to develop four critical criteria. These include:

- Region to be analyzed
- Typical entry level education
- Number of annual openings
- Median hourly earnings.

The region to be analyzed should include the local area as well as surrounding areas where students would likely be willing to relocate, should they find a good job. In the case of Clovis Community College, the region for analysis includes five counties: Fresno, Kings, Madera, Merced and Tulare. This region yielded a total of 786 occupations.

The next criterion is "typical entry level education". For this, the planning team included occupations that typically require the following education levels:

- Bachelor's degree
- Associate's Degree
- Postsecondary Nondegree Award
- Some College, No Degree

When this criterion is applied, the list of occupations shrinks to 272 occupations.

A threshold level of annual openings must be selected to ensure that the analysis identifies occupations with a reasonable market demand. This value was set at 12 or more annual openings. This narrowed down the list of to 102 occupations.

The final criterion concerns median hourly earnings. The purpose is to identify high-wage jobs. Many occupations begin with a low wage and offer increases with experience or education level. When this value is set to \$13.50 per hour or more, the list winnows down to 96 occupations.

The list of these target occupations follows.

| Typical Entry Level Education | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings |
|--------------------------------------|---------|---|-----------|-----------|--------------------|----------------------|-----------------|------------------------|
| Some College, No Degree | | | | | | | | |
| | 15-1151 | Computer User Support Specialists | 1,650 | 1,929 | 279 | 17% | 51 | \$21.69 |
| | 25-9041 | Teacher Assistants | 9,836 | 10,761 | 925 | 9% | 343 | \$13.51 |
| | 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 8,201 | 8,097 | (104) | (1%) | 84 | \$17.55 |
| | 49-2011 | Computer, Automated Teller, and Office Machine Repairers | 312 | 339 | 27 | 9% | 13 | \$15.78 |
| Postsecondary Nondegree Award | | | | | | | | |
| | 25-4031 | Library Technicians | 657 | 720 | 63 | 10% | 39 | \$16.90 |
| | 29-2041 | Emergency Medical Technicians and Paramedics | 1,104 | 1,386 | 282 | 26% | 49 | \$15.61 |
| | 29-2053 | Psychiatric Technicians | 1,353 | 1,278 | (75) | (6%) | 14 | \$27.70 |
| | 29-2055 | Surgical Technologists | 470 | 567 | 97 | 21% | 15 | \$27.60 |
| | 29-2057 | Ophthalmic Medical Technicians | 482 | 562 | 80 | 17% | 13 | \$17.08 |
| | 29-2061 | Licensed Practical and Licensed Vocational Nurses | 3,059 | 3,595 | 536 | 18% | 151 | \$23.68 |
| | 29-2071 | Medical Records and Health Information Technicians | 979 | 1,124 | 145 | 15% | 38 | \$17.24 |
| | 31-9091 | Dental Assistants | 2,072 | 2,255 | 183 | 9% | 72 | \$14.73 |
| | 31-9092 | Medical Assistants | 4,537 | 5,305 | 768 | 17% | 182 | \$13.95 |
| | 31-9097 | Phlebotomists | 712 | 853 | 141 | 20% | 31 | \$16.42 |
| | 33-2011 | Firefighters | 1,532 | 1,709 | 177 | 12% | 65 | \$28.63 |
| | 49-2022 | Telecommunications Equipment Installers and Repairers, Except Line Installers | 1,059 | 1,377 | 318 | 30% | 43 | \$25.85 |
| | 49-3011 | Aircraft Mechanics and Service Technicians | 685 | 605 | (80) | (12%) | 17 | \$26.56 |
| | 49-3023 | Automotive Service Technicians and Mechanics | 4,014 | 4,265 | 251 | 6% | 144 | \$15.60 |
| | 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 1,257 | 1,418 | 161 | 13% | 39 | \$20.65 |
| | 53-3032 | Heavy and Tractor-Trailer Truck Drivers | 12,668 | 14,603 | 1,935 | 15% | 440 | \$19.43 |
| Associate's Degree | | | | | | | | |
| | 15-1152 | Computer Network Support Specialists | 454 | 529 | 75 | 17% | 14 | \$31.10 |
| | 19-4011 | Agricultural and Food Science Technicians | 557 | 579 | 22 | 4% | 22 | \$17.44 |
| | 19-4093 | Forest and Conservation Technicians | 395 | 374 | (21) | (5%) | 16 | \$15.30 |
| | 19-4099 | Life, Physical, and Social Science Technicians, All Other | 409 | 447 | 38 | 9% | 22 | \$21.87 |
| | 23-2011 | Paralegals and Legal Assistants | 1,041 | 1,202 | 161 | 15% | 41 | \$21.18 |
| | 29-1126 | Respiratory Therapists | 640 | 736 | 96 | 15% | 26 | \$36.33 |
| | 29-2012 | Medical and Clinical Laboratory Technicians | 535 | 667 | 132 | 25% | 28 | \$22.84 |
| | 29-2021 | Dental Hygienists | 693 | 776 | 83 | 12% | 21 | \$42.56 |
| | 29-2034 | Radiologic Technologists | 822 | 944 | 122 | 15% | 29 | \$35.08 |
| | 31-2021 | Physical Therapist Assistants | 200 | 277 | 77 | 39% | 15 | \$33.01 |
| Bachelor's Degree | | | | | | | | |
| | 11-1011 | Chief Executives | 1,235 | 1,269 | 34 | 3% | 25 | \$68.98 |
| | 11-1021 | General and Operations Managers | 9,091 | 10,257 | 1,166 | 13% | 364 | \$40.47 |
| | 11-2021 | Marketing Managers | 440 | 485 | 45 | 10% | 16 | \$44.79 |
| | 11-2022 | Sales Managers | 1,978 | 2,131 | 153 | 8% | 64 | \$36.66 |
| | 11-3011 | Administrative Services Managers | 1,307 | 1,453 | 146 | 11% | 41 | \$35.36 |
| | 11-3021 | Computer and Information Systems Managers | 567 | 661 | 94 | 17% | 17 | \$55.46 |

| Typical Entry Level Education | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings |
|-------------------------------|---------|---|-----------|-----------|--------------------|----------------------|-----------------|------------------------|
| | 11-3031 | Financial Managers | 1,934 | 2,046 | 112 | 6% | 60 | \$42.88 |
| | 11-3051 | Industrial Production Managers | 901 | 959 | 58 | 6% | 32 | \$38.82 |
| | 11-3121 | Human Resources Managers | 499 | 545 | 46 | 9% | 20 | \$41.05 |
| | 11-9021 | Construction Managers | 1,278 | 1,151 | (127) | (10%) | 24 | \$28.65 |
| | 11-9031 | Education Administrators, Preschool and Childcare Center/Program | 508 | 516 | 8 | 2% | 17 | \$19.26 |
| | 11-9041 | Architectural and Engineering Managers | 322 | 358 | 36 | 11% | 14 | \$61.74 |
| | 11-9111 | Medical and Health Services Managers | 1,460 | 1,722 | 262 | 18% | 67 | \$48.09 |
| | 11-9151 | Social and Community Service Managers | 921 | 1,156 | 235 | 26% | 53 | \$30.92 |
| | 11-9199 | Managers, All Other | 2,634 | 2,729 | 95 | 4% | 71 | \$30.89 |
| | 13-1022 | Wholesale and Retail Buyers, Except Farm Products | 484 | 524 | 40 | 8% | 21 | \$23.37 |
| | 13-1023 | Purchasing Agents, Except Wholesale, Retail, and Farm Products | 889 | 940 | 51 | 6% | 30 | \$25.40 |
| | 13-1041 | Compliance Officers | 910 | 979 | 69 | 8% | 20 | \$30.69 |
| | 13-1051 | Cost Estimators | 1,024 | 1,115 | 91 | 9% | 41 | \$26.49 |
| | 13-1071 | Human Resources Specialists | 1,488 | 1,676 | 188 | 13% | 59 | \$26.85 |
| | 13-1111 | Management Analysts | 2,040 | 2,232 | 192 | 9% | 50 | \$30.36 |
| | 13-1131 | Fundraisers | 449 | 503 | 54 | 12% | 12 | \$27.53 |
| | 13-1151 | Training and Development Specialists | 612 | 729 | 117 | 19% | 29 | \$25.48 |
| | 13-1161 | Market Research Analysts and Marketing Specialists | 1,097 | 1,327 | 230 | 21% | 38 | \$25.06 |
| | 13-1199 | Business Operations Specialists, All Other | 3,229 | 3,514 | 285 | 9% | 69 | \$28.31 |
| | 13-2011 | Accountants and Auditors | 4,251 | 4,814 | 563 | 13% | 179 | \$28.91 |
| | 13-2051 | Financial Analysts | 500 | 535 | 35 | 7% | 15 | \$39.90 |
| | 13-2052 | Personal Financial Advisors | 426 | 437 | 11 | 3% | 15 | \$46.11 |
| | 13-2072 | Loan Officers | 921 | 884 | (37) | (4%) | 19 | \$33.26 |
| | 13-2081 | Tax Examiners and Collectors, and Revenue Agents | 1,453 | 1,359 | (94) | (6%) | 58 | \$21.22 |
| | 15-1121 | Computer Systems Analysts | 972 | 1,148 | 176 | 18% | 32 | \$33.80 |
| | 15-1131 | Computer Programmers | 448 | 458 | 10 | 2% | 13 | \$35.45 |
| | 15-1132 | Software Developers, Applications | 633 | 765 | 132 | 21% | 24 | \$46.66 |
| | 15-1142 | Network and Computer Systems Administrators | 884 | 991 | 107 | 12% | 23 | \$33.60 |
| | 17-2051 | Civil Engineers | 1,116 | 1,244 | 128 | 11% | 48 | \$46.71 |
| | 17-2112 | Industrial Engineers | 350 | 402 | 52 | 15% | 17 | \$41.52 |
| | 17-2141 | Mechanical Engineers | 291 | 355 | 64 | 22% | 17 | \$41.51 |
| | 19-2041 | Environmental Scientists and Specialists, Including Health | 519 | 559 | 40 | 8% | 21 | \$33.66 |
| | 21-1011 | Substance Abuse and Behavioral Disorder Counselors | 497 | 612 | 115 | 23% | 24 | \$19.25 |
| | 21-1021 | Child, Family, and School Social Workers | 2,026 | 2,234 | 208 | 10% | 75 | \$19.12 |
| | 21-1023 | Mental Health and Substance Abuse Social Workers | 924 | 1,060 | 136 | 15% | 38 | \$22.55 |
| | 21-1029 | Social Workers, All Other | 1,474 | 1,527 | 53 | 4% | 42 | \$24.00 |
| | 21-1092 | Probation Officers and Correctional Treatment Specialists | 865 | 925 | 60 | 7% | 24 | \$35.99 |
| | 21-2011 | Clergy | 1,115 | 1,308 | 193 | 17% | 47 | \$20.20 |
| | 21-2021 | Directors, Religious Activities and Education | 632 | 684 | 52 | 8% | 24 | \$16.15 |
| | 25-2012 | Kindergarten Teachers, Except Special Education | 1,499 | 1,618 | 119 | 8% | 58 | \$30.81 |
| | 25-2021 | Elementary School Teachers, Except Special Education | 9,648 | 10,600 | 952 | 10% | 323 | \$34.94 |
| | 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 4,006 | 4,429 | 423 | 11% | 137 | \$31.64 |

| Typical Entry Level Education | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings |
|----------------------------------|---------|---|--------------|--------------|--------------------------|----------------------------|--------------------|------------------------------|
| | 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 7,251 | 7,907 | 656 | 9% | 248 | \$38.24 |
| | 25-2052 | Special Education Teachers, Kindergarten and Elementary School | 1,358 | 1,495 | 137 | 10% | 41 | \$35.81 |
| | 25-2053 | Special Education Teachers, Middle School | 562 | 617 | 55 | 10% | 17 | \$33.80 |
| | 25-2054 | Special Education Teachers, Secondary School | 782 | 869 | 87 | 11% | 25 | \$38.42 |
| | 25-3011 | Adult Basic and Secondary Education and Literacy Teachers and Instructors | 568 | 628 | 60 | 11% | 18 | \$32.20 |
| | 25-3098 | Substitute Teachers | 6,607 | 7,114 | 507 | 8% | 181 | \$17.47 |
| | 25-3099 | Teachers and Instructors, All Other | 2,303 | 2,494 | 191 | 8% | 66 | \$15.42 |
| | 25-9099 | Education, Training, and Library Workers, All Other | 1,069 | 1,145 | 76 | 7% | 18 | \$16.26 |
| | 27-1024 | Graphic Designers | 765 | 778 | 13 | 2% | 22 | \$18.74 |
| | 27-2012 | Producers and Directors | 280 | 301 | 21 | 8% | 13 | \$29.60 |
| | 27-2041 | Music Directors and Composers | 293 | 319 | 26 | 9% | 12 | \$22.10 |
| | 27-3031 | Public Relations Specialists | 542 | 617 | 75 | 14% | 15 | \$23.32 |
| | 27-3091 | Interpreters and Translators | 559 | 678 | 119 | 21% | 22 | \$21.27 |
| | 29-1141 | Registered Nurses | 12,997 | 15,452 | 2,455 | 19% | 589 | \$41.50 |
| | 29-2011 | Medical and Clinical Laboratory Technologists | 517 | 630 | 113 | 22% | 25 | \$43.49 |
| | 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 971 | 931 | (40) | (4%) | 21 | \$23.06 |
| | 41-4011 | Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products | 810 | 926 | 116 | 14% | 30 | \$31.96 |
| | 45-2011 | Agricultural Inspectors | 865 | 896 | 31 | 4% | 26 | \$21.33 |

Current College Programs and Courses

The following table shows the target occupations for which the college is already preparing students. The sections of the table include target occupations for which the College offers:

- Degrees and certificates
- Degrees only
- Certificates only
- Courses
- No degrees, certificates or courses

| Degree(s) | Certificate(s) | Course(s) | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings | Typical Entry Level Education |
|----------------------------------|----------------|-----------|---------|--|-----------|-----------|--------------------|----------------------|-----------------|------------------------|-----------------------------------|
| Degrees and Certificates Offered | | | | | | | | | | | |
| x | x | x | 11-9199 | Managers, All Other | 2,634 | 2,729 | 95 | 4% | 71 | \$30.89 | Bachelor's degree |
| x | x | | 13-1199 | Business Operations Specialists, All Other | 3,229 | 3,514 | 285 | 9% | 69 | \$28.31 | Bachelor's degree |
| x | x | | 13-2011 | Accountants and Auditors | 4,251 | 4,814 | 563 | 13% | 179 | \$28.91 | Bachelor's degree |
| x | x | | 15-1151 | Computer User Support Specialists | 1,650 | 1,929 | 279 | 17% | 51 | \$21.69 | Some college, no degree |
| x | x | | 33-3012 | Correctional Officers and Jailers | 5,234 | 5,621 | 387 | 7% | 189 | \$41.66 | High school diploma or equivalent |
| x | x | | 33-3051 | Police and Sheriff's Patrol Officers | 3,077 | 3,422 | 345 | 11% | 143 | \$32.46 | High school diploma or equivalent |
| x | x | | 41-1011 | First-Line Supervisors of Retail Sales Workers | 6,892 | 7,537 | 645 | 9% | 262 | \$16.08 | High school diploma or equivalent |
| x | x | | 41-3099 | Sales Representatives, Services, All Other | 3,000 | 3,514 | 514 | 17% | 122 | \$20.68 | High school diploma or equivalent |
| x | x | | 41-4012 | Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 5,367 | 5,987 | 620 | 12% | 186 | \$25.07 | High school diploma or equivalent |
| x | x | | 43-1011 | First-Line Supervisors of Office and Administrative Support Workers | 6,252 | 7,081 | 829 | 13% | 186 | \$23.56 | High school diploma or equivalent |
| x | x | | 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 8,201 | 8,097 | -104 | -1% | 84 | \$17.55 | Some college, no degree |
| Degrees Offered | | | | | | | | | | | |
| x | | x | 11-2022 | Sales Managers | 1,978 | 2,131 | 153 | 8% | 64 | \$36.66 | Bachelor's degree |
| x | | x | 25-2021 | Elementary School Teachers, Except Special Education | 9,648 | 10,600 | 952 | 10% | 323 | \$34.94 | Bachelor's degree |
| x | | | 21-1021 | Child, Family, and School Social Workers | 2,026 | 2,234 | 208 | 10% | 75 | \$19.12 | Bachelor's degree |
| Certificates Offered | | | | | | | | | | | |
| | x | | 11-9051 | Food Service Managers | 1,753 | 1,913 | 160 | 9% | 55 | \$17.21 | High school diploma or equivalent |
| | x | | 43-6014 | Secretaries and Administrative Assistants, Except Legal, Medical, and Executive | 10,036 | 11,044 | 1,008 | 10% | 215 | \$16.03 | High school diploma or equivalent |
| | x | | 43-9061 | Office Clerks, General | 15,578 | 17,059 | 1,481 | 10% | 503 | \$14.23 | High school diploma or equivalent |

| Degree(s) | Certificate(s) | Course(s) | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings | Typical Entry Level Education |
|-----------------|----------------|-----------|---------|--|--------------|--------------|--------------------------|----------------------------|--------------------|------------------------------|-----------------------------------|
| Courses Offered | | | | | | | | | | | |
| | | x | 11-3031 | Financial Managers | 1,934 | 2,046 | 112 | 6% | 60 | \$42.88 | Bachelor's degree |
| | | x | 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | 9,836 | 7,638 | -2,198 | -22% | 145 | \$18.63 | High school diploma or equivalent |
| | | x | 11-9111 | Medical and Health Services Managers | 1,460 | 1,722 | 262 | 18% | 67 | \$48.09 | Bachelor's degree |
| | | x | 11-9151 | Social and Community Service Managers | 921 | 1,156 | 235 | 26% | 53 | \$30.92 | Bachelor's degree |
| | | x | 21-1093 | Social and Human Service Assistants | 2,944 | 3,562 | 618 | 21% | 128 | \$14.46 | High school diploma or equivalent |
| | | x | 25-2012 | Kindergarten Teachers, Except Special Education | 1,499 | 1,618 | 119 | 8% | 58 | \$30.81 | Bachelor's degree |
| | | x | 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 4,006 | 4,429 | 423 | 11% | 137 | \$31.64 | Bachelor's degree |
| | | x | 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 7,251 | 7,907 | 656 | 9% | 248 | \$38.24 | Bachelor's degree |
| | | x | 25-3098 | Substitute Teachers | 6,607 | 7,114 | 507 | 8% | 181 | \$17.47 | Bachelor's degree |
| | | x | 25-3099 | Teachers and Instructors, All Other | 2,303 | 2,494 | 191 | 8% | 66 | \$15.42 | Bachelor's degree |
| | | x | 29-1141 | Registered Nurses | 12,997 | 15,452 | 2,455 | 19% | 589 | \$41.50 | Bachelor's degree |
| | | x | 29-2061 | Licensed Practical and Licensed Vocational Nurses | 3,059 | 3,595 | 536 | 18% | 151 | \$23.68 | Postsecondary nondegree award |
| | | x | 43-3021 | Billing and Posting Clerks | 2,262 | 2,628 | 366 | 16% | 88 | \$16.32 | High school diploma or equivalent |
| | | x | 43-4051 | Customer Service Representatives | 7,428 | 9,352 | 1,924 | 26% | 403 | \$16.30 | High school diploma or equivalent |
| | | x | 43-4199 | Information and Record Clerks, All Other | 1,710 | 1,776 | 66 | 4% | 52 | \$17.21 | High school diploma or equivalent |
| | | x | 43-6013 | Medical Secretaries | 3,043 | 3,528 | 485 | 16% | 84 | \$15.17 | High school diploma or equivalent |

Source: California Community Colleges Centers of Excellence, analysis by CBT

Target Occupations without College Degree or Certificate Programs

The following table shows the target occupations for which the College has no degree, certificate or course offerings.

| Degree(s) | Certificate(s) | Course(s) | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings | Typical Entry Level Education |
|---|----------------|-----------|---------|--|--------------|--------------|--------------------------|----------------------------|--------------------|------------------------------|-------------------------------|
| No Degrees, Certificates or Courses Offered | | | | | | | | | | | |
| | | | 11-1021 | General and Operations Managers | 9,091 | 10,257 | 1,166 | 13% | 364 | \$40.47 | Bachelor's degree |
| | | | 13-1071 | Human Resources Specialists | 1,488 | 1,676 | 188 | 13% | 59 | \$26.85 | Bachelor's degree |
| | | | 13-2081 | Tax Examiners and Collectors, and Revenue Agents | 1,453 | 1,359 | -94 | -6% | 58 | \$21.22 | Bachelor's degree |

| Degree(s) | Certificate(s) | Course(s) | SOC | Description | 2016 Jobs | 2026 Jobs | 2016 - 2026 Change | 2016 - 2026 % Change | Annual Openings | Median Hourly Earnings | Typical Entry Level Education |
|-----------|----------------|-----------|---------|--|--------------|--------------|--------------------------|----------------------------|--------------------|------------------------------|-----------------------------------|
| | | | 31-9091 | Dental Assistants | 2,072 | 2,255 | 183 | 9% | 72 | \$14.73 | Postsecondary nondegree award |
| | | | 33-2011 | Firefighters | 1,532 | 1,709 | 177 | 12% | 65 | \$28.63 | Postsecondary nondegree award |
| | | | 41-3021 | Insurance Sales Agents | 2,042 | 2,163 | 121 | 6% | 76 | \$22.31 | High school diploma or equivalent |
| | | | 43-5032 | Dispatchers, Except Police, Fire, and Ambulance | 1,153 | 1,341 | 188 | 16% | 51 | \$17.25 | High school diploma or equivalent |
| | | | 43-9041 | Insurance Claims and Policy Processing Clerks | 1,621 | 1,724 | 103 | 6% | 53 | \$16.66 | High school diploma or equivalent |
| | | | 45-1011 | First-Line Supervisors of Farming, Fishing, and Forestry Workers | 2,857 | 2,714 | -143 | -5% | 69 | \$14.64 | High school diploma or equivalent |
| | | | 47-2031 | Carpenters | 3,663 | 3,609 | -54 | -1% | 69 | \$17.39 | High school diploma or equivalent |
| | | | 47-2061 | Construction Laborers | 4,822 | 5,260 | 438 | 9% | 158 | \$14.48 | No formal educational credential |
| | | | 47-2111 | Electricians | 2,119 | 2,444 | 325 | 15% | 73 | \$24.10 | High school diploma or equivalent |
| | | | 49-1011 | First-Line Supervisors of Mechanics, Installers, and Repairers | 1,924 | 2,161 | 237 | 12% | 65 | \$30.90 | High school diploma or equivalent |
| | | | 49-3023 | Automotive Service Technicians and Mechanics | 4,014 | 4,265 | 251 | 6% | 144 | \$15.60 | Postsecondary nondegree award |
| | | | 49-9041 | Industrial Machinery Mechanics | 2,175 | 2,726 | 551 | 25% | 121 | \$21.50 | High school diploma or equivalent |
| | | | 49-9071 | Maintenance and Repair Workers, General | 6,586 | 7,374 | 788 | 12% | 264 | \$17.74 | High school diploma or equivalent |
| | | | 51-1011 | First-Line Supervisors of Production and Operating Workers | 2,911 | 3,148 | 237 | 8% | 72 | \$23.84 | High school diploma or equivalent |
| | | | 51-3092 | Food Batchmakers | 1,649 | 1,825 | 176 | 11% | 56 | \$16.34 | High school diploma or equivalent |
| | | | 51-4121 | Welders, Cutters, Solderers, and Brazers | 1,625 | 1,733 | 108 | 7% | 63 | \$17.28 | High school diploma or equivalent |
| | | | 51-9061 | Inspectors, Testers, Sorters, Samplers, and Weighers | 2,399 | 2,639 | 240 | 10% | 88 | \$14.94 | High school diploma or equivalent |
| | | | 53-1021 | First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand | 1,118 | 1,262 | 144 | 13% | 53 | \$22.11 | High school diploma or equivalent |
| | | | 53-1031 | First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators | 983 | 1,140 | 157 | 16% | 51 | \$22.90 | High school diploma or equivalent |
| | | | 53-3022 | Bus Drivers, School or Special Client | 2,235 | 2,630 | 395 | 18% | 73 | \$16.35 | High school diploma or equivalent |
| | | | 53-3032 | Heavy and Tractor-Trailer Truck Drivers | 12,668 | 14,603 | 1,935 | 15% | 440 | \$19.43 | Postsecondary nondegree award |
| | | | 53-3033 | Light Truck or Delivery Services Drivers | 4,428 | 5,014 | 586 | 13% | 141 | \$14.87 | High school diploma or equivalent |
| | | | 53-7051 | Industrial Truck and Tractor Operators | 5,289 | 5,803 | 514 | 10% | 191 | \$14.04 | No formal educational credential |

Source: California Community Colleges Centers of Excellence, analysis by CBT

Next Steps

This labor market data provides information that should initiate discussions on campus. The data highlights some existing programs the college might want to consider growing. Further analysis should be conducted through advisory committees and industry leaders.

The data also shows many target occupations for which the college does not offer degrees, certificates or courses. These offer some opportunities for developing new programs at the college that respond directly to industry demand. However, when evaluating these programs, it will be important for the college to consult with industry leaders and to take into consideration programs offered at neighboring colleges.

The college should also seek the assistance of the State Chancellor's Office, Centers of Excellence for deeper analysis and guidance.



Interviews and On Campus Forums

Input from Campus Community

This section of the plan contains ideas, suggestions, and recommendations contributed by members of the college community. These ideas were heard and transcribed by the consulting team in-group listening sessions held on campus on October 19 and 20, 2016. Items in bold font are ideas that were expressed by multiple people in different sessions.

Feedback was organized by themes as discerned by the consultants. For a detailed list of the ideas and suggestions for each theme, please see Appendix C.

- College Culture
- Innovation
- Interacting with the Local Community
- Student Success
- Academic Support / Student Services
- Student Activities, Student Life, and Athletics
- Enrollment Management / Scheduling
- New Programs
- Technology
- Professional Development
- Facilities
- Campus Grounds / Exterior / Fields
- Herndon Campus
- Staffing
- Organizational Review / Committees / Workload
- College Planning, including the Use of Data
- Integration with the District
- Miscellaneous

Input from Community Members

In November 2016, consultants Dan Rosenberg and John Spevak held telephone conversations with three members of the community served by Clovis Community College, who had previously showed an interest to the college in expressing their opinions, to solicit their ideas on the college and its future. The community members represented education, economic development, and nonprofit entities. The consultants asked each community member two open-ended questions. These are their responses:

A. What have you appreciated regarding Clovis Community College having helped the community in recent years?

- Clovis Community College has worked collaboratively with the Clovis Unified School District, especially within the last few years. Of particular note has been collaborative effort to let all high school students in the Clovis Unified School District understand that college is within their reach and can be an important part of their future, regardless of their families' income or educational background. One particularly good example of collaboration occurred when Clovis Community College English professors met with Clovis West High School English instructors to better align English curricula. This effort has proved successful; after the alignment, Clovis West High School students have placed better and accomplished more in Clovis Community College English courses.
- Especially since the Willow International Center became Clovis Community College, the College has identified more, and worked more closely with, the surrounding community. One good example is the new president, Dr. Lori Bennett, actively participating in community organizations (like the Chamber of Commerce) and listening to the community's needs.
- Clovis Community College has incredible facilities. The community is proud of the college. It provides a great educational opportunity at a good price. The College has done a great job forging contacts with industry and city leaders. These contacts should be expanded to lower level contacts in industry, government, and the College. Perhaps, for example, deans at the College could develop relationships with staff at the City Engineer's office; they might discuss developing more internship opportunities.

B. What could Clovis Community College do for the community it serves in the next five to ten years?

- Continue to collaborate with the local K-12 school districts for the benefit of all students. Continue to reach out to all high school students and their parents to let them know that each student can attend college and that Clovis Community College can be an excellent start to their higher education.
- Spread the word that Clovis Community College should be the college of choice for every student. Those students who traditionally think of either four-year colleges or private technical schools should be told that going to their local community college would prevent them from amassing a huge college debt, while also providing them with an exceptional education. Also, continue to listen attentively and actively to the needs and desires of the specific community it serves. Those needs and desires may be different from those of other colleges in the District, and they could be quite different from what an ordinary community college might theoretically do. In addition, stress to the community that Clovis Community College is a place for lifelong learning. Point out in particular that it can be the place where adults currently working, especially those in managerial positions, can get professional development to upgrade their knowledge and skills in order to improve their career potential. Make it a point to utilize community members as part of the College's outreach. These members could include persons who started working as migrants in the fields and decided they could indeed accomplish something and did. Include community members

who left the Clovis area, worked in other states, and then returned to the community to help spread this message: Each person, with dedication and hard work, can accomplish much and become someone special, to themselves, their career, and especially to their community.

- Develop strong partnerships with local businesses. Local companies are desperate for people who are trained and ready for the workplace. The College should respond as quickly as possible to industry training and educational needs. For example, metal parts manufacturers in the area have an unmet need for welders. Health organizations are also short on staff. The College should grow a lot. Expanded athletic programs would foster pride, involvement, and awareness of the College on the part of the community. The College could also consider develop student housing.

Enrollment Growth Forecast

Overview

It is critically important for future planning, to have a growth forecast for enrollments at the college. While headcount is important for issues such as parking, library space and student services, FTES (full-time equivalent students) or WSCH (weekly student contact hours) are important for forecasting instructional space needs. The following section of the Educational Master Plan includes forecasts for headcount and FTES for the next 10 years.

The forecast considers the data presented in the External and Internal Scan sections of the plan, as well as the long-range growth forecast developed by the California Community Colleges Chancellor's Office.

Drivers of Growth

Forecasting future enrollment growth is at best, an inexact science. There are numerous variables that effect enrollment at a college and many of these variables are beyond the control of college staff, local and state government. Even with the inherent uncertainty, it is possible to develop growth forecasts that are invaluable for planning. Once the forecast is developed, it can be used for many purposes. The main purpose in this section is to develop square footage requirements for future space at the college.

There are many factors that impact growth at a college. The following section describes some of these factors and their effect on future enrollment levels at the College.

Service Area Demographics

The first important drivers of growth are the service area demographics. These were presented in the External Scan chapter of this plan. Following are a few of the data items that one would expect to have an impact on future enrollment growth at the College.

- Population growth is projected to be 0.9%/year
- Median age is 0.9 years younger than the State population
- Age groups from 15-34 will decline as a percentage of the population
- More than one-quarter of the population has "some college, no degree" as their highest educational attainment. In California, the percentage is 21.5%

Historical Enrollment Data

Because Clovis Community College is new as a college, there is no long-term historical enrollment data. The plan does include headcount and FTES data going back to fall 2011, but the growth really picked up after Clovis became a fully accredited college. Following are some important observations regarding enrollment history.

- Fall 2011 to fall 2015 (four-year trend)
 - Headcount grew by 20%
 - FTES grew by 25.0%
- Fall 2014 to fall 2015 (one-year trend)
 - Headcount grew by 7.3%
 - FTES grew by 16.9%
- Enrollments have increased over the past four years from 18 of the top 23 feeder high schools
- Thirty-seven percent of students enrolled at the College also attend at least one of the other colleges in the State Center Community College District.

Instructional Data

Some metrics regarding instruction indicate opportunities, or challenges, for future enrollment growth.

- Clovis generates 5% of its FTES through distance education versus 16% for community colleges statewide.
- Nearly half (48%) of the College's students attend on a full-time basis, versus 33% statewide.

Other Drivers of Growth

- Planned Applied Technology building with associated programs
- Marketing – New marketing and branding efforts for the College have already begun. In interviews, stakeholders indicated that this will continue

Enrollment Growth Forecast

Chancellor's Office Long-Range Growth Forecast

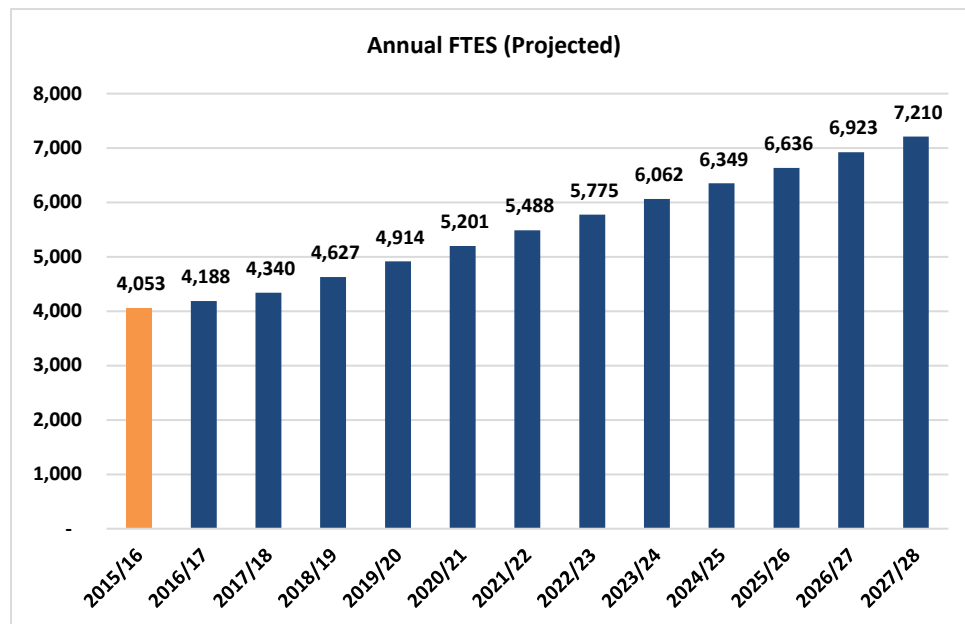
The State Chancellor's office Long Range WSCH forecast is based on several variables including maximum participation rate, highest WSCH to enrollment ratio, and the adult population projection. This growth forecast is issued annually for all California community colleges. FTES has been provided as well for convenience.

That forecast is provided in the following table. At the bottom of the table are the annual growth rates for each of the measures.

| State Chancellor's Office WSCH Forecast | | |
|--|-------------|--------------------------|
| Term | Total WSCH | FTES (Fall Semesters) |
| Fall 2014* | 55,566 | 1,725 |
| Fall 2015* | 59,492 | 2,016 |
| Fall 2016 | 61,418 | 2,125 |
| Fall 2017 | 65,302 | 2,240 |
| Fall 2018 | 68,917 | 2,362 |
| Fall 2019 | 74,371 | 2,490 |
| Fall 2020 | 79,158 | 2,625 |
| Fall 2021 | 84,571 | 2,768 |
| Fall 2022 | 87,584 | 2,918 |
| Fall 2023 | 91,125 | 3,077 |
| Fall 2024 | 94,282 | 3,244 |
| Fall 2025 | 99,401 | 3,420 |
| Fall 2026 | 104,798 | 3,605 |
| Fall 2027 | 110,488 | 3,801 |
| Annual Growth Rate | 5.4% | 5.4% |
| * Actual data for fall 2014 and fall 2015 | | |
| Source: California Community Colleges Chancellor's Office Long Range WSCH Forecast, analysis by CBT | | |

Growth Projection Through 2027

After a comprehensive review of the data presented in this plan, the consulting team believes that the growth forecast developed by the State Chancellor's Office is a good estimate for future growth. The following graph and chart show the growth in total FTES through the year 2027 (5.4% per year). The bar for the 2015-2016 academic year represents the *actual* FTES. The subsequent bars represent projections.



Space Needs Projections

Overview

The development cycle for new facilities is long, so having a long-range projection for space needs is essential for proper planning. It is advisable, to revisit and update this forecast every few years as part of the regular planning cycle.

The State Chancellor's Office tracks five categories of space on community college campuses. These space categories are classroom, laboratory, office, library, and AV/TV (instructional media). When the State has money available for community college facilities, these are the primary categories of space they fund. The following section of the plan shows the projected space needs for the year 2027, or when WSCH and FTES reach the projections shown above.

It is not a given that this space will be needed in 2027, rather, it will be needed when the college reaches these levels of enrollment (WSCH of 110,488 or FTES of 7,210). This could happen a few years before or after the target year. In any event, when the college reaches this level of enrollment, these square footages of space will be needed. The formulas for calculating these five space categories are described in State Education Code, Title 5 Section 57020.

Future Space Needs

Using the enrollment growth projection presented in the previous section, and the formulae in Title 5, the following table shows the space needs out to the year 2027.

| Clovis Community College Space Needs Forecast 2017-2027 | | | | | |
|---|---------------|------------------|----------------|--|----------------------------|
| Space Category | Existing ASF | Space Needs 2027 | Net Need 2027 | Applied Technology Building ¹ | Remaining Net Space Needed |
| Classroom | 18,215 | 29,956 | 11,741 | 5,700 | 6,041 |
| Laboratory | 36,929 | 90,490 | 53,561 | 28,900 | 24,661 |
| Office | 14,783 | 34,981 | 20,198 | 5,000 | 15,198 |
| Library Space | 12,567 | 26,514 | 13,947 | 1,800 | 12,147 |
| AV/TV | 4,109 | 5,643 | 1,534 | 1,600 | (66) |
| Total | 86,603 | 187,583 | 100,980 | 43,000 | 57,980 |

Source: State Center Community College District Report 17, Five-Year Capital Construction Plan, analysis by CBT

- The first column shows the existing square footages of space in each of the five categories.
- The next column shows the total space needs for the year 2027 (or when FTES reaches the target level outlined earlier).
- The “Net Need 2027” shows the difference between the first two values. This shows how many square feet of additional space is needed in each category by 2027.
- The Applied Technology Building will add 43,000 assignable square feet of space as shown in the table. This new building will provide much needed space, but will not meet all of the space needs for the College through 2027.
- The final column shows the quantity of space that will be needed AFTER the Applied Technology Building is constructed.

Summary

In the five key space categories, the College will need 100,980 square feet of new space by the year 2027. The Applied Technology Building will provide 43,000 square feet, but another 57,980 will be needed to meet the projected growth in enrollment.

¹ The square footages for this project were taken from the Final Project Proposal on the FUSION system (downloaded on December 21, 2016). The exact square footages for these types of construction projects are subject to change as the project nears actual construction.

Glossary of Terms used in this Chapter

Assignable Square Footage (ASF) – The area of spaces available for assignment to an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas).

AV/TV Facilities - Rooms used for the production and distribution of audio/visual, radio and TV materials.

Classroom Facilities – Rooms used for classes that do not require special purpose equipment for student use.

FTES (Full-Time equivalent students) – Total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

Laboratory Facilities – Rooms used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study.

Library Facilities – Rooms used by individuals to study books or audio/visual materials. Rooms used to provide shelving for library or audio/visual materials. Rooms that support these uses such as book processing rooms, circulation desk, etc.

Office Space – includes faculty, staff and administrator offices as well as all student services spaces (e.g., A&R, Financial Aid, etc.).

WSCH (weekly student contact hours) – The number of class contact hours a class is scheduled to meet times the number of students. E.g., if a class meets three hours per week, and has 30 students enrolled, that would generate 90 weekly student contact hours.

Appendix A – College Council Members

| Title | Name | Committee Role |
|---|--------------------------------------|-----------------|
| Co-Chair | Lori Bennett | Standing Member |
| Co-Chair | Lorrie Hopper | Standing Member |
| VP of Inst. & Student Serv. | Kelly Fowler | Standing Member |
| Dean of Inst. | Lee Brown | Standing Member |
| Dean of Inst. - CTE/Athletics | Linda Thomas | Standing Member |
| Dean of Inst. - STEM/Technology | John Forbes | Standing Member |
| Dean of Student Serv. | Kira Tippins | Standing Member |
| Dir of St. Success, Equity, & Outreach | Gurdeep Hébert | Standing Member |
| Dir of Marketing | Stephanie Babb | Standing Member |
| Dir of Institutional Research | James Atkinson | Standing Member |
| Herndon Campus Director | Charles Francis | Standing Member |
| Social Science Dept. Chair | Jon McPhee | Standing Member |
| Humanities Dept Chair | Kirtley King | Standing Member |
| Science & Health Dept. Chair | Derek Dormedy | Standing Member |
| English & Reading Dept. Chair | Erik Fritz | Standing Member |
| CTE Dept. Chair | Matt Alanis | Standing Member |
| Math/Engineering Dept. Chair | Chris Graves | Standing Member |
| Student Support Serv Dept Chair | Erica Johnson | Standing Member |
| Academic Senate President | Elizabeth Romero | Standing Member |
| Immediate Past Pres.Academic Senate | Jeff Burdick | Standing Member |
| SLO Coordinator | Anna Martinez | Standing Member |
| Program Review Coordinator | Arla Hile | Standing Member |
| Adjunct Faculty | Dawn Hart | Standing Member |
| Adjunct Faculty | Jeff Eisinger | Standing Member |
| Classified Senate President | Dan Hoffman | Standing Member |
| Classified Senate | Cathy Ostos | Standing Member |
| CSEA Rep | Vacant | Standing Member |
| Institutional Researcher | Michelle Johnson | Standing Member |
| Sec'y to Campus President | Linda Little (FA)/Emilie Gerety (SP) | Standing Member |
| ASG Student Rep | Vanessa Suarez | 1 year |

Appendix B – October 21, 2016 Retreat Attendees

| Name | Constituency | Name | Constituency |
|-----------------------|--------------|---------------------|--------------|
| Aguilar, Anthony | Student | Martinez, Anna | Faculty |
| Alanis, Matthew | Faculty | McPhee, Jon | Faculty |
| Anderson, Karen | Classified | Mendez, Jason | Classified |
| Arnarsdottir, Bryndis | Student | Mester, Tom | Faculty |
| Atkinson, James | Admin | Morris, Amber | Student |
| Babb, Stephanie | Admin | Nabors, Brent | Faculty |
| Bennett, Lori | Admin | Navarro, B. | Student |
| Bennett, Megan | Faculty | Navarro, David | Classified |
| Blum, Whitney | Faculty | Nieto, Debbie | Classified |
| Bouthavong, Kham | Classified | Ochoa, Robert | Classified |
| Brandon, Ann | Faculty | Ostos, Cathy | Classified |
| Brannon, Colleen | Faculty | Ratá, Leslie | Classified |
| Brown, Lee | Admin | Reyna, Isaac | Classified |
| Burdick, Jeff | Faculty | Reynolds, Kaye | Classified |
| Chavero, Nancy | Faculty | Roby, Nina | Classified |
| Cockrell, Vicki | Classified | Rocha, Alex | Student |
| Dent, Galin | Faculty | Romero, Liz | Faculty |
| Eisinger, Jeffrey | Faculty | Ross, Stacy | Faculty |
| Forbes, John | Admin | Rowley, Jaclyn | Faculty |
| Forey, Naomi | Faculty | Rutledge, Jared | Faculty |
| Fowler, Kelly | Admin | Salinas, Sergio | Admin |
| Francis, Charles | Admin | Sanwo, Melanie | Faculty |
| Fritz, Erik | Faculty | Sarkisian, Tiffany | Faculty |
| Gardner, Jason | Faculty | Schoenburg, Diane | Faculty |
| Gingold, Jacob | Classified | Simonson, Jennifer | Faculty |
| Griffin, Doris | Admin | Stannard, Michael | Faculty |
| Hembd, Max | Faculty | Stoner-Brito, Carla | Faculty |
| Heyne, Jennifer | Faculty | Stumpf, Patrick | Classified |
| Hile, Arla | Faculty | Stuntz, Tracy | Faculty |
| Hoffman, Dan | Classified | Suarez, Vanessa | Student |
| Hopper, Lorrie | Admin | Thomas, Linda | Admin |
| Huebert, Brandon | Faculty | Tippins, Kira | Admin |
| Ishigaki, Teresa | Faculty | Torres, Von | Faculty |
| Johnson, Erica | Faculty | Turpen, Sallie | Faculty |
| Johnson, Michelle | Classified | Whaley, Dianna | Faculty |
| Johnson, Paul | Classified | White, William | Student |
| Leonard, Dana | Faculty | Willis, Aubrey | Student |

| Name | Constituency | Name | Constituency |
|--------------------|--------------|------------|--------------|
| Little, Linda | Classified | Wood, Jeff | Faculty |
| MacDonald, Cynthia | Faculty | | |

Appendix C - Interviews and On Campus Forums

Input from Campus Community

This section of the plan contains ideas, suggestions, and recommendations contributed by members of the college community. These ideas were heard and transcribed by the consulting team in-group listening sessions held on campus on October 19 and 20, 2016. Items in bold font are ideas that were expressed by multiple people in different sessions.

These ideas are organized by themes as discerned by the consultants. Within each theme, the ideas are presented in random order. There has been an attempt to reduce redundancy; however, some duplication occurs when the idea or wording was sufficiently different to be noted. In some cases, a suggestion, because of its multi-faceted nature, was placed under more than one theme.

College Culture

- As much as possible, as the College grows, do everything possible to:
 - Continue the friendly, family-like atmosphere, where everyone knows everyone
 - Continue the culture of inclusivity and engagement, which has been around for many years
 - Continue the spirit which makes this one of the best places to work, even for a freeway flyer
- Increase and promote collaboration
 - Among faculty, especially interdisciplinary
 - Among staff
 - Among students
- Inculcate new faculty and staff into the positive culture of Clovis
- Remember that education is symbiotic and intergenerational and occurs in a social environment
- Set aside time and space for thinking big and for forward thinking, anticipating problems
- Continue to provide current technology for everyone
- Continue the “high touch” one-on-one approach to helping students
 - Students understand that staff cares about them
- Continue the spirit where input is welcome and listened to
- Continue the understanding of, and the following of, the mission by all
- Maintain culture of trust among faculty, staff and administration
- Maintain culture by
 - Careful hiring and onboarding
 - Mentoring
 - Continue mentoring of new full-time faculty by senior faculty
 - Develop mentoring program for adjunct faculty
 - Provide release time for faculty involved in mentoring
 - Good communication
- Continue entrepreneurial spirit
- Preserve welcoming, inclusive environment to all students of all backgrounds
- Continue to increase diversity in faculty and staff to more closely to mirror the diversity in the community

Innovation

- Continue innovative, entrepreneurial spirit that's part of the College's culture
 - Build on existing reputation for innovation
 - Be an example for the entire state, as the newest community college
 - Become the "highest achieving community college on the planet"
 - Encourage creative thinking within our students
- May be even more important in today's world than critical thinking
- Beware of pushing students through the system too fast or too standardized
 - Give students time to discover their creative side
 - Recognize that many businesses are seeking artistic students (e.g. design, graphics)
- Create a "Discovery" track for undecided students
 - Strings of course offerings in various disciplines presenting multiple opportunities
 - Courses could also fulfill general ed requirements
 - Award a "Discovery" Certificate
 - Could lead to a "Create Your Own Career" model
- Encourage inter-disciplinary collaboration
 - Engineering and art, for example
 - Composition across the disciplines
 - Improvisation across the disciplines
- Recognize today's business environment is moving away from "specialization"
 - Tomorrow's students need to combine many different skills
 - More "visionary" than "practical" skills needed
 - Beyond "standardization"
 - Enable our graduates to be especially skilled in creative problem solving
- While continuing to innovate, remember that some failure is okay, even healthy
- Create a school app for students to access grades and school event information – it could also serve as a portal through which the school communicates with students.

Interacting with the Local Community

- Schedule more music events for community to enjoy on campus
- Meet the needs/expectations of families in the community regarding athletics
- Expand City bus service to Clovis College campus
 - Beyond the shuttle service from the Herndon Campus
- Build relationships with parents, vendors, high schools, industry, students
- Increase partnerships with business
- Increase partnerships with community organizations
- Increase partnerships with other educational institutions
 - Universities
 - Adult Education
 - K-12
 - Create pipeline between high schools and the college
 - Create programs and events that introduce K-12 students to the college
 - Partner with K-12 to expand field trip opportunities to the college
 - Explore dual enrollment options for high school students
 - Not all courses would be a good fit for dual enrollment
- Market the special qualities of Clovis Community College
 - Create a speakers' bureau of Clovis Community College and Center grads who've had successful careers
 - Bring in persons from various careers to speak to/with students
 - For example, different career possibilities in computers

- Spread the word about the College's Honors program and enroll more than just the current 56 students
 - Emphasize available parking
 - Emphasize new facilities
 - Emphasize one-on-one attention
- Continue bringing young people onto campus
- Expand summer programs
 - need coordination between faculty, counselors, tutorial, outreach - to make sure everyone (especially instructor) is "on board"
- Develop multi-lingual marketing materials
- Increase number of outreach staff
- More tours and communication with community
- Get more purposeful about data tracking (re: outreach) - for self-improvement
 - Disaggregated data that's meaningful and practical
- Market Clovis as the "college of choice" for the area
 - All programs are high quality
 - Professors see the college as a place they want to be
 - Serving the whole area
 - "Be a light" in the community
- Marketing via technology
 - Connect more with YouTube, Snap Chat, Twitter, Facebook generation, using more audio and video
 - Continue website redesign
 - Make website mobile friendly and appealing, with more videos
 - Need to train faculty and staff on how to write for the web (not dense paragraphs of academic text)
 - Develop templates for web pages
 - Eventually could use a dedicated social media person - just for CCC
 - Interactivity through social media
 - Could also do photography/video
- Intranet
 - Create a Clovis College intranet
- Marketing materials
 - Work with outreach personnel to make sure materials are easy to read and effective
 - Materials should reflect the attitude of the outreach team
 - Personable, friendly, appealing, family feel, college staff genuinely wants to see students succeed

Student Success

- Focus on student success as shown in completion rates
- Create a regional testing center to help students test out of classes
- Combining reading and writing
- Continue success program of embedded tutoring
- Continue successful First Year Experience program
 - Help students develop skills to succeed as a student
- Give students "agency," space and support to develop their own skills
 - Encourage them to move from being passive to active students
- While moving students along toward graduation, empower them to be independent learners
 - Develop a spirit of entrepreneurship among all students
- Engage student as much as possible, inside and outside the classroom

- Computer campus engagement
- Help “struggling students” in more expansive ways than just tutoring for specific course assignments
 - More students may struggle with increased scheduling of English IA+
- Emphasize growth in knowledge
- Continue culture of academic excellence
 - Be wary of anything that would water down standards
- Maintain academic integrity
- Expand English as a Second Language support

Academic Support / Student Services

- Improve Veterans, International Students, and DSPS Services
 - For example, improve the process of instructors sending tests to DSPS office
- Create a “Struggling Students” lab, where students struggling with writing and math can get extended support
- Extend services for students taking evening classes
- Library doesn’t have sufficient space for the enrollment
 - Add more space for group study
 - Add more carrels for individual study
- Continue the “awesome” counseling (from a student)
- Continue excellent financial aid support
- Increase number of adjunct counselors in the summer
- Expand mental health awareness programs for faculty and students
- Create an internship center to help place students on internships and job (from a student)
 - For example, in pre-law and accounting
- Expand career counselor and career and transfer center for more timely service
- Tutorial center is very welcoming, but needs more space, staffing, and professional development
 - Continue to expand the success services of embedded tutors
 - Keep tutorial in a single center
 - Professionalize tutors: certifications are available, also more professional development for tutors
 - Educate faculty on how to effectively use tutors
 - Develop online embedded tutors
 - Add more English tutors (10-12) soon
- Keep focus on getting students to develop and complete an educational plan
- Continue proactive approach by student services and counselors toward students who need support
- Plan for when student support services grant funding dries up

Student Activities, Student Life, and Athletics

- Foster environments for students staying on campus with facilities, programs and activities (e.g., events, spring extravaganza, expanded clubs, spaces will help)
- Create more places for students to “hang out” on campus, not just drive in and out
 - Create study rooms outside of the library
 - Utilize campus “computer pit” more to encourage more student engagement
- Build a Student Center
 - Bring in outside vendors like Starbucks, Panda Express
- Add an extensive learning lab like the one at San Diego State
- Develop affordable study- abroad programs

- Increase opportunities for students in athletics, sport by sport as facilities are available
 - For example, water polo, cross country, baseball, basketball, volleyball, tennis, lacrosse,
 - Even football with a shared stadium
 - Begin by adding shower facilities for soccer student athletes
 - Collect data from current and prospective students indicating where their interests are in athletics and fitness
 - Goal, add one sport per year
- Schedule more activities like the “Art Hop”
- Find more ways to alert students to scheduled student activities
 - Create voluntary system to accept text messages announcing student activities
 - Create pop-up box in Learning Management System for each student
- Improve cafeteria service speed to reduce long lines
- Add packaged food snacks in bookstore
- Increase logo apparel items in bookstore

Enrollment Management / Scheduling

- Build the schedule based on student need
- Recognize unmet needs based on Web Advisor data
- Capture data from electronic Student Ed Plan data to schedule right number of courses, sections
- Expect and prepare for a lot of growth
 - We have capacity to grow
 - Enrollment can grow as fast as we can build
- Students appreciate small class size
- Increase class availability
 - Math and chemistry
 - Business administration
 - Political science
- Expand Dual Enrollment and Distance Education offerings to expand access to the college
- Recognize engagement found in on-ground classes
 - Not all courses adaptable to distance education

New Programs

- Create better process for program development
- Find an alternative to repeatability, especially in certain areas
- Involve community in life-long learning
 - Recognize importance of “secondary career training”
 - Create a certificate focus for older adults
- Increase breadth of transfer programs
 - For example, geology and, anthropology (but will need to add full-time faculty)
- Create more transfer degrees
- Schedule classes with CSU Breadth Requirements not currently offered
- Be careful not to add too many programs too fast, spread too thin, and do things poorly
 - Prioritize
- Add program in renewable energy
 - Use campus as lab, for example, adding solar panels
- Training programs are so impacted in the state, top students are leaving the state
 - Consider health occupations programs
 - Would like to see RN, occupational and physical therapy programs at the college
 - Add health care programs like Nursing and Dental Hygienist

- Add drama department
- Add music program and band
- Expand CTE in programs related to the environment and health, contributing to society
- Add journalism program, online and print
- Add self-defense program for women and men
- Add culinary program
- Add mechatronics programs (for examples, drones, robots)
- Increase computer courses, especially CTE practically oriented classes for students to be placed in jobs after two years (for example, computer information systems, data science)
- Focus on transfer program courses, since Clovis has such high transfer rates (do what we do well)
- Integrate CTE into the campus, not separate from academics
- Create a maker space, bringing together disciplines
- Create business incubator, accessible to all students, with offices, personnel, etc
- Add Chicano studies
- Add African-American studies
- Expand ESL program
- Add International Students program
- Add craft beer program
- Expand child development program
 - Include infants
 - Become a child development “model site” for central California
- Consider a Puente program to promote students going to UCs
- Create or expand CTE programs like criminology, child development, wastewater management
- Add specialized physics courses if numbers warrant it
- Consider chemistry tech program
- Choose CTE programs wisely - can be expensive
 - Are jobs actually available?
 - What is the level of student mobility regarding jobs?
 - Collaborate with local businesses

Technology

- Balance e-books with “old school” printed books
- Make decisions about technology that are student centered
- Anticipate growth in distance ed and hybrid courses
 - Find the right hybrid model and communicate that to students
 - Ensure students know in advance what they’re getting into
 - Find cutting edge best practices in distance ed
 - Improve online classes orientation
- Give faculty and staff more of a say in technology for classroom
- Create platform independency
- Ensure Clovis College needs are met within District technology planning
- Recognize that “thin clients” not fast enough for students who need elaborate data/programs
- Increase coverage for help desk and support, whenever open labs are open
- Increase access and equity for all students by expanding virtual desktops accessing what students need, including requirements for online courses and for sophisticated courses like 3-D CAD
- Create online collaborative space for all faculty--shared cloud space with multiple people looking at same time, for example Office 365

- Continually update the CCC technology plan
- Convert all analogue to digital especially with new buildings
- Create telecom space in new buildings for data cables and equipment
- Continue to keep updated in all tech communication with students
- Become more even cutting edge than regional K-12 districts
- Create a research and development component to IT to experiment with new technology and integrate with instruction and improve student success and efficiency
- Ensure secure campus safety and security
- Add online office hours with Adobe connect
- Maintain cutting edge technology - evaluate past acquisitions to learn and improve
- Recognize that in five years, we will have paperless business procedures (currently, business forms are still on paper)
- Streamline college business processes
- Upgrade instrumentation in science labs

Professional Development

- Continue to support professional development for all staff
- As boomers on staff retire, and new people are brought in, focus on professional development
 - New faculty orientation
 - Mentorship program
 - Workshops
- Increase adjunct professional development, inclusive, collaborative, and with standards
 - Clovis College should become the model of adjunct instructor mentoring and development
- Pay adjunct faculty for office hours
- Continue Oncourse workshops in professional development
- Continue weekly brown-bag lunches
 - Utilize “behind the glass” teaching model strategies
- Offer fitness program for staff and encourage them to reach certain levels
- Increase professional development opportunities for IT personnel (for example, conferences, networking with other colleagues at other colleges)
- Increase professional development opportunities in technology for all staff
- More time for faculty planning (extra flex day)
- Schedule new faculty Tuesday and Friday meetings
- In office assignments partner new and old faculty
- Have deans and admin check in with new faculty
- Increase mentoring during tenure track review
- Consider designating a training person (who knows everything) who could train new people
 - Could produce training videos (for example, how to fill out a requisition) via an internal “YouTube” channel
- Schedule campus tour for new hires
- Institute more formal ways to introduce new people
- Continue new program with classified staff, in which a new hire gets a card and a gift card when they start
- Alert senate leadership, or all staff, when any new hire joins

Facilities

- Construct a building recognizing that many small classes are needed
- Build a building just for humanities

- Build a performing arts to support expansion of those programs
- Design classrooms that accommodate collaborative learning
- Build a gym or multi-purpose room to support programs and provide meeting spaces
- Build permanent soccer fields
- Create a long-term plan for record storage within admissions and records
- Add a shipping and receiving area
- Install solar panels to power the campus
- Throughout campus include more storage and workroom space
- Create a staff lounge
- Design buildings with innovative renewable energy
- Move smokers' area from the central part of campus and isolate it
- Utilize Herndon Campus more
 - Include more permanent services, for example financial aid, bookstore
- Create a dedicated business office
- Build a field house for athletics
- Design larger custodial closets in all buildings
- Ensure enough break spaces in general areas with refrigerator, microwave
- Build an auditorium for plays and music performances, even a banquet room
- Design a bigger fitness center
- Increase storage areas in IT area
- Relocate IT office closer to data center
- Save energy and energy costs on air conditioning and lighting
- Design LEED buildings for the future
- Build an Inviting student center and lounge to encourage students to stay on campus
- Create an interdisciplinary "Makers Space"
- Expand Testing Center proctor online center
- Need a new Mac lab
- Provide spaces for student clubs
- Provide spaces for students to meet or work on assignments together
- Need more large lecture halls for classes and forums
- Need more offices
- Need a casual place for students to hang out (food allowed)
 - Ping-pong, pool table, etc.
- Design a student success center
 - Unify library and tutorial
 - Feature student art
- Construct a new science building or at least add more labs and instrument room
- Add a faculty dining room and faculty lounge
- Develop a learning center (with coffee shop) for library and tutoring together
 - "Learning commons" - writing center, tutorial, library
 - study rooms, cafe, group tables, quiet spaces, individual quiet rooms
 - Tech Hub "genius bar"
 - Add more technology in library
 - Expand resources for distant ed students
- Add a large computer lab to the library
- Add solar power for campus
- Add electric car charging stations
- Create designs that have a "futuristic vibe", modern, state-of-the-art
- Avoid the physical "silos" currently in various buildings

Campus Grounds / Exterior / Fields

- Create a campus “personality” with statues, fountains, etc.
 - Perhaps a fountain with a sculpture of bull
- Add more parking spaces accessible to staff
 - Especially for AC2
- Add more bleachers for the soccer field
- Add lights for the soccer field
- Build a concession stand for athletics
- Add a baseball field and cross country area
- Have campus “go green” more (for example, recycling area, filtered water-fill stations, more trees)
- Improve bike trail connections and add more bicycle stands
- Use water wisely, e.g. fewer lawns, more planters and vegetable gardens, drought tolerant landscapes
- Construct solar covered parking structures

Herndon Campus

- Determine role of the Center during the next ten years
- Currently a good “overflow” for the Clovis campus
- Currently a place of convenience and desirability for many students
 - In a recent survey of Herndon Campus students, 45% of the respondents said Herndon first choice
- Shuttle service from Herndon Campus to Clovis campus important to many students
- Add Clovis city bus service from Herndon Campus to Clovis main campus
- Offer more classes at H.C. as needed
- Increase student services and student support services
 - Provide more library services in the in the tutorial center
 - Add more financial aid and counseling services
 - Expand services for disabled students
- Add instructional labs
- Encourage Clovis campus student services to coordinate more closely with Herndon Campus
- Encourage overall closer communication between Herndon Campus and Clovis College

Staffing

- Increase classified staffing each year as the college grows, proportionate to additional students and faculty
- Need full-time faculty in certain disciplines (for example, history, chemistry)
- Add an automated phone service or separate operator to reduce stress on A&R
- Increase IT staffing for network, instructional technology, and micro-computer resource
 - Add an audio-video specialist (e.g., sound equipment for events, classroom media projectors)
- Need more staff in research and analysis
- Add certificated librarians, including a distance ed librarian
- Increase administrative support positions in line with increases in faculty and classified staffing

Organizational Review / Committees / Workload

- Continue the reorganizing that has already begun
- Develop organizational structures in which the environment continues to be collaborative, where many voices are invited to participate

- Think in new ways
- Find ways to reduce increased workload for faculty
 - Faculty feel stretched to the limit
 - Reduce number of reports and meetings
 - It almost seems administration likes generating paperwork
 - Devote more time to teaching
- Keep an organization which promotes a college culture working together as a team
- Reduce the number of committees; consolidate committees
 - Spread the work of committees out over more people
 - Not always the same people doing all the work
- Must develop ways to insure faculty and staff don't burn out
- Find organizational ways for classified staff to have more interaction with faculty
 - There are many adjunct faculty whom classified staff members don't know
 - Classified staff would like to know counselors better
- Add a dean of counseling as well as dean of students
- Keep the VPI-VPSS as one position but add an EVP for accreditation and strategic planning

College Planning, including the Use of Data

- Emphasize the importance of planning as more important than just adding another grant to bring in new program
- Avoid past mistakes where strategic and/or educational master planning was ignored
 - For example, starting an Asian-American program before the Latin American program identified in planning
- Avoid the strong temptation to "chase money"
- Use and analyze data within a college which has a culture of evidence
- Encourage collaborative work between disciplines (don't pit departments against each other)
- Continue to listen to student voices
- Need to develop a smart growth plan
- Provide accurate data that we can rely on
 - Develop dashboards for easy access to information
- Continue work on developing a data warehouse
- Develop a standard set of metrics
- Research department wants to continue to give one-on-one attention to faculty
- Adopt assessment tools now to correlate success with the use of library resources

Integration with the District

- Utilize when possible centralized District services (For example, Canvas, data warehouse)
- Don't duplicate expensive programs
- Seek equity in funding per FTES

Miscellaneous

- Administrators should teach one class or seminar
- Improve the parking appeal process, especially if a student can show proof of parking permit
- As campus grows, add golf carts to transport people and equipment
- Develop annual budgets for equipment repairs and acquisition, with a streamlined process

Appendix D – Survey Responses (Open-Ended Questions)

Question 27 - Please list any academic programs or courses that are not currently offered at the College that you would like to see added. (Please include one program per line.)

- 3D Art - Pottery & Sculpture
- A few more CTE programs
- Advanced Drawing
- Advanced IT Networking
- Advanced Painting
- aeronautics
- African American Studies
- African American Studies
- Animal science
- Anthropology
- Any health programs
- Art Theory and Criticism
- Asian Studies
- Astronomy (3)
- Athletic Training
- Auto shop
- Band/ orchestra
- Bio Psychology
- BIOL 102. Genetics
- BIOL 157. Immunology
- Building and Maintaining a Habitable Planet Calligraphy
- CHEM 150. General Biochemistry Child Life Specialist
- Choir Program (2)
- Clovis Community needs its own nursing program!
- CNA Program
- Commercial Music Degree
- Commercial Music Major
- cooking
- Cosmetology Program
- Culinary Arts (2)
- Cultural studies
- Cultural Studies - Chicano-Latino
- Cyber Security
- Dance
- Dental hygiene
- Dream Center (to better assist AB-540 students)
- Ecology
- EMT
- Ethnic Studies
- Expanded literature sections
- Expanding our offering of computer science classes
- Exploring Health Careers
- Fashion
- Figure Drawing
- Film/Video Production
- Fitness Programming
- Food Service
- French 2
- Game Theory
- Genetics
- Geology (2)
- German
- GIS
- Green Energy
- Health Science Professions
- Hispanic Programs
- History of Mexico
- Hmong Language Course
- home economics
- Horticulture
- Hospitality
- Human services
- Hybrid PE classes
- Interdisciplinary Discovery Tracks Italian
- Italian
- Japanese
- Journalism (2)
- Journalism - Campus Newspaper
- Kinesiology
- lab tech
- Latin American Art
- Latino Studies
- LPN
- LVN Program (2)
- Marine Biology
- Marketing (2)
- Materiel Engineering
- Medical Terminology in Spanish
- Metalworking
- Modern Programming for web
- Modern World History
- More CTE
- More database classes – advanced
- More graphic design
- Motorcycle & ATV repair technician
- Museum Studies
- Music (Band)
- Music and Drama courses
- Music Education Major (2)
- Musical Instrument Digital Interface
- Non-credit community courses such as aerobics or painting
- Nursing (8)
- Occupational Health
- Occupational Therapy (2)
- Occupational Therapy Tech
- Oceanography

- Paralegal Studies
- Personal Finance & Budgeting
- personal financing
- Philosophy classes
- Photography (3)
- Physical science
- Physical Therapy (4)
- Physical Therapy Tech
- Programs based on the needs of the current local workplace needs
- Public Health
- Public Relations
- Radiology
- Radiology
- Real Estate
- Registered Nursing (3)
- Russian Language
- Small engine repair
- Social work
- Southeast Asian Program
- specific information literacy/research instruction - 1 and 3 unit courses
- Sports Psychology
- Student/instructor collaboration STEM projects
- Theater (3)
- Theology
- Typing
- Values, Technology, and Society
- Veterinary Technology (2)
- Video Arts
- Video Editing
- Visual Culture
- Watercolor Painting
- Women's Studies

Question 28 - Please list any student services programs or resources that are not currently offered at the College that you would like to see added. (Please include one program per line.)

- Art gallery/exhibition space
- Better Food Services
- Community Outreach (helping the community)
- Competing food services to keep cost down and quality up
- Crisis Counseling
- Dedicated music studio (recording/performance space)
- Exploring Health Careers
- Financial Education for Personal Growth
- Financial Support Services for CCC Student Workers
- Fitness center
- Food pantry
- Full-time college psychologist
- GED Completion Programs
- Guest speaker per month from a certain occupation
- Health Education Services
- International Students
- Lexis-Nexis Computer Program
- Mac lab for multimedia art and music students to work on projects outside of class.
- Maker Space
- Maker Space - in the library
- Mental Health Support
- More evening classes
- More resources/space for learning staff (ex. Library, tutorial center)
- More resources/space to facilitate music technology/equipment
- More textbooks on loan for students to borrow
- More tutors
- Music performance space
- Open Art labs both digital and foundational
- Open gym to everyone
- Open labs so students can get experience in something they find interesting
- Outdoor performance venue / public gathering space
- Park areas with fountains, murals, statutes
- Performing arts center
- Personal finance as life skill - focus on income needed to live independently
- Puente
- Resource - Student center
- Student group meeting areas
- Student gymnasium
- Student life such as ping pong tables, chess tables
- Student meeting rooms for clubs
- Student union
- Support program for students with disabilities- i.e. College to Career
- Taking International transfers
- Technology tools collection offered through the library for

- students and faculty to check-out
- Veterans
- Veterans Support Services Team at CCC
- Workers' space for student invention and collaboration

Question 29 - Please list any student activities or programs that are not currently offered at the College that you would like to see added. (Please include one program per line.)

- Armenian Club
- Astronomy demonstrations.
- Athletics/Sports Teams
- Badminton
- Better food service
- Concerts
- Creative Writing Club
- Friends of the CCC Library
- Gallery Talks
- Hiking Club
- Intermural sports - just for fun
- Internship program for CTE students. Earn college credit as part of
- LEO Club
- Math Club
- More authors to speak at various times.
- More student activities at the Herndon campus
- Multi-Cultural Day
- Music Program
- Music shows
- Open free access to the fitness center
- Outdoor Club
- Panel Discussions across disciplines
- School Band Concerts.
- Ski club
- Sports (i.e. Cross Country)
- Sports groups
- Student gathering space
- Student newspaper or website
- Student scholarship committee to encourage innovation
- Therapy Dogs/Animals during Finals
- Water Polo
- Weekly student activities. Creating fun women's Self Defense Classes

Question 30 - What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next 5-10 years?

- Internship programs with community employers in the CTE program
- Useless busy work are an increasing burden and distraction for faculty.
- Add more buildings, staff, faculty, classes
- Add more classes to the Herndon Campus. It has improved over the last semester but classes offered there should be increased. Offer more core classes there and additional classes like Spanish 1, 2
- Adding buildings with classrooms and much more office space
- Adding classes so a student can take all their classes at CCC and not have to commute to FCC, RC or MC
- Adding more classes and continuing the sports program
- Addition of more programs
- Additional sports and improved sport facilities added to Athletic Department to increase community awareness, involvement, support. Clovis is a sports town; our community college should represent the community. Piggyback off CUSD.
- Adequate support staff equal to the growth of faculty, administrators and programs. Adequate support staff for curriculum development, articulation and centralized class schedule development.
- As the campus expands, please make sure that parking expands as well so we do not become overcrowded. Also, I love the atmosphere of our cozy, friendly, pretty, cheerful campus. Please expand on that!
- Availability of classes and addition of programs
- Availability of classes.
- Being relevant to the work force. Building connections to four-year colleges.
- Building and Inclusive Campus Universal Design for Learning/Instruction
- Can we sufficiently staff CCC (with both Classified and Faculty) for the growth that we will incur? Also, will we be able to maintain enough storage facilities?
- Career and technical education
- Centralized reporting of grades and attendance records by instructors throughout the semester so that they can be accessed by the administration in case of emergency or to verify that students are complying with school policies.
- Class availability and tutoring services
- Collaboration
- Communication in all directions
- Hire quality instructors who know how to teach and provide professional development training on how to develop exams that tie to student learning outcomes
- Counselor meetings to discuss Student Education Plans

- Delivery of instruction. The best way for students to learn based on current research.
- Developing programs that OUR students want and need! They shouldn't have to go to Reedley or FCC to get access to programs not offered at CCC.
- Diversity
- Expand more for the increase of students and make more food choices that aren't as expensive
- Expanding science labs and faculty and maintaining a good mix of classroom sizes that fit the establish class caps for the respective disciplines for the expected growth of each.
- Expanding the availability of certification programs. More classes available to complete AA, CA, AAA and SC programs.
- Expansion of CTE
- Finding ways to lower textbook costs
- Focus on the student and the rest will fall where it should.
- For the higher math classes and physics, it would be nice to have more of an availability of instructors and times. At least 2.
- Getting students into a 4-year university
- Go out to high schools and promote the Clovis Community College
- Good financial planning is important so we can survive the next downturn in the economy.
- Growth of students and faculty. More office space and classrooms.
- Growth of the college.
- Growth/expansion
- Have enough classes for students to take and have enough teachers
- Have more parking, counselors, English classes, Biology classes, and allow us to see our S.E.P. on web advisor.
- Help students explore and determine their career goal EARLY ON so they know which classes they need to reach that goal!!! This would have saved me MUCH time and money.
- Hiring more faculty
- Hiring more staff grounds.
- How to better acclimate first time students (recently graduated from high school or older first time students) to college? How to better prepare them financially and in their coursework. Some of the new students do not know what to do, what classes to take, what requirements needed to start college, any testing.
- How to develop a personality for this campus. We need thoughtful discussion about what our general education requirements should be for local degrees so that they are truly "local" and we need to make a commitment as to what transfer degrees specifically we should be offering.
- Commit to hiring a diverse team of faculty and staff that is representative of our campus community. Provide role models for all our students and diverse ways of thinking to support our students

- Improve counseling training. Make sure counselors don't give students different answers because they are not on the same page.
- I think Clovis' strength is the quality of instruction and dedication of the faculty. I recommend building on that strength by expanding class offerings and hiring as many full-time faculty as we have office space for!
- I think it's important to make degree-specific courses more available. For instance, the art students sometimes must take two semesters to do one semester of work because the classes required conflict so frequently.
- In a word: Cohesion. Our college is growing quickly requiring us to work together, keep clear communication, and keep transparency.
- Increasing availability of classes and parking as college continues to grow
- Integration of grants and plans so the activities are in alignment and complement each other instead of overlapping.
- It is difficult to establish just one consideration. The ones that I think are most crucial are to establish the identity and personality of the College within the community (not just to the stakeholders at the College) and to develop new programs to meet the community's needs.
- Keep in mind that there is/will be a need for additional space for learning resources (ex. Tutorial center) to facilitate the growth of student population.
- Keep our strong emphasis and success in transfer to four-year institutions. That is what we are known for. That is our unique strength.
- Keep the classes small. Too many students mean less instruction for each student. Open hiring platforms for instructors.
- Keeping effective and motivated instructors.
- Maintaining a focus on transfer preparation but also offering in demand CTE programs to meet student and community needs
- Make sure the college is accommodating most of the students by providing academic/professional programs at Clovis Community College (e.g. Nursing, Physical Therapy Assistant, etc.) That the other SCCC colleges have but are impacted. That way Clovis can accommodate the overflow of students.
- Making enrollment, registration, and student support service processes simpler and more easily accessible on the internet.
- Making sure students are in the right path towards their college degree goal and counselors making sure that the students are in the right path and taking courses that they are supposed to be taking.
- More career-tech programs
- More classrooms, parking, better, more complete janitorial services.
- More space. We need a more space for students and staff. Maybe a breakroom for staff. Also, better options for food. Maybe have snacks, candy in the bookstore so that student so not have to wait in line if they just want a candy bar. There should not be a monopoly on this. become overcrowded/class size becomes too large.
- Planning for new programs and managing growth

- Preparing transfer students and helping them make strong applications
- Prioritizing new facilities and carefully considering how these should be designed with input from current and future participants/users.
- Program development
- Quality of Professors
- Retention of and knowledgeable counseling staff and instructors that want to teach
- Safety of students - encouraging students to get involved on campus and to connect with staff and other students to increase student success.
- Setting Clovis Community College apart as an environment where innovative ideas can be beta-tested and showcased to the other campuses in the CCC system as we develop and grow new programs.
- Space
- Space and growth - we need more space fast!
- Students' balancing of school and working to pay for school
- Technological advancement must be tempered with faculty support in a way that allows faculty to become familiar with new technology before it is introduced. Increasing faculty and proper technology in the classroom is essential. Although online programs will continue to grow, classroom based classes are going to remain a primary focus for highly committed students, and focus should be shifted to allow community college students to engage in a collegiate experience.
- Textbooks. They are ridiculous. For those of us who are blessed with financial aid. It helps and we are beyond grateful. I know far too many people who are not as fortunate. Some who are mothers and fathers. Some who have two jobs and still cannot afford the books. Also the knowledge from the counselor about career paths.
- The college must expand to the growing population and popularity of the campus. We are seeing significant growth of incoming students so we must keep up the facilities and class availability. One of the best things about this college is the class availability. There needs to be a bigger library and more student activities.
- The college should be serious about providing a college-level education to our students.
- The growth of the community surrounding the college and increased enrollment from area high schools
- The orphan disciplines need full-time faculty members to manage and grow them. There needs to be a larger breadth of classes and transfer degrees.
- The planning of the facility I feel is very important.
- The top priority should always be "What is best for our students." This seemingly obvious priority may not always be adequately reflected by simple data models and funding availability. Smart growth, rather than growing just to grow.
- The tutoring center needs tutors in every course. It seems like only math or English related courses are covered. Be careful whom you hire as a professor.

- To be clear on the goal a student is trying to achieve. What is expected in detail and what to do to accomplish that goal.
- To cater not only fresh out of high school students but working adults or people going back to school that need more availability of schedules and classes
- To continue its focus on student success. This will only get harder the larger our campus gets bigger
- To train all employees.
- To utilize faculty in a more effective manner on committees, building space and accommodate growth - additional food services, activity facilities, office space, etc.
- Unity, a sense of unity. We are all working together for the Student Success. At times, I feel that there is a gap between adjuncts and full time faculty. The integrity of student success depends on how we close this gap. Too often, adjuncts feel alienated or marginalized. I know that we make efforts in closing this gap, however, the efforts need to continue, for student success is impacted proportionately to how we respond to this issue.

Question 31 - Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate.

- Ask about dual-enrollment programs and what programs could be expanded.
- CCC is a great place to be. Maybe a student relaxation center would be super cool and perhaps one of its kind. The relation center could include comfortable reclining chairs.
- Find out why your students attend this college. As in give us a voice. Perhaps in one of these nifty text boxes? Our voices will help you shape the future of this college. Asking us for our true feelings and not for us to check premade questions would be very beneficial.
- For some of my suggested programs/activities, these are items that are currently being developed, or are being discussed at various levels. Maybe a checkbox that indicates a status of 'in progress'.
- I would like to see a speaker program which brings in important subject matter for students to be exposed to.
- It might be helpful to ask the faculty if they feel they have had to "dummy-down" classes to meet SLO, GELO, PLO, etc. Expectations and requirements.
- My teachers are unappreciated
- None of your lists appear to include students who may not be coming straight out of high school. There is a large group of adults who would like to either complete, start, or enhance there earlier education in college. It would be nice to see services geared towards them, as well as academics available during hours that are not during the regular workday.
- Rate the helpfulness of transfer preparation and give suggestions to make it better
- Some focus questions on how we can plan to empower faculty and staff to perform better in their roles. Planning for support of staff is also important in achieving goals for students.
- Student access to information about clubs or programs through flyers and meeting dates and times.
- The college should start being a college, not an extension of high-school. We tend to identify ourselves more closely with K-12 or 14, than with Freshman/Sophomore level college and university education. Part of this comes from the fact that we look like a high school and act like a high school rather than a college.
- The college should stop chasing grant money for programs we do not offer or are not part of our strategic or program review plans.

- The college should take its planning seriously. Too often planning is ignored to take advantage of the latest fad or trend, forcing deans, faculty and staff, to scramble to force-fit their programs and activities into the new model.
- The organizational structure of the college--with "departments" as opposed to divisions makes little sense.
- There needs to be more questions about the professors that are hired. Some are not the greatest.
- What is the methodology of the survey? Why are we being asked about commute times and years served? How often must you see the same answer before it has "weight" in the report?
- When I meet with a general counselor it feels impersonal and uniform. When I go to the counselor with an Issue I feel as though they are just telling me things they have pulled from some manual called 'how to be a junior college counselors'. This is not always the case, but it is common.
- When will Clovis Herndon get a cafeteria and a bookstore?
- Why do some students refuse to drop a class but stop attending class drop deadline has passed?