STATE CENTER
COMMUNITY COLLEGE DISTRICT

DISTRICT STRATEGIC PLAN

Fresno City College & Career & Technology Center

Reedley College

Clovis Community College

Madera Community College Center
Reedley College

Oakhurst Community College Center
Reedley College

2017-2020

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CHANCELLOR'S MESSAGE

State Center Community College District has a rich tradition of empowering educational excellence. With our faculty, staff and community partners we are able to provide an educated workforce for the Central Valley. History has shown that we not only assist in improving our students' lives, but also the communities we serve.

Just as a successful business requires a business plan, an educational institution requires a strategic plan. The creation of this 2017-2020 Strategic Plan is the result of a transparent process that evolved from comprehensive planning sessions involving our Board of Trustees, several hundred faculty, staff, administrators and community members. In addition, we held a Career Technical Education Charrette and a Strategic Planning Alliance. This process engaged our entire community, including a cross section of alumni and regional leaders.

I'd like to thank everyone who participated and gave of their time and expertise. Although this process was initiated by Interim Chancellor Dr. Bill F. Stewart, I am deeply appreciative of the contributions of the dedicated team efforts of the District Strategic Planning Committee, the leadership of Interim Vice Chancellor of Educational Services and Institutional Effectiveness, Dr. Barbara Hioco, Chair of the Career Technical Education Charrette, Dr. Terry Kershaw, and Strategic Alliance facilitator, Reedley College Instructor Dr. Linda Carvalho Cooley.

This Strategic Plan provides a focused framework for the future. The plan is built on our existing work around student success and institutional effectiveness. I invite you to join us and become a part of our commitment to helping students reach their educational and career goals.

Paul Parnell

Dr. Paul Parnell, Chancellor
State Center Community College District

Just as a successful business requires a business plan, an educational institution requires a strategic plan. This process engaged our entire community, including a cross section of alumni and regional leaders.

DISTRICT PLAN DEVELOPMENT

Strategic planning provides a continuous and systematic process that enables an institution to define what it does, gauge its progress, and evaluate outcomes that impact mission, vision and values achievement.

State Center Community College District (SCCCD) embarked on a bold, new process to develop this strategic plan. Over one year in the making, planning included input from two community events (the Career Technical Education Charrette and the Alliance Forum), the District Strategic Planning Committee, and two districtwide surveys. An environmental scan was also completed to provide supporting information to the process. Feedback from the Board of Trustees, students, staff, faculty, administrators, business and other community stakeholders was then synthesized and refined, and evaluation processes identified to produce the strategic plan adopted by the Board of Trustees in February 2017.

Guided by the vision of empowering through educational excellence, this strategic plan will provide direction for State Center Community College District to achieve its mission of 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.

The strategic plan will serve as the foundation for institutional decision-making during the three-year period. SCCCD colleges will develop site-specific strategic plans aligned with the district's plan.

Implementing this plan will be a cyclical and continuous process, with strategies in place for ongoing tracking, assessment, and adjustments that may be necessary to respond to environmental changes and assessment results.

VISION

Empowering through Educational Excellence

MISSION

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

CORE VALUES

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

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

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

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

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

OVERARCHING GOALS

1
Excellence in Education
SCCCD is committed to empowering our colleges to cultivate excellence in educational programs and student support services.

2
Institutional Effectiveness
SCCCD is committed to data-informed but people-driven continuous quality improvement of processes and resources.

3
Leader in Higher Education and Community Collaboration
SCCCD is committed to being a force for positive change by expanding partnerships in education and workforce development.

BRINGING THE PLAN INTO OPERATION

The mission, vision, values and overarching goals presented in this strategic plan will remain in place to guide the district from 2017 through 2020. **Goals** will be achieved through a continuous process of selecting **themes** identified at the Alliance; additional themes may emerge throughout the years based on environmental forces and the monitoring of Key Performance Indicators (KPIs).

Annual **strategic objectives** will be developed for each selected theme. In the second and third years, work on the initially established strategic objectives may continue based on outcomes; in addition, new strategic objectives will be identified every year.

A **SMART Assessment Form** identifying
Specific and
Measurable
Actions,
Responsible party and
Timeline
will be completed for each identified Annual Strategic Objective and will be used to gauge progress of the strategic objectives. Results of the SMART Assessment form will be presented on a dashboard.

Key Performance Indicators will be monitored to a) identify areas that need to be included in strategic objectives, and b) measure progress on achieving the strategic objectives within the SMART Assessment form.

The District Strategic Planning Committee (DSPC), which represents all constituent groups, will continue its monthly meetings to shepherd the continuous improvement process.

NOVEMBER

District Strategic Planning Committee (DSPC) hosted workshop to launch strategic planning process
- Three overarching goals identified.
- Terms identified for possible inclusion in mission and vision statements.

2015

JANUARY

Career Technical Education Charrette Planning Summit
- Charrette CTE recommendations developed for district's consideration.
- CTE Charrette Findings Report and Next Steps generated.

2016

JULY

Brainstorming session with Chancellor's Cabinet Executive Leadership Team
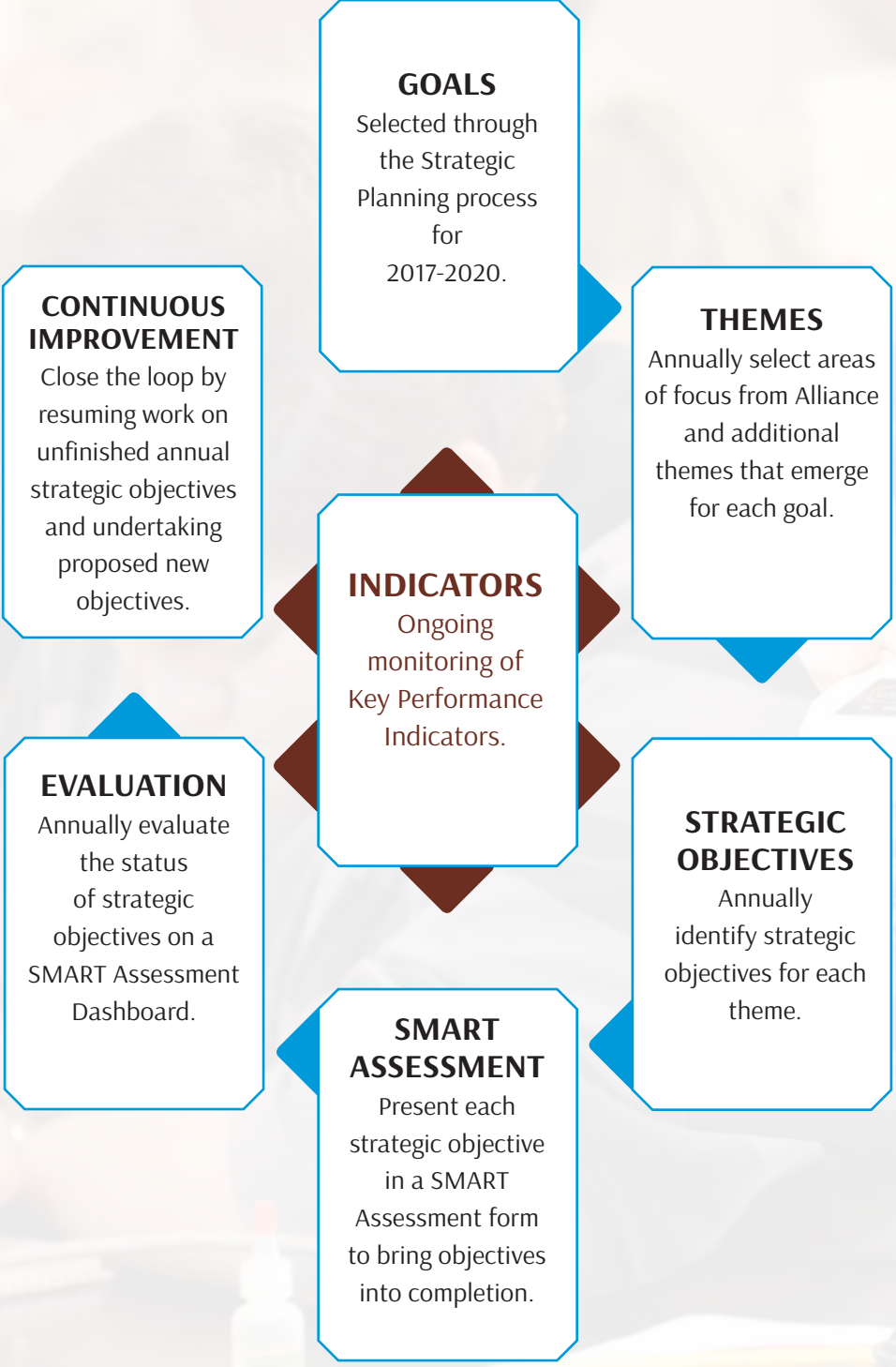- Input from participants identified additional terms for mission and vision statements.

2016

AUGUST

Survey solicited input from the Board of Trustees, students, employees and community members on proposed terms to be included in district mission statement, vision statement and values.
- Input gathered from more than 3,100 respondents.

2016

4

GOALS
Selected through the Strategic Planning process for 2017-2020.

THEMES
Annually select areas of focus from Alliance and additional themes that emerge for each goal.

CONTINUOUS IMPROVEMENT
Close the loop by resuming work on unfinished annual strategic objectives and undertaking proposed new objectives.

INDICATORS
Ongoing monitoring of Key Performance Indicators.

STRATEGIC OBJECTIVES
Annually identify strategic objectives for each theme.

EVALUATION
Annually evaluate the status of strategic objectives on a SMART Assessment Dashboard.

SMART ASSESSMENT
Present each strategic objective in a SMART Assessment form to bring objectives into completion.

SEPTEMBER
Strategic Alliance Forum held at a special Board Meeting.
- Input gathered from 144 stakeholders.
- Mission, vision and value statements drafted based on terms gathered from the brainstorming session and participant exit survey.

2016

OCTOBER
DSPC and college representatives consider the timeline for strategic plan development and review the results of the CTE Charrette and Strategic Alliance Forum.
- Mission and vision statements refined; values defined and strategic objectives for overarching goals explored.

2016

JANUARY
Draft Strategic Plan reviewed by SCCCD Board of Trustees.

2017

FEBRUARY
2017-2020 Strategic Plan formally adopted by SCCCD Board of Trustees.

2017

COMMUNITY EVENTS

Governed by a Board of Trustees representative of the district itself, State Center Community College District also values its partnerships with the wider community. During the development of this plan, two formal community events – the Career Technical Education (CTE) Charrette in January 2016 and the Alliance Forum in September 2016 – were held to seek ideas from the wider community; feedback from stakeholders participating in these two events has been instrumental in developing this plan.

CTE Charrette Planning Summit
In 2016, SCCCD conducted an intensive CTE charrette planning session. The charrette provided the opportunity for the District to review the region's business and economic environment with internal and external experts, and solicit recommendations for career and technical education. Charrette documents, including the Environmental Scan and Final Report, can be found at:
http://scccd.edu/CTE. Prior to the charrette, each college conducted a comprehensive review of its service area economy, followed by a "gap" analysis to identify how well its program offerings are satisfying regional workplace demand. The district identified four career pathways based on their economic impact on Fresno and Madera counties, and the numbers of students taking courses in these career sectors in local high schools and in SCCCD colleges and centers. The career pathways chosen as a focus for the CTE Charrette were Advanced Manufacturing, Agriculture, Business, and Health Science.

Based on a preliminary report of current CTE programs and industry trends, key industry personnel, community leaders, educators and district trustees provided recommendations for the four CTE pathways. Recommendations were made to:
1) Continue to develop partnerships with high schools and with industry;
2) Align programs and curriculum with industry trends;
3) Implement a comprehensive marketing and communications plan; and,
4) Allocate resources for infrastructure.

Feedback from stakeholders participating in these events has been instrumental in developing this plan.

Strategic Alliance Forum

On September 19, 2016, the Strategic Alliance Forum was held as a special board meeting. The Alliance Forum was an interactive workshop with 144 participants, including members of the Board of Trustees, district employees, the District Strategic Planning Committee, and key community members selected to represent all areas of the district. In order to facilitate this, college presidents selected members from their service area.

Working in small groups, participants were given a list of mission and vision terms gathered at the prior meetings and through a survey. Using these terms, each group was asked to develop a mission statement. Participant groups were shuffled and statements further consolidated to produce a draft mission statement. A synthesizing team filtered the versions into the top three options. Participants at the alliance voted on the top contenders. The same process was followed to determine a draft vision statement. Terms to be used to develop district values were also determined during the Alliance. The outcomes for the strategic alliance included a draft version of the mission, vision, and core values along with themes from which strategic objectives will be annually selected.

The outcomes from the alliance were then taken to an internal workshop

where the drafts were discussed and finalized. The internal workshop included administrators, faculty, classified, and students. In addition to finalizing the draft mission, vision, and core values, the workshop participants also crafted the definitions for the core values and synthesized themes to be given to the Chancellor's cabinet.

The Alliance Forum was an interactive workshop with 144 participants, including board members, district employees, and key community members.

ENVIRONMENTAL SCAN

This strategic plan is also informed by an analysis of the external and internal environments. The district's service area includes most of Fresno and Madera counties, and smaller portions of Kings and Tulare counties, encompassing over 5,500 square miles of urban and rural territory. For purposes of this environmental scan, data is presented by whole counties.

DEMOGRAPHICS

Population

The total population of the four counties exceeds 1.7 million people. While California's population is projected to grow by 3.8% between 2015 and 2020, the growth rate of SCCCD counties far exceeds California's rate.[1]

California and Whole Counties Population Growth 2010, 2015, 2020[2]

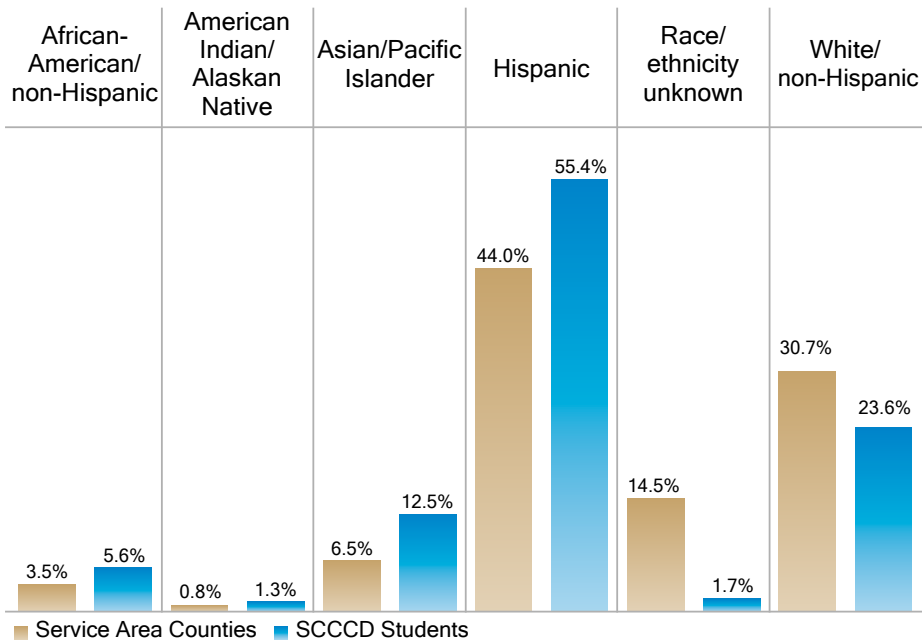|	April 1, 2010, Census	July 1, 2015 V2015* Estimate	Percent Change 2010 - 2015	2020 Projected	Change Projected from 2015	Percentage of Voting Age 2015
California	*37,253,956*	*39,144,818*	*5.1%*	*40,619,346*	*3.8%*	*75%*
Fresno County	930,450	974,861	4.8%	1,055,106	8.2%	70.2%
Madera County	150,865	150,998	0.1%	173,146	14.7%	71.6%
Tulare County	442,179	459,863	4.0%	498,559	8.4%	67.4%
Kings County	152,982	150,965	-1.3%	167,465	10.9%	72.2%

*The vintage year (V2015) refers to the final year of the series (2010 through 2015). Different vintage years of estimates are not comparable.

Diversity

As shown in the graph on the facing page, the SCCCD service area is ethnically diverse with roughly 69% of the adult population being non-white. The composition of the student body of the colleges and centers is also ethnically diverse: the SCCCD student population is 76.4% non-white and 57.3% of the district's employees are non-white.

Comparison of SCCCD Counties of Service Adult Population and SCCCD Students[3]

African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/Pacific Islander	Hispanic	Race/ ethnicity unknown	White/ non-Hispanic
3.5% / 5.6%	0.8% / 1.3%	6.5% / 12.5%	44.0% / 55.4%	14.5% / 1.7%	30.7% / 23.6%

■ Service Area Counties ■ SCCCD Students

Language other than English

As shown in the chart below, more than 42% of individuals (age 5 and older) in service area counties speak a language other than English at home.

Percentage of Population with "Language Other than English" Spoken at Home, California and Counties[4]

California	Fresno	Kings	Madera	Tulare
43.8%	44.0%	42.2%	44.0%	50.3%
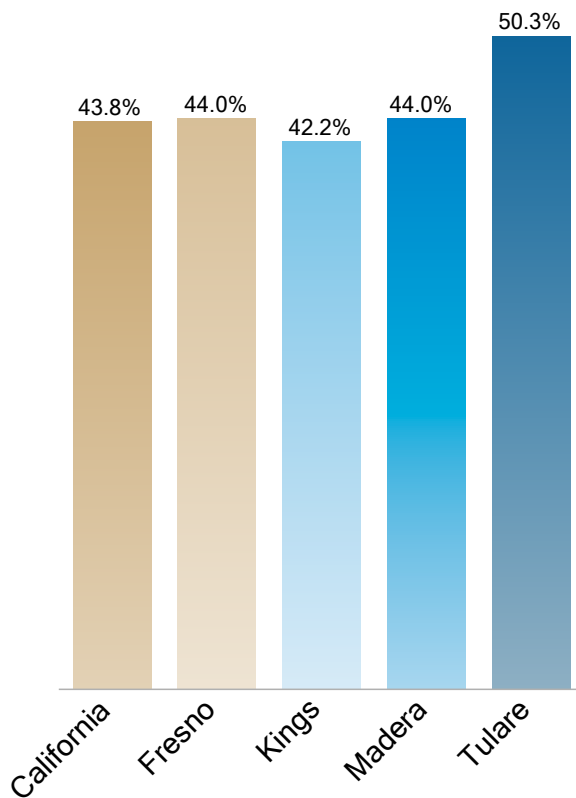
EDUCATIONAL PATTERNS

Educational Attainment

SCCCD has a rich opportunity to provide education to a population that has lower educational attainment than the state average. While high school graduation rates of the four counties served by SCCCD are higher than that of the state, significantly fewer residents of district counties have higher education degrees.

Educational Attainment of Persons 25+ Years of Age
California and Counties

	California	Fresno	Madera	Tulare	Kings
N (Population 25 years and over)	24,865,866	562,708	93,891	258,046	91,918
Less than 9th grade	10.1%	15.7%	18.5%	20.8%	14.4%
9th to 12th grade, no diploma	8.4%	11.1%	12.0%	11.2%	14.7%
High school graduate (includes equivalency)	20.7%	22.7%	23.6%	25.0%	25.1%
Some college, no degree	22.0%	23.1%	24.4%	22.3%	25.2%
Bachelor's degree or higher	31.0%	19.5%	13.5%	13.3%	12.5%

Source: US Census Bureau, American Community Survey, S1501 report on 5-Year Estimates

Enrollment Trends

State Center Community College District is one of the largest community college districts in California. In the SCCCD service area there are 22 unified and high school districts and nine unincorporated private high schools and adult schools. The SCCCD currently serves more than 36,000 students[5] each fall and spring at its three colleges and three centers; its student population increased 12.8% between 2011 and 2015. While many California community colleges experienced decreases or stagnant enrollment numbers, all of the SCCCD campuses experienced growth.

Unduplicated Enrollment by Ethnicity

	Fall 2011 (n=32,937)	Fall 2015 (n=37,151)	Percent Change
African-American/non-Hispanic	6.1%	5.6%	-0.5%
American Indian/Alaskan Native	1.2%	1.3%	0.1%
Asian/Pacific Islander*	13.5%	12.5%	-1.0%
Hispanic	48.2%	55.4%	7.2%
Race/ethnicity unknown **	4.5%	1.7%	-2.8%
White/non-Hispanic	26.5%	23.6%	-2.9%
Total	**100.0%**	**100.0%**	

Source: ATERM (Colleague)

***Asian** includes: Asian, Pacific Islander, and Filipino*
***Unknown** includes: Multi-ethnicity and Unknown*

Enrollment by Age

The chart below indicates the age 19 and younger population increased by 1.3%, while the 20 to 24 age group decreased by 1.9%.

Enrollment by Age

	Fall 2011 (n=32,937)	Fall 2015 (n=37,151)	Percent Change
19 or Less	28.6%	29.9%	1.3%
20-24	38.1%	36.2%	-1.9%
25-29	12.9%	13.7%	0.8%
30-34	7.0%	7.3%	0.3%
35-39	4.1%	4.5%	0.4%
40-49	5.7%	5.2%	-0.5%
50+	3.5%	3.1%	-0.4%
NA	0.2%	0.0%	-0.2%
Total	**100.0%**	**100.0%**	

Source: ATERM (Colleague)

Enrollment by Gender

Based on districtwide gender distribution data, the female student population slightly decreased and the male student population slightly increased.

Enrollment by Gender

	Fall 2011 (n=32,937)	Fall 2015 (n=37,151)	Percent Change
Female	54.2%	52.8%	-1.4%
Male	44.8%	45.6%	0.8%
Unknown	1.0%	1.5%	0.5%
Total	**100.0%**	**100.0%**	

Source: ATERM (Colleague)

Attendance Status

More students are enrolled part-time than full-time. "Full-time" refers to students enrolled for 12 units or more; "part-time" refers to students enrolled in less than 12 units.

Attendance Status

	Fall 2011 (n=32,937)	Fall 2015 (n=37,151)	Percent Change
Full-time	40.5%	39.7%	-0.8%
Part-time	59.5%	60.3%	0.8%
Total	**100.0%**	**100.0%**	

Source: ATERM (Colleague)

ECONOMIC DIRECTIONS

Economic Status

As shown in the following two data figures, the employment rate and annual household incomes of district counties are lower than that of the state, suggesting an opportunity for SCCCD to provide economic and workforce development programs to address the needs of disadvantaged students, as well as address business and industry requirements.

Unemployment

While there has been some improvement in recent years, the Central Valley continues to lag behind the state in terms of unemployment:

**Annual Averages for Unemployment Rate
by County & State (Not Adjusted) in Percentage[6]**

	2011	2015	Percent change
California	*11.8%*	*6.2%*	*-5.6%*
Fresno County	16.5%	10.2%	-6.3%
Madera County	15.1%	10.5%	-4.6%
Tulare County	16.7%	11.7%	-5.0%
Kings County	16.2%	10.5%	-5.7%

Household Income

SCCCD serves a large number of low-income populations. The percent of households whose income was below $25,000 for the state was 19.4%. This percentage was much higher in all four counties of SCCCD's service area.

**Household Income in the past 12 months: California and Counties
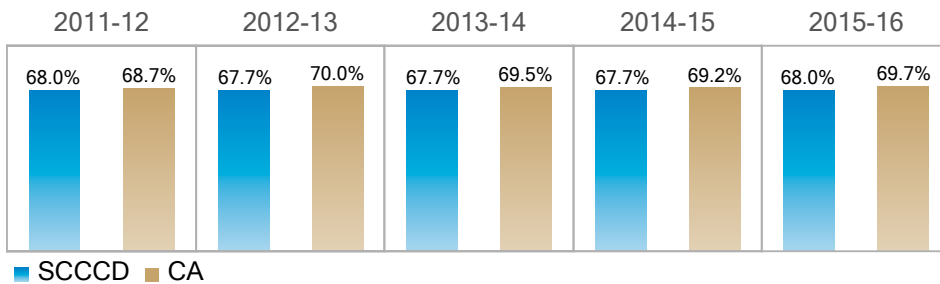Less than $25k in 2015 Inflation-adjusted dollars[7]**

California: 19.4%
Fresno: 27.7%
Kings: 24.5%
Madera: 23.6%
Tulare: 30.0%
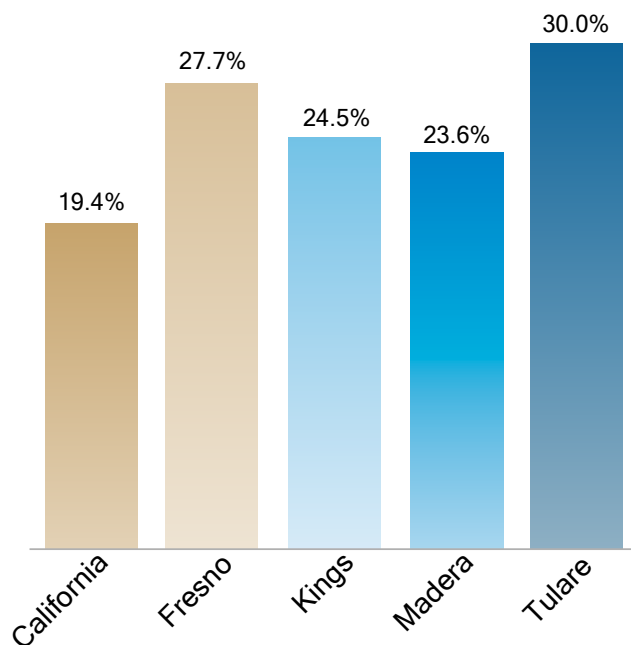
STUDENT SUCCESS

Course Completion Rates

Successful course completion is defined as receiving a course grade of A, B, C or Pass. In the past five years, the completion rate of SCCCD students has consistently hovered around 68%. The state rate varied little as well. Data is shown as a percentage of total enrolled students.

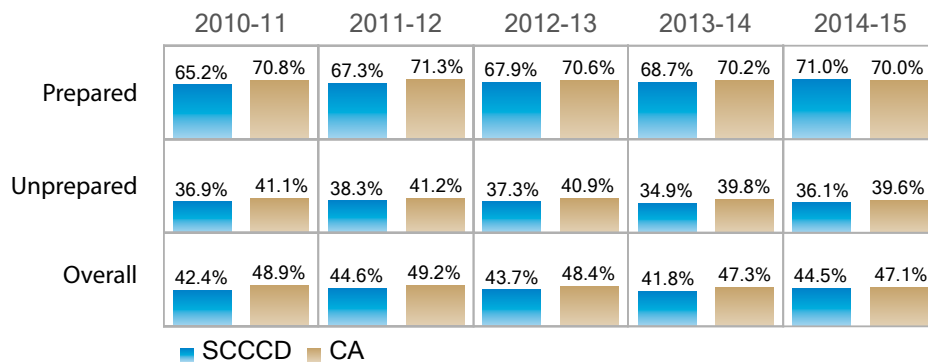### Successful Course Completion Rate: *Fall semesters*

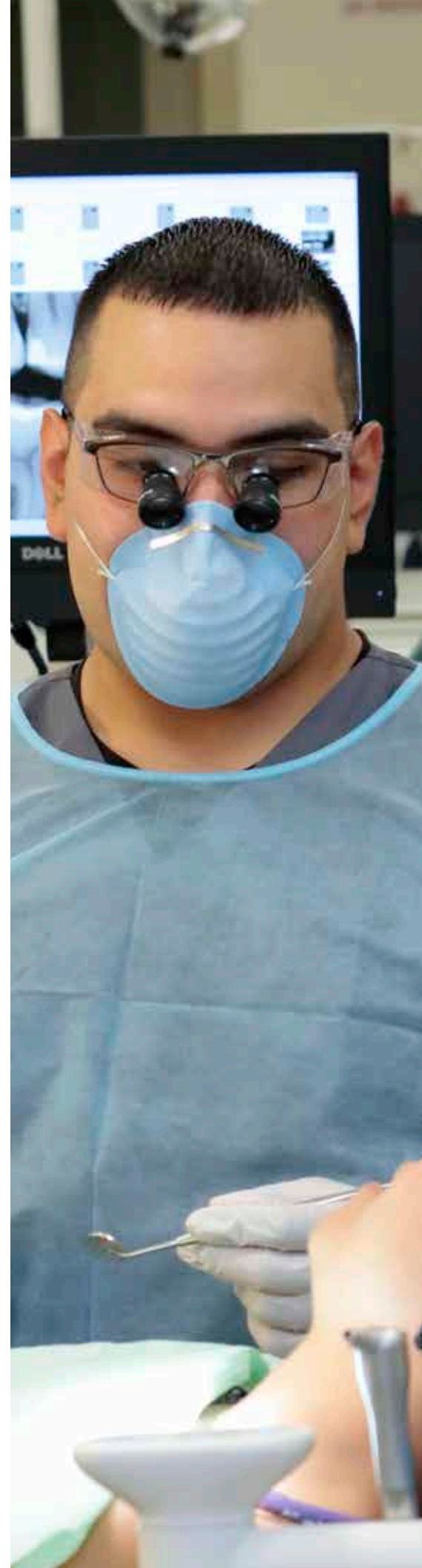| 2011-12		2012-13		2013-14		2014-15		2015-16	
68.0%	68.7%	67.7%	70.0%	67.7%	69.5%	67.7%	69.2%	68.0%	69.7%

■ SCCCD ■ CA

Source: CCCCO DataMart

Student Completion Rates

SCCCD students' completion rate (completing a degree, certificate or transferring) is comparable with statewide data when students are college-prepared.[8] In contrast, the SCCCD student completion rate is lower when students are unprepared.[9]

Completion-Student Progress and Attainment Rate: *Outcome Years[10]*

	2010-11		2011-12		2012-13		2013-14		2014-15	
Prepared	65.2%	70.8%	67.3%	71.3%	67.9%	70.6%	68.7%	70.2%	71.0%	70.0%
Unprepared	36.9%	41.1%	38.3%	41.2%	37.3%	40.9%	34.9%	39.8%	36.1%	39.6%
Overall	42.4%	48.9%	44.6%	49.2%	43.7%	48.4%	41.8%	47.3%	44.5%	47.1%

■ SCCCD ■ CA

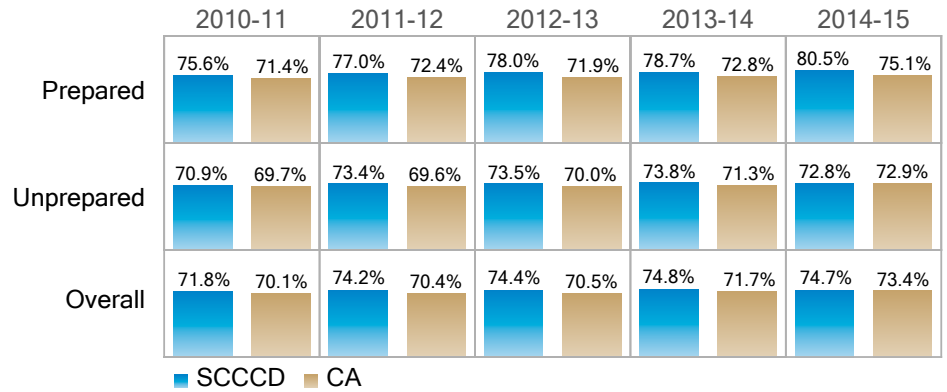*Source: CCCCO DataMart, Scorecard*

STUDENT SUCCESS

Persistence Rates

Data indicate first-time SCCCD students persisted at a higher rate than the statewide data for college prepared and unprepared groups.

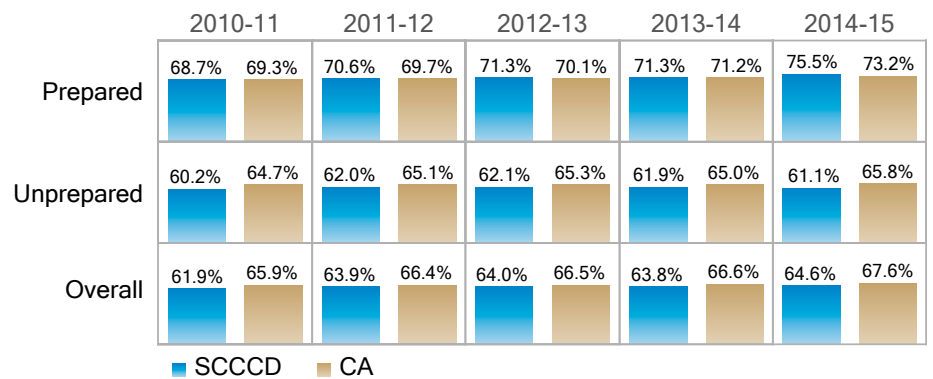**First-Time Students, Persistence Rates (first 3 terms):**
Outcome Years[11]

	2010-11		2011-12		2012-13		2013-14		2014-15	
Prepared	75.6%	71.4%	77.0%	72.4%	78.0%	71.9%	78.7%	72.8%	80.5%	75.1%
Unprepared	70.9%	69.7%	73.4%	69.6%	73.5%	70.0%	73.8%	71.3%	72.8%	72.9%
Overall	71.8%	70.1%	74.2%	70.4%	74.4%	70.5%	74.8%	71.7%	74.7%	73.4%

■ SCCCD ■ CA

Source: CCCCO DataMart, Scorecard

First-Time Students

SCCCD has a comparable rate of first-time students who earned at least 30 units within six years to that of California for the college prepared student group. For the college unprepared group, the SCCCD rate is lower than the state's.
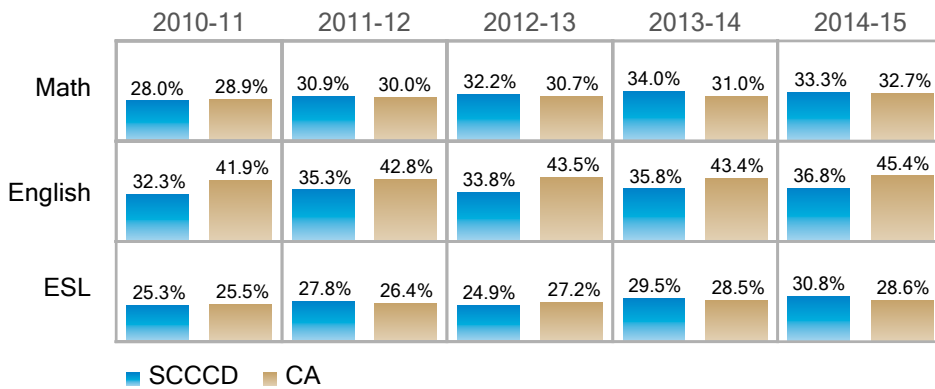
First-Time Students, At Least 30 Units Rate[12]

	2010-11		2011-12		2012-13		2013-14		2014-15	
Prepared	68.7%	69.3%	70.6%	69.7%	71.3%	70.1%	71.3%	71.2%	75.5%	73.2%
Unprepared	60.2%	64.7%	62.0%	65.1%	62.1%	65.3%	61.9%	65.0%	61.1%	65.8%
Overall	61.9%	65.9%	63.9%	66.4%	64.0%	66.5%	63.8%	66.6%	64.6%	67.6%

■ SCCCD ■ CA

Source: CCCCO DataMart, Scorecard

Basic Skills

Progression data for basic skills to college level are reported in the following chart on the facing page. Compared with statewide data, a slightly higher percentage of SCCCD students progressed to college level math within six years. The progress rate was lower from basic skills English to transfer-level English.
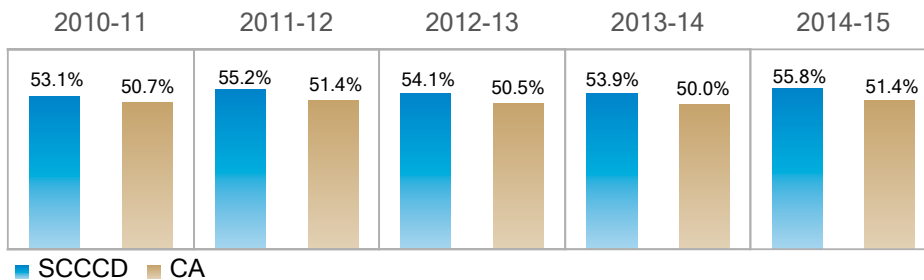
Basic Skills Education Progress[13]

	2010-11		2011-12		2012-13		2013-14		2014-15	
Math	28.0%	28.9%	30.9%	30.0%	32.2%	30.7%	34.0%	31.0%	33.3%	32.7%
English	32.3%	41.9%	35.3%	42.8%	33.8%	43.5%	35.8%	43.4%	36.8%	45.4%
ESL	25.3%	25.5%	27.8%	26.4%	24.9%	27.2%	29.5%	28.5%	30.8%	28.6%

■ SCCCD ■ CA

Source: CCCCO DataMart, Scorecard

Career Technical Education

The SCCCD's four-county service area has a large unemployed population and a large number of households living below the national poverty level. The district has the opportunity to continue to make more students aware of career and skills training programs available. When compared with statewide data, SCCCD has higher CTE completion rates in the last five years, indicating more students are completing CTE degrees, certificates or transferring to four-year colleges.

Career Technical Education (CTE) Rate: *Outcome Years*[14]

	2010-11		2011-12		2012-13		2013-14		2014-15	
	53.1%	50.7%	55.2%	51.4%	54.1%	50.5%	53.9%	50.0%	55.8%	51.4%

■ SCCCD ■ CA

Source: CCCCO DataMart, Scorecard

Transfer Rate

Data show that the SCCCD six-year transfer rate is slightly higher than the statewide rate.

Transfer Rate (Six-Year): *Cohort Years*[15]

	2004-05		2005-06		2006-07		2007-08		2008-09	
	38.6%	41.4%	40.7%	42.1%	43.8%	41.7%	41.1%	39.6%	39.4%	37.9%

■ SCCCD ■ CA
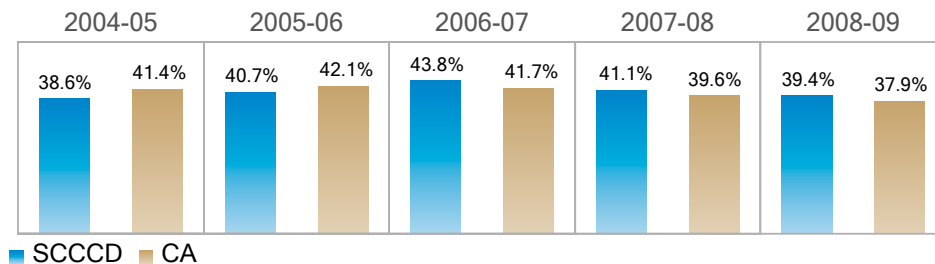
Source: CCCCO DataMart, Transfer Velocity

STUDENT SUCCESS

Approved Awards

While SCCCD's A.A. and A.S. degree awards increased by 60.5%, the district saw a 37.8% increase overall in total awards of degrees and certificates.

Chancellor's Office Approved Awards, Academic Years[16]

		2011-12	2012-13	2013-14	2014-15	2015-16	Percent Change 2011-12 – 2015-16
SCCCD	AA + AS*	1,530	1,893	1,912	2,065	2,456	60.5%
	Certificates	801	810	1,110	1,272	756	-5.6%
	Total awards	*2,331*	*2,703*	*3,022*	*3,337*	*3,212*	*37.8%*

Source: CCCCO DataMart, Outcomes: Program Awards

*AA+AS category includes Associate of Science (A.S.) degrees, Associate in Science for Transfer (A.S.-T) Degrees, Associate of Arts (A.A.) degrees, Associate in Arts for Transfer (A.A.-T) Degrees.

Note: *Total Awards do not include noncredit awards.*

END NOTES AND DEFINITIONS

[1] California Department of Finance

[2] U.S. Census, 2010, 2015; California Department of Finance, 2020 projections

[3] US Census Bureau, American FactFinder, ACS 1-Year Estimates, 2015; Colleague (ATERM), fall 2015

[4] US Census Bureau, American FactFinder, American Community Survey 5-Year Estimates, 2014

[5] This represents the unduplicated headcount; because students may enroll at more than one SCCCD location, headcounts at individual colleges and centers may reflect a higher number.

[6] Employment Development Department, Labor Market Division (Report 400 C, March 18, 2016)

[7] U.S. Census, American FactFinder, American Community Survey, 1-Year Estimates, 2015

[8] Student's lowest course attempted in Math and/or English was college level.

[9] Student's lowest course attempted in Math and/or English was remedial level.

[10] Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who completed a degree, certificate or transfer related outcomes (transferred to a four-year college or achieved "transfer prepared" status; successfully completed 60 UC/CSU transferable units with a GPA>=2.0).

[11] Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who enrolled in the first three consecutive terms anywhere in the higher education system.

[12] Percentage of first-time students who earned minimum of 6 units and attempted any Math or English, tracked for six years who achieved at least 30 units in the CCC system.

[13] Percentage of credit students tracked for six years who started below transfer level in English, mathematics and/or ELMS, and completed a college-level course in the same discipline.

[14] Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

[15] The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level Math or English course. The outcome is the number of students who transferred to a four-year institution within a given time period (6 years).

[16] Number of AA/AS degrees or certificates (Chancellor's office approved) awarded each year.

ACKNOWLEDGMENTS

A total of 220 faculty, staff, students, community members and board members contributed to the development of the State Center Community College District's 2017-2020 Strategic Plan. SCCCD planning is a critical and collaborative process that involves all district constituent groups and the community; without the leadership of the Chancellor and the District Strategic Planning Committee, this plan would not exist.

In addition, community, industry and district stakeholders came together for two large gatherings, the Career and Technical Education Charrette Planning Summit and the Strategic Alliance meeting. Important insights, opinions and recommendations contributed from those events have made their way into this strategic plan to create a vibrant, living, truly multifaceted document, which will serve as a foundation for decision-making for the three-year period with a goal always of improved student service.

Special gratitude is extended to all who participated and to those who went the extra mile to make this strategic plan a reality.

COLLEGES

Fresno City College & Career & Technology Center

1101 East University Avenue • Fresno, CA 93741
(559) 442-4600 • www.fresnocitycollege.edu

Reedley College

995 North Reed Avenue • Reedley, CA 93654
(559) 638-0300 • www.reedleycollege.edu

Clovis Community College

10309 N. Willow Avenue • Fresno, CA 93730
(559) 325-5200 • www.cloviscollege.edu

COLLEGE CENTERS

Madera Community College Center — Reedley College

30277 Avenue 12 • Madera, CA 93638
(559) 675-4800 • www.maderacenter.com

Oakhurst Community College Center — Reedley College

40241 Hwy. 41 - Bldg. Site "G" • Oakhurst, CA 93644
(559) 683-3940 • www.oakhurstcenter.com