Equitable Student Access

1

EQUITABLE STUDENT ACCESS

– *Do SCCCD Colleges create learning environments that are welcoming and inclusive?*

– *Do students have equitable access to educational resources and opportunities?*

– *Do students feel like they belong at the College?*

Student Demographics

SCCCD Student Data

SCCCD STUDENT BY GENDER

	2018-19		2022-23	
Female	32,173	54.1 %	30,840	54.2 %
Male	26,338	44.3 %	24,943	43.8 %
Non-Binary		0.0 %	464	0.8 %
Unknown	957	1.6 %	648	1.1 %

SCCCD STUDENT BY AGE

	2018-19		2022-23	
24 or less	40,172	68 %	38,352	67.0 %
25-49	17,438	29 %	16,806	30.0 %
50+	1,856	3 %	1,735	3.0 %

OBSERVATIONS

Although the total number of students declined from pre- to post-pandemic, the distribution of students by gender and age was proportionately the same.

Source: CCCCO MIS Data Mart: datamart.cccco.edu on July 11, 2023

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Student Demographics

SCCCD Student Data

IMPACT OF COVID ON SCCCD ENROLLMENT BY GENDER

	2018-19	2021-22	2022-23	% Change 2018-19 to 2021-22	% Change 2018-19 to 2022-23	% Change 2021-22 to 2022-23
Female	32,173	29,683	30,840	-7.70%	-4.10%	3.90%
Male	26,338	22,248	24,943	-15.50%	-5.30%	12.10%
Total	**59,468**	**52,768**	**56,895**	**-11.30%**	**-4.30%**	**7.80%**

OBSERVATIONS

Although the numbers of both male and female students declined between pre- and post-pandemic years, the percentage of the decline was greater for male students.

Although the number of male and female students continues to be below pre-pandemic enrollment, the gap between male and female students is shrinking, thanks to a 12% rebound in the number of male students between 2021-22 and 2022-23.

Source: CCCCO MIS Data Mart: datamart.cccco.edu on July 11, 2023

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Student Satisfaction with Modes of Learning

CURRENT SATISFACTION BY MODE AND RACE/ETHNICITY

Students respond very satisfied or satisfied when asked, "Overall, How Satisfied Are You With Participating in..."

	All classes in person	Mix of in person + remote classes	All classes remote
Hispanic	90%	85%	89%
White	88%	82%	87%
Asian	88%	80%	93%
Black/African American	95%	74%	81%
American Indian/Alaska Native	95%	77%	87%
Native Hawaiian/Pacific Islander	0	66%	100%
Southeast Asian	100%	74%	76%
All Survey Respondents (n=2,113)	**88%**	**83%**	**89%**

OBSERVATIONS

83-89%

of students who responded to the survey are satisfied with the current modes of instruction, with the highest levels of satisfaction in fully in-person or fully remote modes. This pattern was the same for all race/ethnicity groups.

Within each race/ethnicity group, students reported the highest levels of satisfaction with in-person classes except Asian and Hawaiian and Pacific Islander students who expressed a higher level of satisfaction with fully remote classes.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Students by Learning Mode

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CURRENT LEARNING MODE BY AGE

Age	All classes in person	Mix of in person + remote classes	All classes remotely
26 or less	24%	52%	24%
27-42	22%	34%	44%
43-58	13%	39%	48%
59+	17%	42%	42%

OBSERVATIONS

87%

of those 43 to 58 and 84% of the survey respondents who are age 59+ are taking either a mix of remote and in-person or fully remote.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student Satisfaction

CURRENT SATISFACTION BY MODE AND AGE

Overall, How Satisfied Are You With Participating in...

	All classes in person	Mix of in-person + remote classes	All classes remotely
26 or less	89%	84%	89%
27-42	89%	85%	90%
43-58	83%	84%	92%
59+	100%	80%	70%
All Survey Respondents *(n=2,113)*	**88%**	**83%**	**89%**

OBSERVATIONS

Students age 59+ report the lowest levels of satisfaction with two learning modes that include online courses.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student Learning Effectiveness by Age

STATE CENTER 2035 VISION PLAN

CURRENT LEARNING EFFECTIVENESS BY MODE FOR STUDENTS 24 AND YOUNGER

Students strongly agree or agree, "I am able to do the following activities effectively ..."

	Virtual	On Campus
Do individual work	95%	93%
Work with a group	**48%**	87%
Work with a tutor	60%	76%
Learn from instructors	83%	96%
Receive academic counseling	75%	86%
Present my work	79%	89%
Learn by doing hands-on activities	**48%**	93%
Socialize with classmates	**42%**	88%

Source: SCCCD Education Engagement Index Survey, Spring 2023

OBSERVATIONS

Students were asked to compare their current learning effectiveness on campus and online for eight academic activities.

Only 42-48% of the youngest SCCCD students agree or strongly agree that they are effective online when working with a group, learning by doing hands-on activities, and socializing with classmates.

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Student Demographics

SCCCD Student Data

SCCCD STUDENTS BY RACE/ETHNICITY

	2018-2019		2022-2023	
	#	% of Total	#	% of Total
Hispanic	35,615	60%	37,010	65%
White	12,699	21%	10,036	18%
Asian	5,652	10%	5,444	10%
Black/African American	2,493	4%	2,106	4%
Two or more races	1,722	3%	1,523	3%
Filipino	564	1%	43	0.1%
American Indian/Alaska Native	319	1%	268	0.5%
Native Hawaiian/Pacific Islander	96	0%	80	0.1%
Unknown	308	1%	385	1%
Total	59,468	100%	56,895	100%

OBSERVATIONS

The distribution of students by race/ethnicity shifted pre- to post-pandemic, with an increase in Hispanic students and a decrease in students who are White, Filipino, and American Indian/Native Alaskan.

Source: CCCCO MIS Data Mart: datamart.cccco.edu on July 11, 2023
Total includes students who did not provide race/ethnicity.

Student Demographics

Regional Population and SCCCD Student Data

SCCCD REGIONAL POPULATION + STUDENT RACE/ETHNICITY

	SCCCD Residents Aged 15+ in 2022		SCCCD Students 2022-23	
Hispanic	730,305	54%	32,471	62%
White	430,554	32%	10,786	20%
Asian/Pacific Islander	105,005	8%	5,463	10%
Black/African American	52,893	4%	1,945	4%
American Indian/Alaska Native	17,282	1%	241	0.5%
Total	**1,351,343**		**52,769**	

OBSERVATIONS

A higher proportion of Hispanic and Asian students enrolled in SCCCD Colleges compared to the proportion in the SCCCD regional population age 15+.

A lower proportion of White students enrolled in SCCCD Colleges compared to the proportion in the SCCCD regional population age 15+.

Source for SCCCD Students: CCCCO MIS Data Mart: datamart.cccco.edu on July 11, 2023
Source: ACS B01001 Table Series, 2021 5-yr Estimates for Fresno, Madera, Kings, and Tulare Counties
Note: SCCCD Total includes students whose race/ethnicities are not included in the American Community Survey (ACS) data.

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Student Voices

STATE CENTER 2035 VISION PLAN

BELONGINGNESS BY RACE/ETHNICITY

Students strongly agree or agree, "I feel sense of belonging ..."

Hispanic	70%
White	62%
Asian	66%
Black/African American	65%
American Indian/Alaska Native	67%
Southeast Asian	58%
Native Hawaiian/Pacific Islander	71%
All Student Respondents *(n=2,113)*	**68%**

OBSERVATIONS

70-71%

of Hispanic and Hawaiian/Pacific Islander students who completed the survey report a greater sense of belongingness compared to students in other race/ethnicity groups.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student Voices

BELONGINGNESS BY GENDER + AGE

Students strongly agree or agree, "I feel a sense of belonging ..."

	Strongly agree or agree
Female	69%
Male	68%
Gender non-conforming/Non-Binary/Transgender	56%
26 or less	63%
27-42	76%
43-58	74%
59+	67%
All Student Respondents *(n=2,113)*	**68%**

Source: SCCCD Education Engagement Index Survey, Spring 2023

OBSERVATIONS

Male and female students report similar levels of belongingness (68-69%) while gender non-conforming, non-binary, and transgender students report a lower level of belongingness.

Compared to all other age groups, 26 or younger students report a lower sense of belongingness even though 68% of SCCCD students are 24 or younger.

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Student Voices

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I love the opportunities to try different things

More physical activities open to all students

We need free tuition, no fees

Locate student resources in one place / one-stop

It's friendly, intimate, welcoming

Student activity spaces are insufficient, cramped

Better library / open more hours

More helpful signs - maps aren't enough

I feel lost

I feel confused

More food options that are affordable and available all day/evenings (coffee too)

The website is confusing / hard to understand

We don't feel safe on campus, especially in the evenings

What we heard at the campus forums, April 2023

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Equitable Student Achievement

2

EQUITABLE STUDENT ACHIEVEMENT

– *Are SCCCD students succeeding?*

– *Are students motivated to learn?*

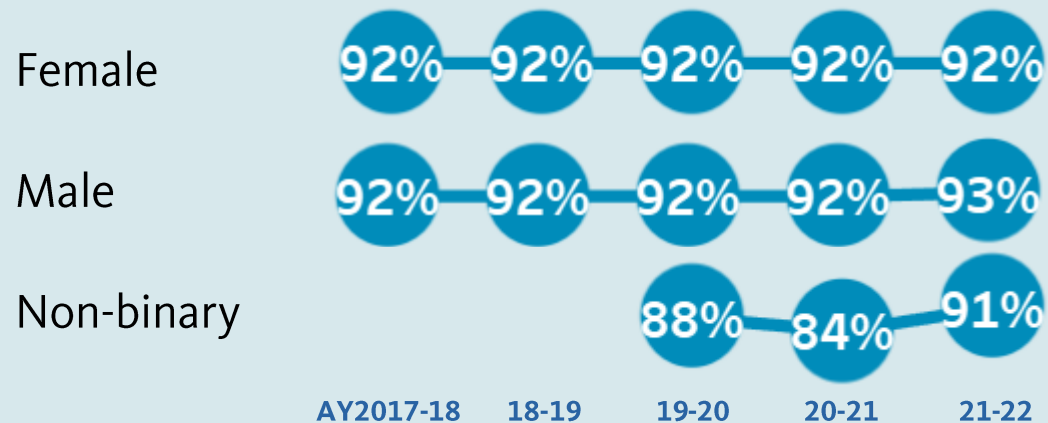– *Do students feel like they can achieve academic mastery?*

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Student Success

STATE CENTER 2035 VISION PLAN

RETENTION RATES: 5-YEAR TREND

	AY2017-18	18-19	19-20	20-21	21-22
California	87%	87%	90%	89%	88%
SCCCD	92%	93%	93%	92%	93%
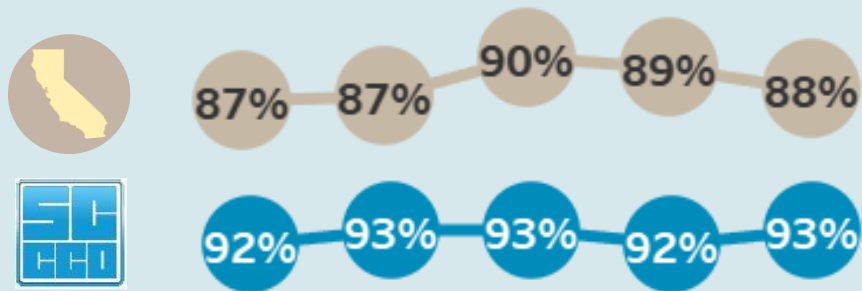
RETENTION RATES BY GENDER

	AY2017-18	18-19	19-20	20-21	21-22
Female	92%	92%	92%	92%	92%
Male	92%	92%	92%	92%	93%
Non-binary			88%	84%	91%

OBSERVATIONS

Course retention rates over five years are consistently high for both male and female students at SCCCD Colleges.

SCCCD course retention rates over five years are **consistently higher** than statewide rates.

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Student Success

RETENTION RATES BY RACE/ETHNICITY

African-American or Black

American Indian/Alaskan Native

Asian/Pacific Islander

Hispanic

Two or More Races

White

83% 83% 84% 86% 87% 88% 86% 87% 86% 88% 89% 89%

89% 88% 89% 90% 94% 94% 92% 92% 92% 92% 93% 94%

AY2017-18   18-19   19-20   20-21   21-22
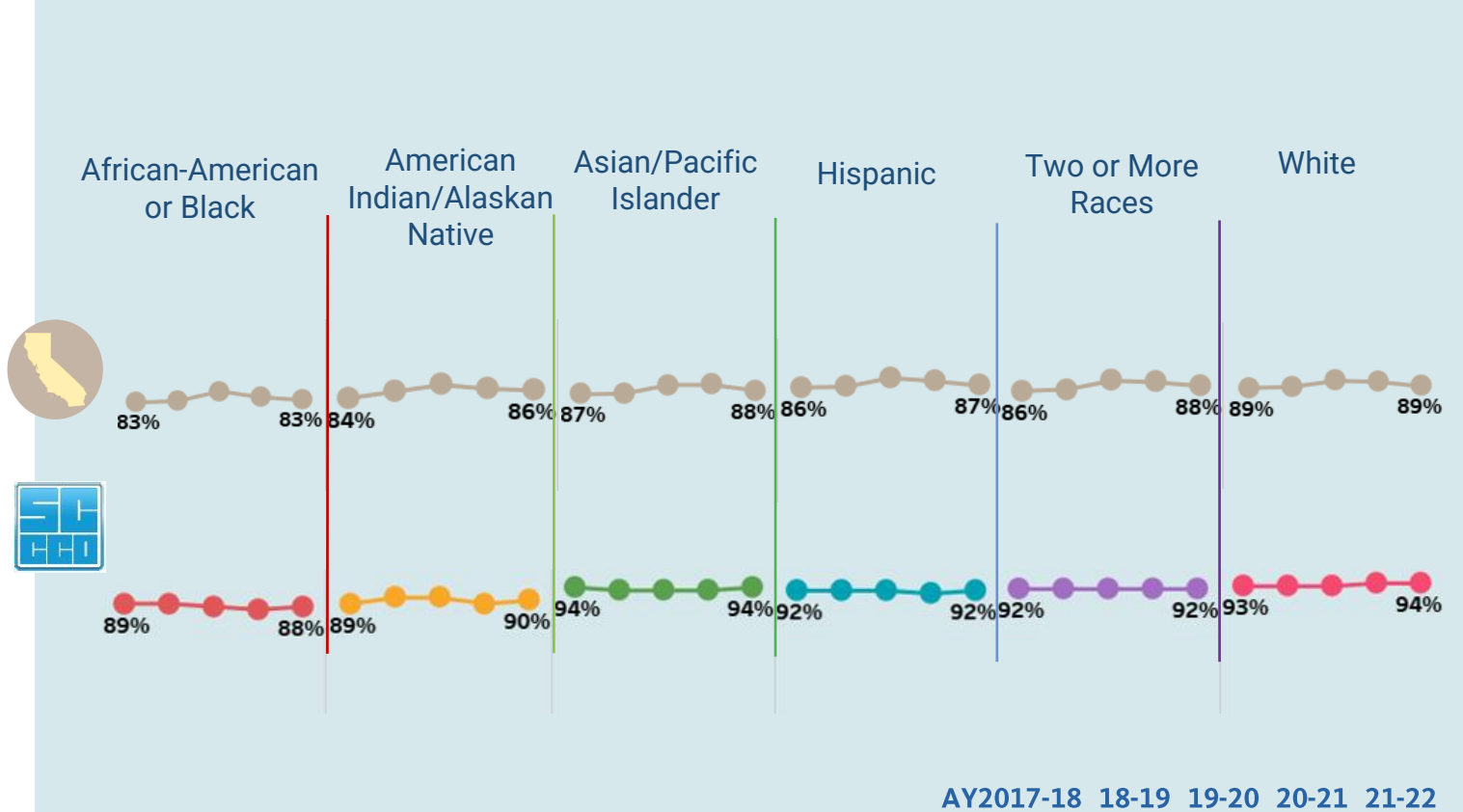
OBSERVATIONS

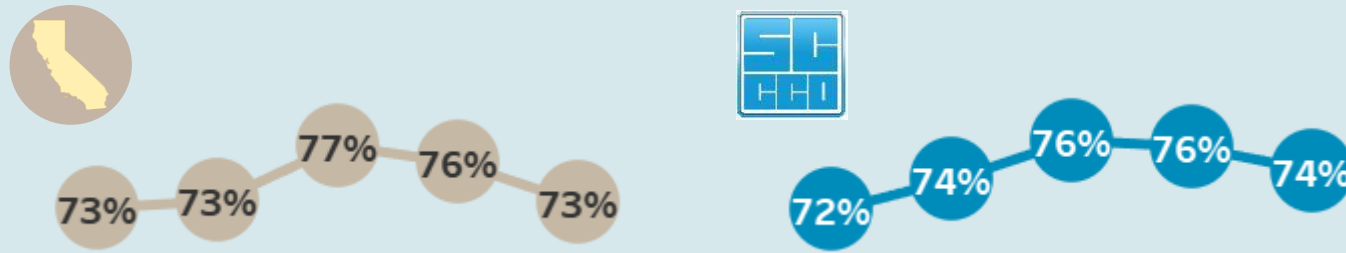Retention rates for Black/African American and American Indian/Alaska Native students are disproportionately below other racial/ethnic groups.

Retention rates for all racial/ethnic groups in SCCCD Colleges are higher than statewide rates.

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Student Success

STATE CENTER 2035 VISION PLAN

SUCCESS RATES: 5-YEAR TREND

California:
73% — 73% — 77% — 76% — 73%

SCCCD:
72% — 74% — 76% — 76% — 74%

SUCCESS RATES BY GENDER

Female
73% — 75% — 77% — 77% — 75%

Male
70% — 72% — 75% — 74% — 74%

Non-binary
69% — 62% — 70%

AY2017-18   18-19   19-20   20-21   21-22
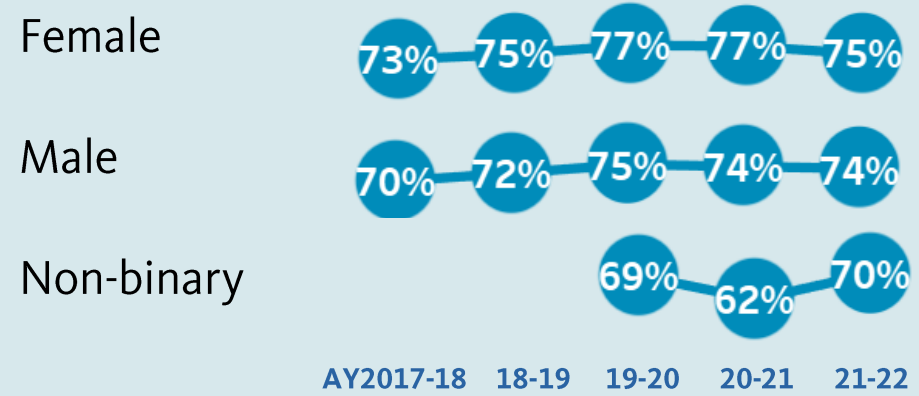
OBSERVATIONS

Course success rates have been parallel to the statewide rates over the past five years; those rates are consistently higher for female students compared to male students at SCCCD Colleges.

Non-binary students may need additional support to improve course success rates.

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Student Success

SUCCESS RATES BY RACE/ETHNICITY

African-American or Black
62% 64%
62% 63%

American Indian/Alaskan Native
64% 69%
67% 68%

Asian/Pacific Islander
78% 81%
73% 75%

Hispanic
69% 72%
69% 69%

Two or More Races
72% 75%
71% 74%

White
78% 80%
78% 78%
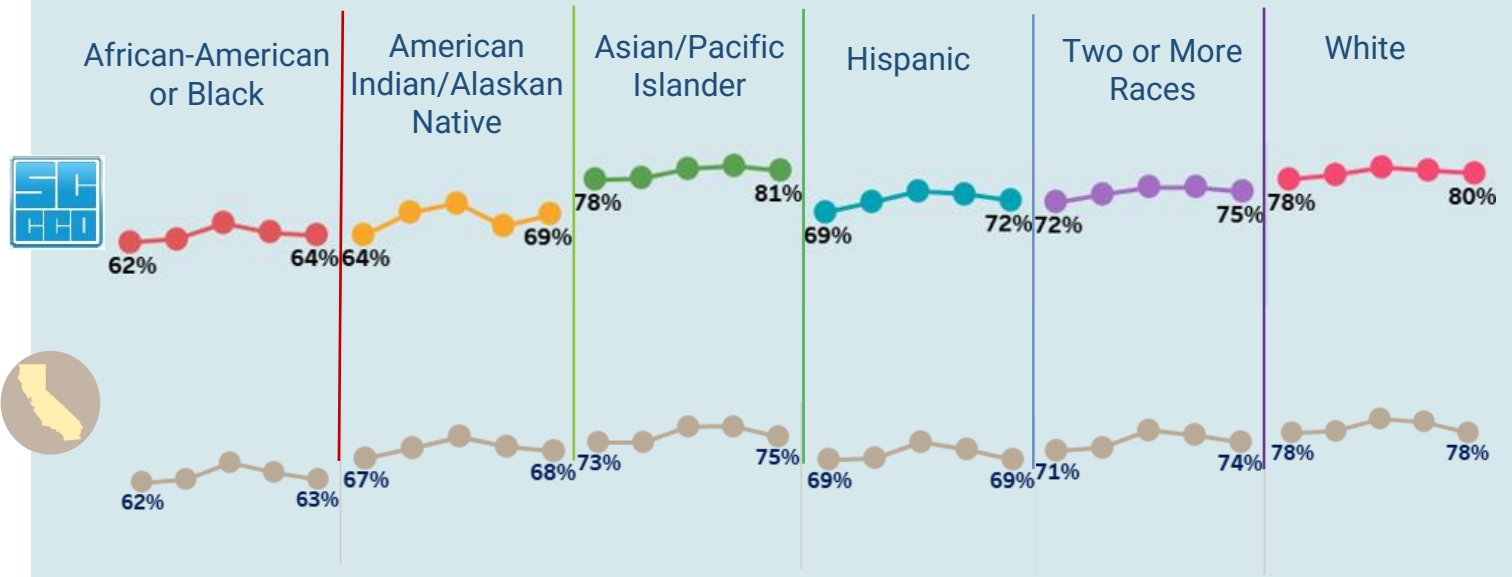
OBSERVATIONS

Course success rates for Black/African American, American Indian/Alaska Native, and Hispanic students are consistently lower than the success rates for other race/ethnicity groups.

Source: Course Retention/Course Success; Report to the Board March 15, 2023
Note: Each data point represents years in this order: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

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Student Success

SUCCESS RATES BY RACE/ETHNICITY + GENDER

Gender	Racial Group	2017-18	2018-19	2019-20	2020-21	2021-22
Male	**Students of Color**	**68%**	**71%**	**74%**	**73%**	**72%**
	White students	77%	78%	80%	78%	79%
Female	**Students of Color**	**71%**	**73%**	**76%**	**75%**	**73%**
	White students	79%	80%	82%	83%	80%

OBSERVATIONS

Students of Color have had disproportionately lower course success rates than white students in each of the past five years.

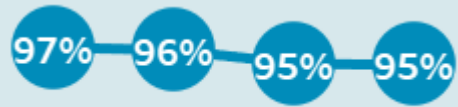Male students have had disproportionately lower course success rates than female students in each year.

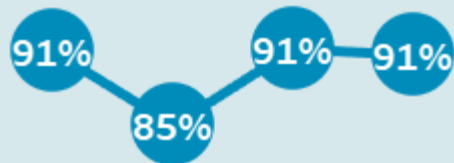*Source: Course Retention/Course Success; Report to the Board March 15, 2023*

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Student Success

STATE CENTER 2035 VISION PLAN

RETENTION AND SUCCESS RATES BY SPECIAL ADMIT STATUS

RETENTION

97% 96% 95% 95%

Special Admit

91% 85% 91% 91%

Non-Special Admit

SUCCESS

89% 89% 84% 83%

Special Admit

71% 68% 73% 69%
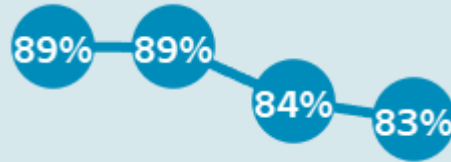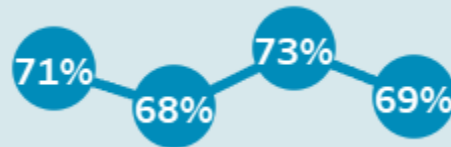
Non-Special Admit

OBSERVATIONS

12%

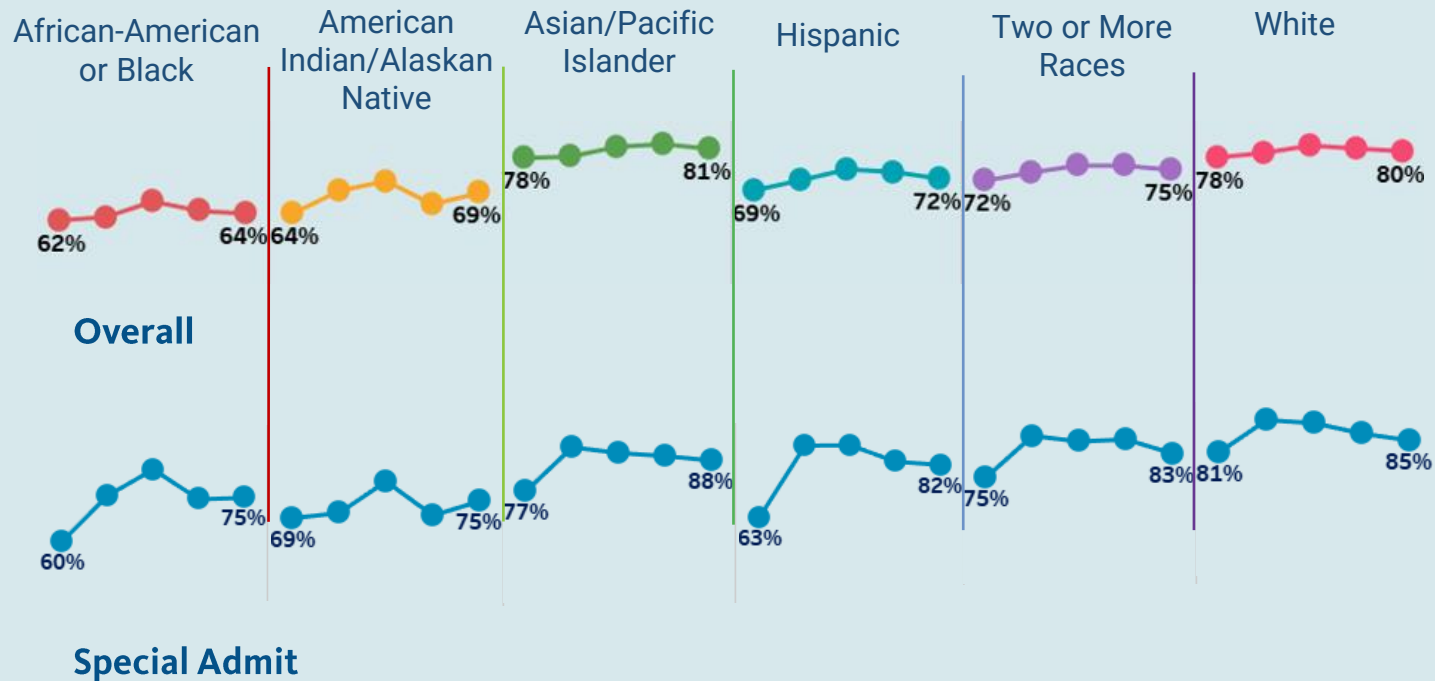The percent of the SCCCD student population comprised of Special Admit high school students in fall 2022.

Course retention and success rates are higher for Special Admit students compared to the general SCCCD student population.

Source: Course Retention/Course Success; Report to the Board March 15, 2023
Note: Each data point represents the years in this order: 2018-19, 2019-20, 2020-21, 2021-22

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Student Success

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SUCCESS RATES BY STUDENT RACE/ETHNICITY + SPECIAL ADMIT STATUS

African-American or Black
American Indian/Alaskan Native
Asian/Pacific Islander
Hispanic
Two or More Races
White

Overall

62% 64% 64% 69% 78% 81% 69% 72% 72% 75% 78% 80%

Special Admit

60% 75% 69% 75% 77% 88% 63% 82% 75% 83% 81% 85%

OBSERVATIONS

Equity gaps by race/ethnicity exist for Special Admit students at rates similar to the overall student population.

Student course success rates improved between 2017-18 and 2021-22 for all students in all race/ethnicity groups.

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EQUITABLE STUDENT ACHIEVEMENT

Student Success

STATE CENTER 2035 VISION PLAN

PERSISTENCE RATES: 5-YEAR TREND

California: 71% — 71% — 70% — 69% — 69%

SCCCD: 68% — 71% — 70% — 70% — 69%

PERSISTENCE RATES BY GENDER

Female: 71% — 74% — 71% — 71% — 69%

Male: 66% — 68% — 68% — 68% — 69%

Non-binary & Unknown: 66% — 69% — 72% — 72% — 66%

AY2016-17   17-18   18-19   19-20   20-21

OBSERVATIONS

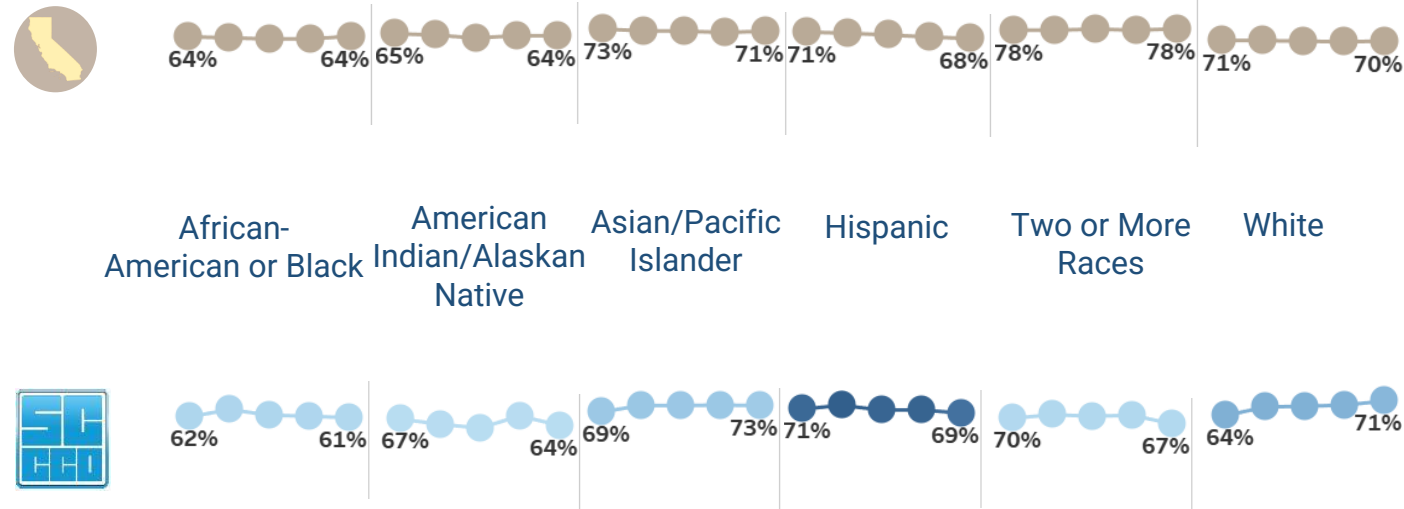SCCCD persistence rates have been comparable to the statewide persistence rates over the past five years.

Persistence rates of female students exceeded those of male students in 4 of the last 5 years. Persistence rates of non-binary and unknown students have been variable.

Source: Persistence (Fall to Spring); Report to the Board March 15, 2023
Note: Prior to its accreditation in 2020, data for Madera College is aggregated with Reedley College data.

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Student Success

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PERSISTENCE RATES BY RACE/ETHNICITY

California:
- African-American or Black: 64% ... 64%
- American Indian/Alaskan Native: 65% ... 64%
- Asian/Pacific Islander: 73% ... 71%
- Hispanic: 71% ... 68%
- Two or More Races: 78% ... 78%
- White: 71% ... 70%

SCCCD:
- African-American or Black: 62% ... 61%
- American Indian/Alaskan Native: 67% ... 64%
- Asian/Pacific Islander: 69% ... 73%
- Hispanic: 71% ... 69%
- Two or More Races: 70% ... 67%
- White: 64% ... 71%

OBSERVATIONS

Over this five-year snapshot, persistence rates of white and Asian/Pacific Islander students increased, while rates decreased for all other race/ethnicity cohorts.
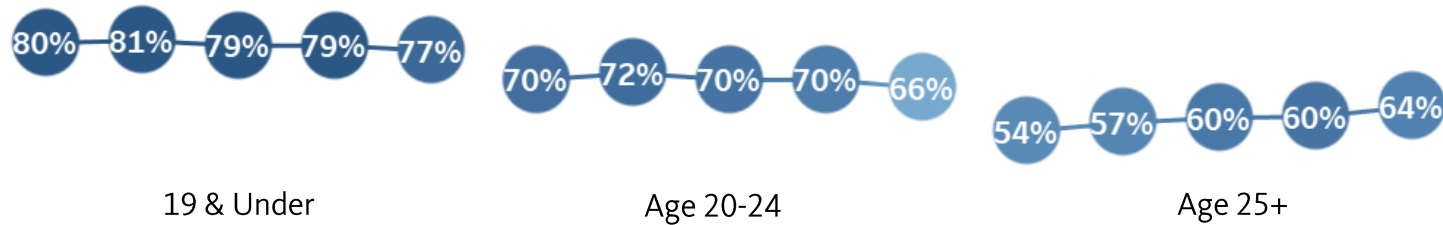
Overall, persistence rates of SCCCD students were comparable to or exceed persistence rates of students statewide for American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, and White students.

Source: Student Persistence (Fall to Spring); Report to the Board
Note: Each data point represents the years in this order: 2018-19, 2019-20, 2020-21, 2021-22

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Student Success

PERSISTENCE RATES BY AGE

80% 81% 79% 79% 77%

19 & Under

70% 72% 70% 70% 66%

Age 20-24

54% 57% 60% 60% 64%

Age 25+

PERSISTENCE RATES BY PELL SUPPORT

73% 75% 72% 73% 70%

Pell Recipients

62% 67% 66% 66% 68%

Never Received Pell Support

AY2016-17   17-18   18-19   19-20   20-21

OBSERVATIONS

The youngest SCCCD students have higher rates of persistence compared to students between 20 and 24. Students age 25+ have the lowest rates of persistence.
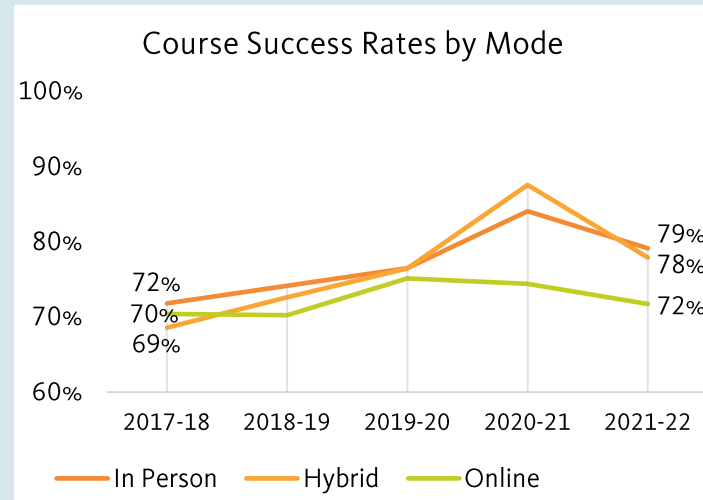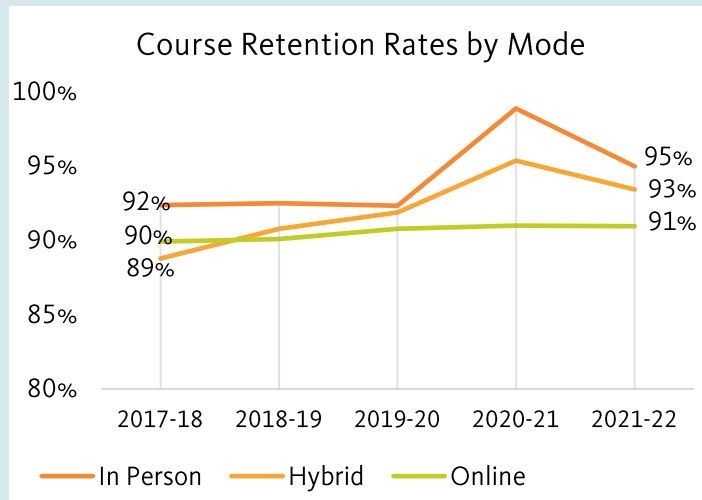
Students who were supported with Pell grants persisted at higher rates than students who did not receive this type of support.

Source: Student Persistence (Fall to Spring); Report to the Board

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Student Success

STATE CENTER 2035 VISION PLAN

SCCCD RETENTION AND SUCCESS RATES BY LEARNING MODE

Course Retention Rates by Mode

92%
90%
89%

95%
93%
91%

— In Person — Hybrid — Online

Course Success Rates by Mode

72%
70%
69%

79%
78%
72%

— In Person — Hybrid — Online

OBSERVATIONS

Course retention and success rates increased for SCCCD students in all learning modes over the past five years.

The retention and success rates in hybrid courses improved significantly more than the rate of improvement in either online or in-person courses.

Although these rates improved since 2017-18 in all learning modes, the improvement in online courses was 1 to 2%, which was lower than the rate of improvement in the other learning modes. This matches the finding that 97% of the faculty respondents believe that online instruction offers students the least supportive learning environment compared to other modes.

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Campus Voices

CURRENT ACADEMIC GROWTH AND MASTERY BY RACE/ETHNICITY

"I am growing academically"
"I can master something that I focus on"

	Strongly agree or agree
Hispanic	86%
White	86%
Asian	87%
Black/African American	88%
American Indian/Alaska Native	84%
Southeast Asian	79%
Native Hawaiian/Pacific Islander	82%

OBSERVATIONS

Students' confidence in their academic mastery is relatively consistent across race/ethnicity groups.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Campus Voices

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CURRENT ACADEMIC GROWTH AND MASTERY BY GENDER + AGE

"I am growing academically"
"I can master something that I focus on"

	Strongly agree or agree
Female	87%
Male	88%
Gender non-conforming/Non-Binary/Transgender	78%
26 or less	83%
27-42	91%
43-58	91%
59+	94%

Source: SCCCD Education Engagement Index Survey, Spring 2023

OBSERVATIONS

87-88%

of male and female students report confidence in their academic growth and mastery. This level of confidence is lower for gender non-conforming, non-binary, and transgender students.

83% of SCCCD'S youngest students report confidence in their sense of academic growth and mastery, below the 90 to 95% confidence level reported by older students.

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Student Voices

STATE CENTER 2035 VISION PLAN

CURRENT MOTIVATION TO LEARN BY RACE/ETHNICITY

I feel motivated to learn...

	Strongly agree or agree
Hispanic	80%
White	80%
Asian	79%
Black/African American	84%
American Indian/Alaska Native	82%
Southeast Asian	79%
Native Hawaiian/Pacific Islander	76%
All Student Respondents *(n=2,113)*	**80%**

Source: SCCCD Education Engagement Index Survey, Spring 2023

OBSERVATIONS

80%

The average motivation to learn across all survey respondents. Students' reports of their motivation to learn are relatively consistent across race/ethnicity groups.

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Student Voices

CURRENT MOTIVATION TO LEARN BY GENDER + AGE

I feel motivated to learn...

	Strongly agree or agree
Female	81%
Male	83%
Gender non-conforming/Non-Binary/Transgender	70%
26 or less	74%
27-42	89%
43-58	88%
59+	96%
All Survey Respondents *(n=2,113)*	**80%**

Source: SCCCD Education Engagement Index Survey, Spring 2023

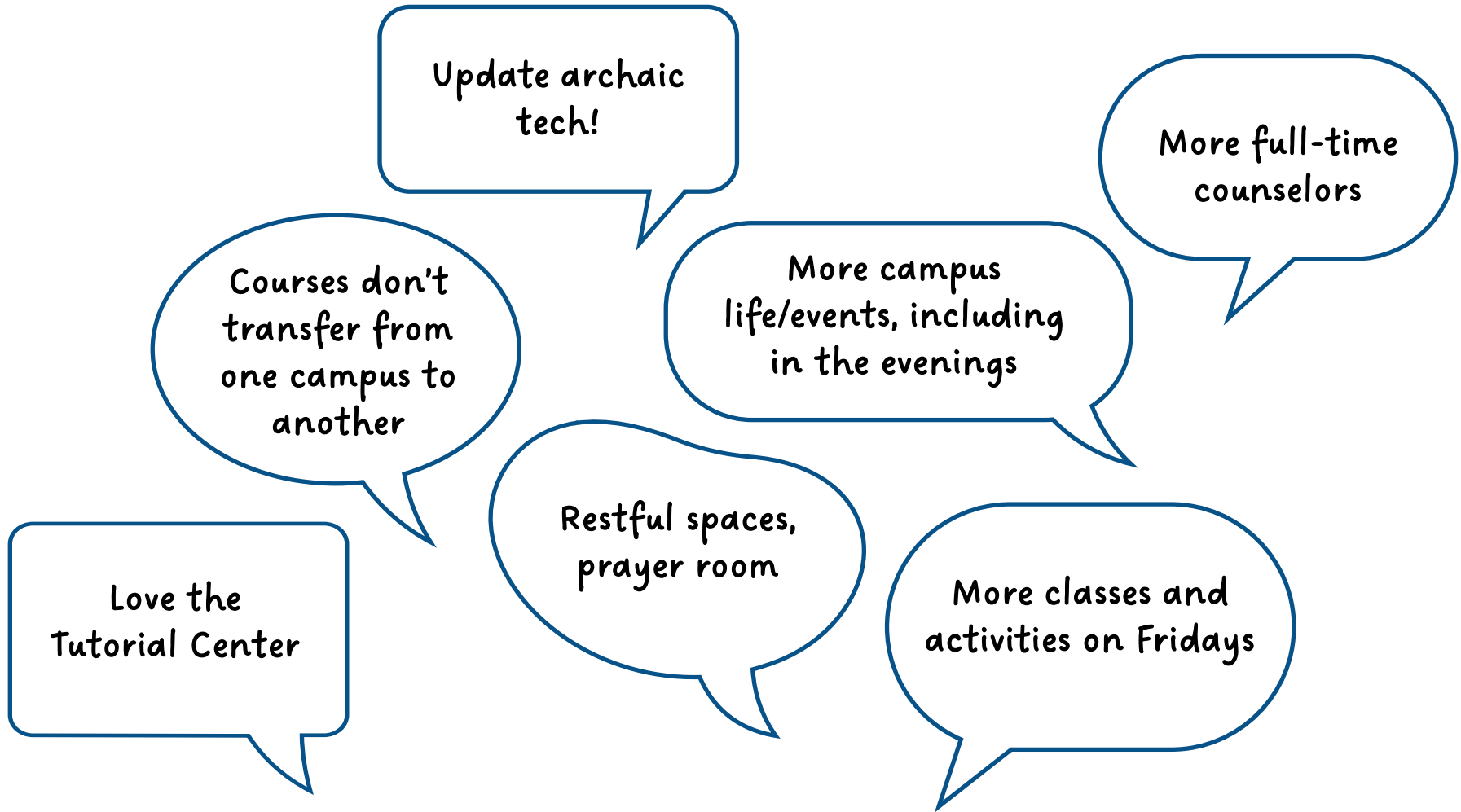**OBSERVATIONS**

81-83%

of male and female students report motivation to learn. The number is lower for gender non-conforming, non-binary, and trans students.

96%

of students aged 59 and above report being motivated to learn. Only 74% of the youngest students report that they are motivated to learn.

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Student Voices

Update archaic tech!

More full-time counselors

Courses don't transfer from one campus to another

More campus life/events, including in the evenings

Restful spaces, prayer room

Love the Tutorial Center

More classes and activities on Fridays

What we heard at the campus forums, April 2023

Workforce + Social Mobility

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3

WORKFORCE + SOCIAL MOBILITY

– *Are the SC Colleges offering programs that their communities need?*

– *Are students prepared academically for workforce programs?*

–

– *Do students feel that they belong in College?*

Local Conditions / Regional Economy

Impact of Education on Earnings and Unemployment

NATIONAL EARNINGS + UNEMPLOYMENT RATES (BY EDUCATIONAL ATTAINMENT, 2022)
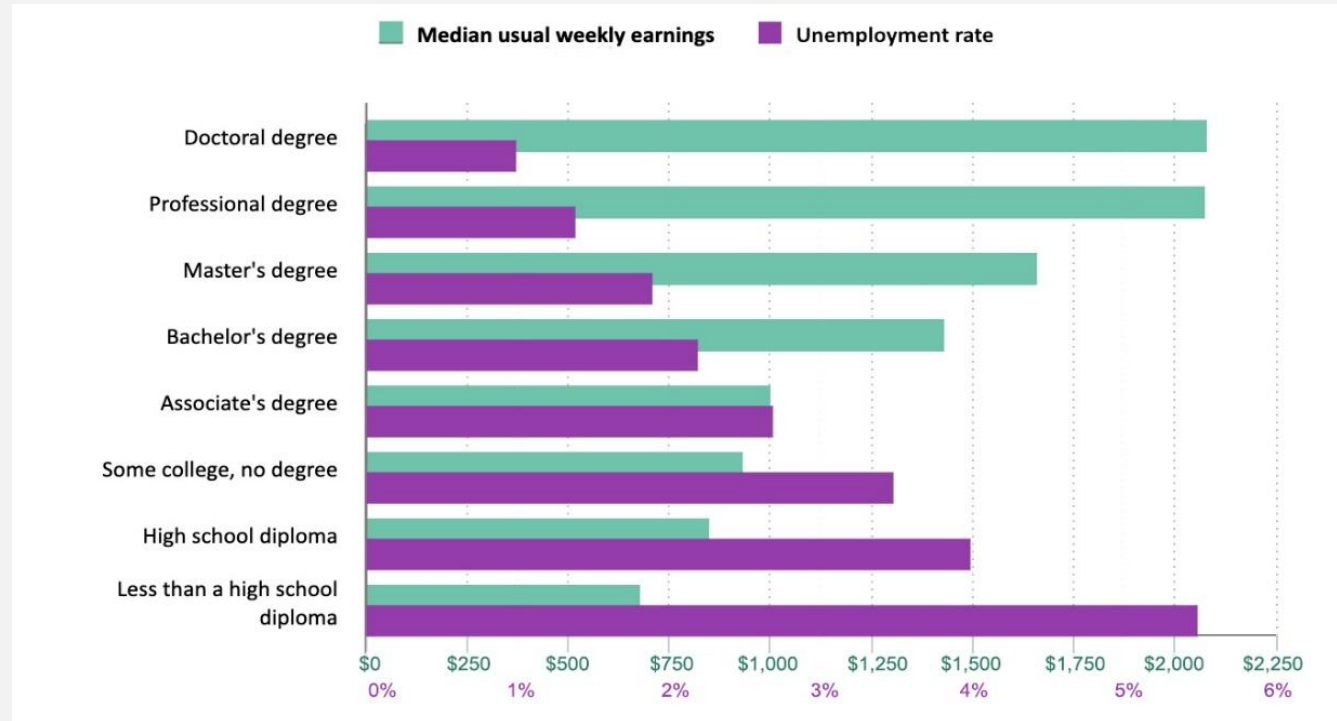
OBSERVATIONS

Educational attainment is a predictor of income and employment.

As educational attainment goes up:
- The likelihood of unemployment goes down and
- The likelihood of higher earning goes up.

Source: Bureau of Labor Statistics: career outlook/2023
Notes: Earnings are for full-time wage and salary workers.

Local Conditions / Regional Economy

SCCCD Regional Data

SCCCD REGION ECONOMIC INDICATORS

	Unemployment Rates		BA or higher for adults 25+
	2020	**April 2023**	
Fresno County	11.7%	7.4%	22.6%
Kings County	11.9%	8.3%	14.3%
Madera County	11.1%	7.4%	16.4%
Tulare County	13.5%	9.7%	15.2%
California	10.1%	4.3%	35.3%

OBSERVATIONS

Although Central Valley unemployment rates have declined significantly since 2020, the **unemployment rates are still about twice as high as the statewide rate.**

↓13-20%

The proportion of SCCCD regional adults with a BA or better is 13-20% *lower* than the statewide levels of educational attainment.

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Local Conditions / Regional Economy

SCCCD Regional Data

SCCCD REGION GROSS DOMESTIC PRODUCT BY COUNTY

	Real Gross Domestic Product (GDP) in Millions				Change from Prior Year		
	2018	2019	2020	2021	2019	2020	2021
Fresno	40.88	41.88	41.33	41.82	2.5%	-1.3%	1.2%
Kings	5.96	6.10	6.14	6.07	2.3%	0.6%	-1.0%
Madera	5.96	6.15	6.13	5.95	3.3%	-0.4%	-2.9%
Tulare	16.99	17.69	17.43	17.36	4.1%	-1.5%	-0.4%
California	2644.06	2729.23	2667.22	2874.73	3.2%	-2.3%	7.8%

OBSERVATIONS

The SCCCD region is recovering from the pandemic's economic impact at a slower rate compared with the statewide recovery.

Source: US Department of Commerce, Bureau of Economic Analysis
Notes: Dollars adjusted for inflation. GDP measures the monetary value of final goods and services and reflects the size and general health of the economy in a region.

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Local Conditions / Regional Economy

SCCCD Regional Data

EMPLOYMENT OPPORTUNITIES BY SECTOR (PROJECTED DEMAND)

Sector	2020 Jobs	2025 Jobs	5-Year Change	5-Year % Change	Annual Openings
Health	**72,169**	**86,146**	**13,977**	**19%**	**10,709**
Business & Entrepreneurship	74,726	77,555	2,829	4%	7,874
Education	32,366	33,130	764	2%	3,827
Agriculture, Water, & Environmental Technologies	28,379	28,061	(318)	(1%)	3,122
Energy, Construction, & Utilities	**26,060**	**27,857**	**1,797**	**7%**	**2,864**
ICT / Digital Media	26,290	26,666	376	1%	2,789
Logistics	**18,665**	**20,524**	**1,859**	**10%**	**2,269**
Mechanics & Welding	**21,250**	**22,361**	**1,111**	**5%**	**2,090**
Advanced Manufacturing	13,281	13,466	185	1%	1,367
TOTAL	313,186	335,766	22,580	**7%**	**36,911**

Source: Labor Market Analysis State Center CCD: Centers of Excellence, 2021

OBSERVATIONS

+7%

The percent increase in jobs projected for the region between 2020 and 2025.

The greatest job growth is projected in these sectors: Health, Logistics, Energy/Construction/Utilities, and Mechanics/Welding.

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Local Conditions / Regional Economy

TOP 50 OCCUPATIONS THAT REQUIRE COLLEGE BELOW BA + ARE OFFERED BY SCCCD COLLEGES *(Annual openings by sector)*

Some College, no degree		Firefighters	290
Teaching Assistants	2,136	Aircraft Mechanics and Technicians	165
Bookkeeping, Accounting, Auditing Clerk	1,782	Phlebotomists	161
Computer User Support Specialist	239	Emergency Medical Technicians	141
Order Clerks	129	Library Technicians	121
Postsecondary Non-degree Award		**Associate Degrees**	
Nursing Assistants	1,507	Preschool Teachers, Except Special Ed	577
Medical Assistants	1,495	Paralegals and Legal Assistants	197
Automotive Technicians and Mechanics	753	Radiologic Technologists/Technicians	166
Dental Assistants	668	Dental Hygienists	155
Licensed Vocational Nurses	657	Forest and Conservation Technicians	140
HVAC and Refrigeration Mechanics and Installers	438	HR Assistants	132

OBSERVATIONS

Of the 28 occupations with entry-level requirements for some college, certificates, or associate degrees, 21 are offered at one of the SCCCD Colleges.

On average, the entry-level hourly rate of pay increases as the level of education rises.

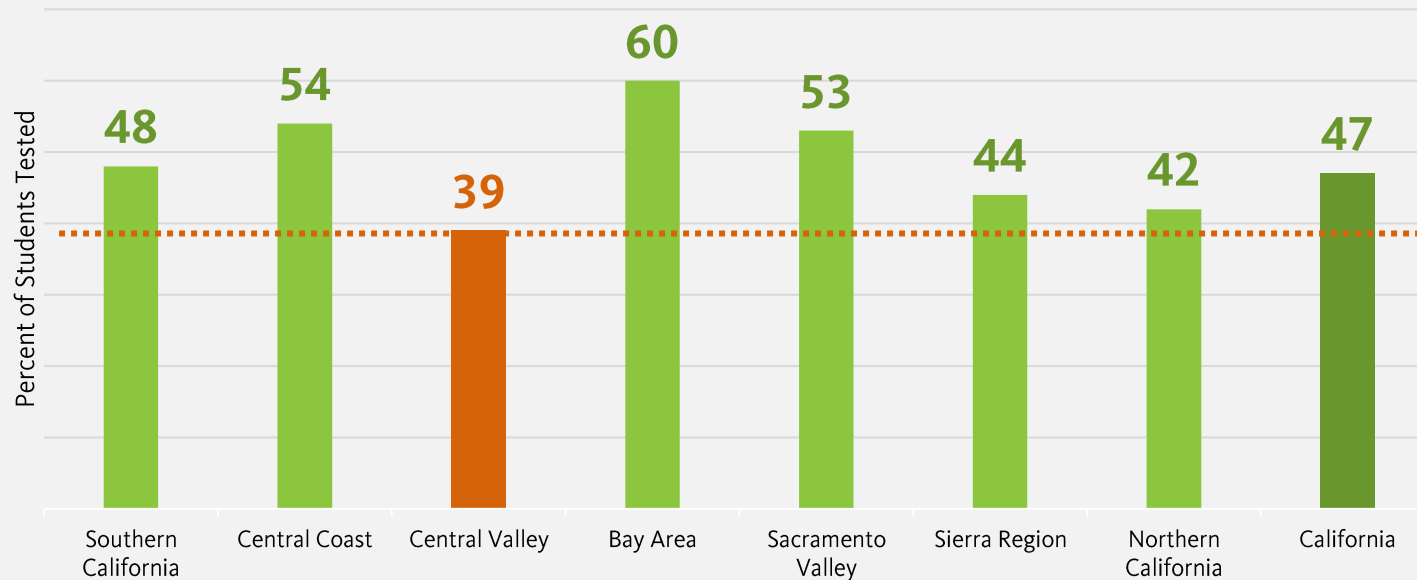*Source: Labor Market Analysis State Center CCD: Centers of Excellence, 2021*

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Local Conditions / Regional Economy

SCCCD Regional Data

ENGLISH PROFICIENCY BY REGION

2022 Percentage of Students Proficient in English Language Arts/Literacy (Grades 3-8, 11)

Percent of Students Tested (y-axis)

Region	Value
Southern California	48
Central Coast	54
Central Valley	39
Bay Area	60
Sacramento Valley	53
Sierra Region	44
Northern California	42
California	47

OBSERVATIONS

*English proficiency is related to economic mobility, access to high-wage jobs, lower levels of unemployment and underemployment, and greater productivity.**

Only 39% of Central Valley students in grades 3-8 and 11 are proficient in English, which is the lowest level in the state.

Source of chart: California Economic Forecast 2022: dot.ca.gov/media
*Source of quote: Nov 2022: ppic.org/publication/english-as-a-second-language-at-californias-community-colleges/

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Local Conditions / Population

SCCCD Regional Data

PROJECTED PUBLIC HIGH SCHOOL GRADUATES BY COUNTY

2022-23			2031-32		
	Tulare 7,099			Tulare 6,692	
Fresno 14,144	Kings 2,089	Madera 1,974	Fresno 13,670	Madera 2,003	Kings 1,971

OBSERVATIONS

↓**4%**

The number of high school graduates is projected to _decrease_ in the SCCCD Region, despite a slight _increase_ in the number of young residents in the region.

Source: Demographic Research Unit, California Department of Finance, September 2022

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Student Voices

BELONGINGNESS BY RACE/ETHNICITY

Students strongly agree or agree, "I feel sense of belonging ..."

Hispanic	70%
White	62%
Asian	66%
Black/African American	65%
American Indian/Alaska Native	67%
Southeast Asian	58%
Native Hawaiian/Pacific Islander	71%
All Survey Respondents *(n=2,113)*	**68%**

OBSERVATIONS

70-71%

of Hispanic and Hawaiian/Pacific Islander students who completed the survey report a greater sense of belongingness compared to students in other race/ethnicity groups.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student Voices

BELONGINGNESS BY GENDER AND AGE

Students strongly agree or agree, "I feel a sense of belonging ..."

	Strongly agree or agree
Female	69%
Male	68%
Gender non-conforming/Non-Binary/Transgender	56%
26 or less	63%
27-42	76%
43-58	74%
59+	67%
All Survey Respondents *(n=2,113)*	**68%**

OBSERVATIONS

Male and female students report similar levels of belongingness (68-69%) while gender non-conforming, non-binary, and transgender students report a lower level of belongingness.

Compared to all other age groups, 26 or younger students report a lower sense of belongingness even though 68% of SCCCD students are 24 or younger.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student *and Community* Voices

Lots of career opportunities and information

More tech programs

More allied health programs

Training in speech language / pathology

More careers, such as filmmaking

Soft skills development

What we heard at the campus forums, April 2023

Enrollment Growth

4

ENROLLMENT GROWTH

- *Given the projected changes in community demographics, how should SCCCD modify its programs and services to continue to serve the residents in its large and diverse region?*

- *What are student-centered ways to increase enrollment?*

Local Conditions / Population

SCCCD Regional Data

PROJECTED POPULATION GROWTH

	2023 Actual	2035 Projected	Projected Growth
Fresno County	1,036,949	1,135,837	10%
Kings County	157,316	171,517	9%
Madera County	164,472	187,842	14%
Tulare County	488,748	535,463	10%
SCCCD Region	**1,847,485**	**2,030,659**	**10%**
California	40,354,217	42,718,403	6%

OBSERVATIONS

The population is projected to grow in all four counties in the SCCCD region over the next decade.

+10%

The projected population growth of the SCCCD regional population by 2035.
This is larger than the 6% projected population growth statewide.

Source: Demographic Research Unit, California Department of Finance, July 2021

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STATE CENTER 2035 VISION PLAN

Enrollment Trends

SCCCD Data

STUDENT HEADCOUNT

	2018-19	2029-20	2020-21	2021-22	2022-23	Change 2018-23	Change 2021-23
SCCCD	59,468	60,733	54,278	52,768	56,895	**-4.3%**	**7.8%**

STUDENT HEADCOUNT: CREDIT AND NON-CREDIT

	Fall 2019		Fall 2022	
Credit Total Students	45,202	99%	42,902	98%
Non-Credit Total Students	594	1 %	757	2 %
SCCCD Total Students	**45,796**		**43,659**	

OBSERVATIONS

Although the gap in SCCCD between pre-pandemic and post-pandemic enrollment persists, strong recovery is evident in a 7.8% increase between 2021-22 and 2022-23.

The proportion of total students enrolled in credit courses was consistent pre- and post-pandemic.

Source: CCCCO MIS Data Mart: datamart.cccco.edu on July 11, 2023

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Local Conditions / Population

SCCCD Regional Data

PROJECTED AGES

	2023 Actual	2035 Projected	Projected Growth
Under 15	415,471	422,138	2%
15 to 24	302,969	305,752	1%
25 to 49	597,668	670,340	12%
50+	531,377	632,429	19%

PROJECTED MALE POPULATION BY AGE GROUP

under 15	15-24	25-49	50+	SCCCD Region
51% 53%	52% 51%	52% 52%	48% 48%	50% 51%

Legend: ■ 2023 ■ 2035
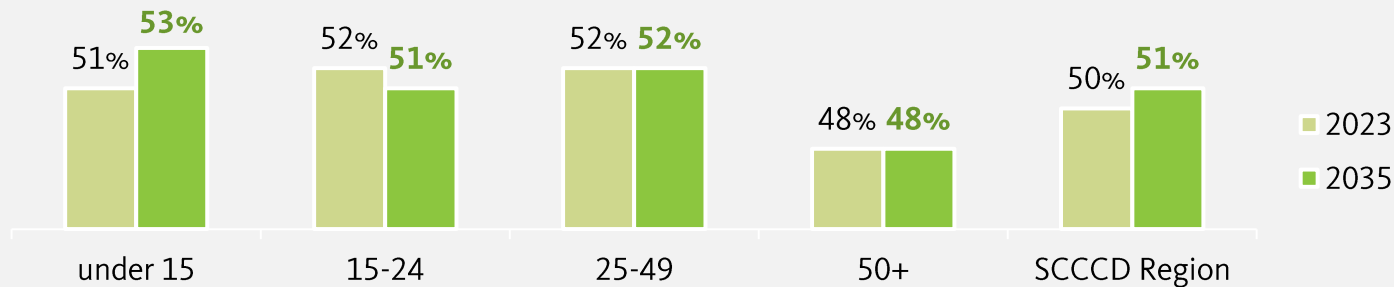
OBSERVATIONS

25+

The age group of greatest projected growth. This number is projected to increase by 15%, while the number of residents aged 24 and younger is projected to increase by about 1%.

The current and projected proportion of males in the region is slightly above 50% in all age groups until age 50+ when the proportion declines to 48%.

Source: Demographic Research Unit, California Department of Finance, July 2021

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Enrollment Trends

SCCCD + Statewide Student Data

SCCCD UNIT LOAD FOR CREDIT STUDENTS

	Fall 2019		Fall 2022	
	#	% of Total	#	% of Total
Fewer than 6 Units	16,085	35%	18,727	**43%**
12+ Units	14,008	31%	10,743	**25%**
Total Credit Students	**45,796**		**43,659**	

STATEWIDE UNIT LOAD FOR CREDIT STUDENTS

	Fall 2019		Fall 2022	
	#	% of Total	#	% of Total
Fewer than 6 Units	513,700	35%	472,835	**38%**
12+ Units	463,639	31%	362,526	**29%**
Total Credit Students	**1,484,299**		**1,256,742**	

OBSERVATIONS

The proportion of SCCCD credit students taking fewer than 6 units increased 8% and the proportion taking 12 or more units decreased 6% pre- and post-pandemic.

In the same period, the proportion of credit students statewide taking fewer than 6 units increased 3% and the proportion taking 12 or more units decreased 3%.

Source: CCCCO MIS Data Mart: datamart.cccco.edu

Student Voices

STATE CENTER 2035 VISION PLAN

So many resources are available to students and very warm and inviting

More outdoor games and seating

We love the trees / our campus grounds are beautiful

Great professors and friendly staff

Free transit and parking

More resources available at night

No mandates / let students, faculty, staff, etc. choose / this helps enrollment

We need a gym!

Evening experience- have staffed spaces / safe for students until 10pm / have bathrooms + doors unlocked / have healthy food

What we heard at the campus forums, April 2023

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Trust + Collaboration

STATE CENTER 2035 VISION PLAN

5
TRUST + COLLABORATION

– *How can SCCCD achieve its mission to create internal unity in advancing equitable student access and achievement?*

– *What can SCCCD do in service of its values of Community and Kindness?*

– *In what ways can SCCCD improve its partnerships with external agencies and organizations to benefit students?*

Employees

STATE CENTER 2035 VISION PLAN

SENSE OF WELLBEING, SUCCESS, AND ENGAGEMENT

% Strongly Agree or Agree	Instructional Faculty (193)	Non-Instructional Faculty (119) + Admin (54) + Classified Prof (276)
"In general, I feel challenged to do my best work"	73%	73%
"I feel a sense of purpose"	83%	75%
"I feel if something is not right, I have someone to ask for help."	67%	68%
"I feel a sense of belonging"	59%	57%

OBSERVATIONS

Although SCCCD employees feel challenged in their work and feel a sense of purpose (73%-83%), the proportion of employees who feel that they have someone to ask for help (66%-68%) and a sense of belonging (56%-59%) is lower.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Employees

SENSE OF GROWTH AND MASTERY

% Strongly Agree or Agree	Instructional Faculty (193)	Non-Instructional Faculty (119)	Administrators + Managers (54)	Classified Professionals (276)
"I feel like I am growing professionally."	74%	78%	76%	56%
"I feel like I can master something I focus on."	94%	94%	89%	87%
"I feel a sense of autonomy."	80%	80%	68%	65%
"I feel motivated to complete my work."	81%	87%	85%	77%

OBSERVATIONS

SCCCD employees at all levels have confidence in their sense of mastery (87% - 94%) and motivation to complete their work (77% - 87%).

However, classified professionals have the lowest sense of professional growth (56%), and along with administrators/managers, have the lowest sense of autonomy (65% - 68%).

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Teaching Effectiveness

CURRENT TEACHING EFFECTIVENESS

Instructional faculty strongly agree or agree, "I am able to do the following activities effectively …"

	Virtual	On Campus
Instruct Students	90%	99%
Provide academic counseling	72%	77%
Do individual work	96%	78%
Collaborate with colleagues	76%	82%
Learn/professional development	84%	70%
Socialize with colleagues	45%	79%

OBSERVATIONS

Instructional faculty rate their effectiveness as lower when engaging in these tasks online rather than in person:

— instructing students,
— providing academic counseling,
— collaborating with colleagues, and
— socializing with colleagues.

Source: SCCCD Education Engagement Index Survey, Spring 2023

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Student Learning Effectiveness by Age

CURRENT LEARNING EFFECTIVENESS BY MODE FOR STUDENTS 24 AND YOUNGER

Students strongly agree or agree, "I am able to do the following activities effectively …"

	Virtual	On Campus
Do individual work	95%	93%
Work with a group	**48%**	87%
Work with a tutor	60%	76%
Learn from instructors	83%	96%
Receive academic counseling	75%	86%
Present my work	79%	89%
Learn by doing hands-on activities	**48%**	93%
Socialize with classmates	**42%**	88%

Source: SCCCD Education Engagement Index Survey, Spring 2023

OBSERVATIONS

Fewer than half of the youngest SCCCD students agree or strongly agree that they are effective online when:

- working with a group,
- learning by doing hands-on activities, and
- socializing with classmates.