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KERN COMMUNITY COLLEGE DISTRICT

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District Unit Review

Kern Community College District is committed to continuous quality improvement. Posted here are the Kern Community College District Annual District Unit Reviews. Administrative Unit Reviews are annual documents created and used by District departments to develop and maintain quality services to support student learning and success. The Kern Community College District is committed to accessing its progress and achieving its strategic goals in an ongoing and systematic cycle of evaluation.

- 2017-18 Annual DO Unit Review-Business Services
- 2017-18 Annual DO Unit Review-Construction & Facilities
- 2017-18 Annual DO Unit Review-Economic & Workforce Development
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- 2014 Unit Review - Business Services
- 2014 Unit Review - Educational Services
- 2014 Unit Review - Human Resources
- 2014 Unit Review - Operations and Information Technology

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OUR DISTRICT

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OUR COLLEGES

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Cerro Coso Community College

Porterville College

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District Annual Unit Review

Human Resources

Ibrahim "Abe" Ali

2014

Definition of a Support Services Department/Unit

For purposes of this planning document, a support services unit is defined as a District department, which is responsible for providing services throughout the District in a manner that creates and maintains an optimal learning environment for students and/or provides services necessary to support the overall operation of the District and colleges.

Human Resources (HR) is dedicated to providing consistent, professional, confidential and cost-effective assistance to all employees and other customers in the areas of recruitment and retention of academic, classified and administrative employees. Our responsibilities include new hire orientation, employee benefits, employee/labor relations, collective bargaining, safety, salary administration, job classification, payroll disbursement, Board and HR policy, employee discipline and terminations, workers' compensation, training and equal employment opportunity.

Unit Plan Purpose

Unit plans are annual documents created and used by District units to develop and maintain high quality services to support student learning and District and college operations. The Accrediting Commission's Standard 1.B.3-4 states:

> *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

> *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Plan Due Date

The initial unit plans are required to be developed by December 18, 2014 and annually, thereafter, by December 1st and use this template. A copy of the review will be maintained in the unit and the Office of Chancellor.

Statement of Purpose

Provide your unit's statement of purpose.

Statement of Purpose

The purpose of the Office of Human Resources (HR) is to provide excellent assistance with personnel and payroll matters and providing oversight of Human Resources functions within the Kern Community College District. HR serves a dual role: as an internal consultant to management on HR-related matters and as an advocate for employees. The Payroll and Benefits departments are also a part of the division. We are dedicated to providing professional assistance to the district's management, faculty, classified and student employees, as well as the public, while maintaining compliance with California Education Code, associated government regulations and collective bargaining agreements in the following areas:

- Human Resources Information Systems (HRIS)
- Recruitment and selection of faculty, classified staff, and administrators
- Labor contract compliance and guidance
- Negotiations and collective bargaining
- Salary administration and job classification
- Recommending district policy and procedures
- Employment separations
- Health and welfare benefits support
- Payroll disbursement
- Paid and unpaid leaves and absences
- New hire intake and orientation
- Maintenance of employment records
- Training and consultancy and employee evaluations
- Equal Employment Opportunity (EEO) program maintenance

The Human Resources Department is committed to the consistent development and implementation of HR programs that will assist or enable employees to better serve the greater learning community of the Kern Community College District.

For reference, the following are KCCD's Vision and Mission statements.

Vision Statement

The Kern Community College District is recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.

Mission Statement

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. To accomplish this mission, we will:

- Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
- Provide workforce skills training through Career and Technical Education programs.
- Provide basic skills education and student services programs to enable students to become successful learners.
- Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.
- Improve the quality of life of our students and communities through broad-based general education courses.
- Prepare students with the skills to function effectively in the global economy of the 21st century.
- Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

The Office of Human Resources - Mission and Vision Statements

Vision Statement: The vision of the Human Resources Department of the Kern Community College District is to provide and maintain fair and consistent quality human resource services for our employees and the community resulting in the recruitment, retention, and reward of outstanding faculty, staff and administrators to support the Kern Community College District learning and working environments.

Mission Statement: The mission of the Human Resources Department of the Kern Community College District is to support the strategic goals of the district through high

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quality and effective human resources practices which value employees, applicants, and various stakeholder groups by:
• Attracting, retaining, and rewarding the quality and quantity of employees needed to meet the district's mission by providing comprehensive and inclusive access to human resource services;
• Recruiting qualified and diverse candidates for positions at all levels within the organization;
• Continuing to improve our recruitment and employment processes while demonstrating the value of communication, efficiency, and legal compliance;
• Facilitating fair and consistent resolutions to complaints, grievances, and related matters as needed with a commitment to collaboration and resolve at the lowest possible level;
• Providing leadership in labor relations and negotiations with various district constituency groups; and
• Promoting customer services, professionalism, honesty and integrity.

Unit Responsibilities and Projects

List your unit's primary assigned responsibilities including those related to creating and/or supporting an effective learning environment. Also, identify any expected changes in responsibilities or major new projects (e.g. opening of new facilities, IT infrastructure upgrades, etc.) for the next academic year (summer, fall, spring). Please reference any KCCD Strategic Plan strategies, accreditation standards or policies, or changes to state or federal laws that are informing your changes in primary responsibilities or new projects.

New legislation related to personnel matters often requires Human Resources (HR) to implement new or modified processes and procedures. The HR team meets continuously to analyze and implement measures for compliance, such as the recent implementation of a new process for screening convictions on employment applications in accordance with new federal employment/convictions guidelines[1].

January 2013 marked the implementation of the Public Employee Pension Reform Act (PEPRA)[2]. HR currently utilizes implemented measures to monitor continued compliance with PEPRA. The district has complied with all CalSTRS and CalPERS rule changes and determination resulting from random audits. Human Resources management staff remains engaged in providing input for regulatory changes to CalSTRS defined benefit

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[1] Supporting Document – 1.Page from EEOC.gov – Pre-Employment Inquiries and Arrest Conviction
[2] Supporting Document – 3.Summary of PEPRA of 2013 and Related Changes to the PER Law

eligibility issues that are negatively affecting full time faculty and educational administrators.

The district approved its first EEO comprehensive Staff Diversity and EEO Plan in June of 2014[3]. The plan extensively details accountability measures for fulfilling the district's focus on diversifying its workforce to reflect the students and service area it presently serves.

The district-wide EEO Advisory Committee will be re-established in spring 2015. The EEO Advisory Committee plays a proactive role in working to enhance diversity and cultural competence in the district. The committee reviews staff development programs that ensure that district screening committees are in compliance with the revised Title 5 regulations.

The HR Department has developed processes to ensure compliance with the Affordable Care Act (ACA) by offering a voluntary "bronze" medical benefit plan that will be implemented on October 1, 2015[4]. An educational "bronze" medical benefit information campaign is developed in collaboration with SISC to commence in the spring of 2015.

Negotiations with CSEA will be for a new multi-year contract and will begin spring of 2015. Negotiations with CCA will be completed in early spring of 2015.

The development and implementation of training programs regarding the new Title IX – Sexual Violence requirements; as a result of the implementation of OCR's 2011 *Dear Colleague Letter* and recent high profile cases that have resulted in re-affirming obligations for responding to sexual violence in the educational environment.
HR has introduced policy changes to include investigations and address unlawful sexual assault and Title IX gender equity violations that are being vetted through the district's consultation process. The district is developing a risk assessment and compliance management position for recruitment in the spring of 2015. Human Resources facilitated the addition of two Public Safety Officer positions at the district office in response to concerns associated with transient populations who use district office restroom facilities as well as increases in criminal violence activity in the downtown Bakersfield area. Several district office staff have expressed unsolicited appreciation for the district providing a security presence at the district office.

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[3] Supporting Document – 3.KCCD EEO and Staff Diversity Plan
[4] Supporting Document – 4.Bronze PPO Medical Plan

Human Resources has developed an online procedures website to be accessed by all employees[5]. The new online procedures manual addresses all major employment procedures to maintain compliance with board policies, collective bargaining agreements, and legal mandates.

Describe the end-user or the population that is served by the department.

With approximately 2,000 employees, two employee collective bargaining agreements, title five regulations on recruitment, hiring and EEO regulations, California education code personnel requirements, and a myriad of state/federal labor and leave laws, human resources continues to be an engaged change agent for the district.

The four monthly payroll dispersals to all employees include full and part-time faculty, staff, management, temporary and student employees. The district has complied with all mandated statutory benefits and complies with all PERS and STRS regulatory changes and determinations via random audit reviews. The district issues approximately 3,000 W-2 forms per calendar year.

List the major projects or services performed by the department (current or one-time).

The Human Resources Department is committed to ensuring that the district maintains adherence to all collective bargaining agreements and legal requirements related to personnel and EEO, and to creating an environment where our employees can continue to grow professionally and personally.

Screening committees are formed and coordinated via the Human Resources Department at district office, Bakersfield College, Cerro Coso Community College, and Porterville College.

The Human Resources Department serves as a one-stop for all employee HR, payroll, and health benefits matters.

List your unit's primary functions and responsibilities (ongoing):

1. Labor relations and collective bargaining administration
2. Payroll and leave administration
3. Initial employment onboarding

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[5] Source - 5.HR Procedures Website - http://procedures.kccd.edu/

4.   EEO and Title IX compliance office
5.   Benefits administration
6.   Human Resources information systems management

Describe the mechanisms used to monitor the department's budget and fit with student and institutional needs.

The Vice Chancellor for Human Resources receives opportunities to present budgetary needs to the Chancellor via a budget review process that occurs in March each fiscal year. All vacancies, employment vacation and discretionary non-personnel budgets are extensively reviewed for reauthorization. The Vice Chancellor receives a quarterly financial report on activities for review and corrections. The Human Resources department has remained within the parameters of its allocated budget since 2008.

Is there a desire or plan to add or expand services provided by the department? Explain how added or modified services will help improve an institutional process or customer satisfaction. Also, what is the strategy to implement and/or modify those services?

The district Human Resources Department desires a solution to several concerns with its current Human Resources Information Systems module. While major projects have been implemented, there have been some system functionality problems in the module not caused by district staff human error. The second problem we face is that all employment applicant tracking and employee onboarding are performed outside of our Human Resources Information System of record i.e. People Admin. District staff time continues to be impacted in resolving a "clunky" HRIS system that is not performing well and results in a duplication of work effort.

Unit Plans

Use the following question prompts to document how your unit will complete your assigned responsibilities and projects. State your unit's plans to:

Describe the adequacy of the unit's equipment, software, supplies needed to support new projects, expanded responsibilities, and necessary upgrades. Be specific.

Human Resources needs a laptop and software to provide Livescans at the district office. Having a fourth Livescan fingerprinting unit will allow for new district office employees to not have to travel to BC and impact staff in our highest traffic office. The cost is approximately $4,000 per unit. The intent is to cut down traffic at BC by 15% of all BC Livescan services and help double the capacity to assist BC during peak period times of

the year. Now that all internal fingerprinting services have been established, the district office will proceed with becoming a Livescan service center for the public to access. A $10 to $20 per print rolling fee may be assessed for providing this service to the public. Depending on demand of fingerprint clearance, providing this expanded service may significantly defray some personnel costs for providing this service to KCCD employees and student workers. The Kern County Office of Education has been a Livescan fingerprinting service for more than a decade.

Human Resources needs a document imaging solution for accessing personnel files from remote sites and the ability to provide a paperless onboarding process for all employees.

Human Resources has contracted work with PAS Associates to assess all-high level executive and administrative assistant positions throughout the district[6]. The outcome is a 100% retention rate for four initially appointed employees and three employees who have promoted.

How adequate and appropriate are departmental facilities and equipment? Be specific about current deficiencies and projected needs at the colleges and the District Office.

The district office Arctic Room needs a projector and roll-down projector screen for small work group presentations and applicant interview presentations. Cost will be about $3,000.

Identify appropriate staffing needed to support new projects or expanded responsibilities.

As online onboarding processing increases for student workers and new employees district wide, a .5FTE to 1.0 FTE Department Assistant will need to be added to Human Resources at the district office, Porterville College, Bakersfield College, and Cerro Coso Community College. Scanning original documents, processing fingerprints, information contact and data entry of status changes in district HRIS systems would be the core responsibility of these positions.

Describe the adequacy of the department's staffing levels to provide quality services to the colleges and the district.

The HR Operations Manager and HR Specialist positions are priorities for the district office. Both positions insure accuracy of HR and payroll information being processed on a day-to-day basis and both connect other Human Resources, benefits, and payroll to

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[6] Supporting Document – 5.Table – Applicants who have received testing through PAS & Associates

quality systems that promote prompt and accurate service to employees district wide. Recruitment has been completed for both positions and new employees are scheduled to start January of 2015.

Bakersfield College is adding two new positions to address significant increases in faculty and staff employment vacancies. One Human Resources Technician and one Human Resources Assistant will be added to the unit that will start in January of 2015.

All 16 employees at the district office and three colleges provide the necessary information to keep the district performing quality baseline services.

Identify remodels or alterations needed to support the completion of unit responsibilities.

The Human Resources Office has recently transitioned out of the open front desk area at the entrance of the building. Public Security staff have taken over that work space. New signage is needed in that area where there is a "Human Resources" sign placed over the security front desk area.

Identify professional development activities that help unit members stay current with their job requirements. Please list expected individual and department requests for professional development activities.

1. Participation in online trainings from Liebert, Cassidy & Whitmore (LCW).
2. Participation in ACHRO/EEO conference training programs and conference.
3. Participation in Central Valley HR consortium training.
4. Participation in Southern 30 Training consortium training.
5. Participate in Ellucian summit training
6. Participate in ACCCA sponsored training programs, conferences, and workshops.
7. Campus Human Resources Managers (3) request to participate in the 2nd Human Resources Academy. The cost is approximately $1,600 per person plus travel to three separate meetings.

Are there unmet professional development needs of department staff? If yes, describe.

1. Vice Chancellor for Human Resources requests both tuition support and release time to participate in a one-year Master of Studies in Law (MSL) program provided by UC Hastings College of the Law. This is an exciting new Master of Studies degree that is aimed at professionals who desire to bring knowledge of the law into their respective

fields. Students learn to equip themselves with an advanced degree that offers a more sophisticated understanding of legal reasoning and doctrine.

Briefly describe the techniques/assessments currently used to ensure quality or required external standards (e.g., audits, inspections). Also, describe techniques/assessments being developed for use next fiscal year.

The district Human Resources Office provides the Chancellor with accomplishments and goals on a fiscal year basis.

All external fiscal audits have supported the Human Resources, benefits, and payroll service to have produced no negative findings.

District's reserves to pay for active employee health and welfare benefits are overfunded.

District's obligation to fund retirement medical plan for current and future retirees remains healthy.

Provide 3-5 years of data on usage or services provided by the department to each college. Provide separate data by college and comment on significant information that emerges from the data.

The district has maintained and will continue to maintain compliance with the faculty obligation number for the last five years.

The district has maintained compliance and will continue to maintain compliance with the 50% law for the last five years.

The district completed a three-year tracking of high-level litigation complaints or grievances since 2007/08 regarding CSEA and CCA mediation-level contract grievances, unfair labor practices and DFEH complaints. The number of litigation issues Human Resources was processing was at its highest in 2008 with 36 open, unresolved cases. Since that time, Human Resources has averaged six or less litigation issues per year. That is an 83% drop in high level litigation cases at KCCD. Early intervention, improved communications with labor representatives, clearer contract language, and the use Interest Based Bargaining principles have all attributed to a reduction in litigation issues arising at Kern Community College District.

Provide satisfaction results from end-users (use mapping survey results or other assessment tool to gather feedback from end-users). If no data is available, explain how the department currently measures satisfaction from end-users. Comment on significant information that emerges from the data.

The district Human Resources Office and three college Human Resources site offices were assessed in 2013[7]. Results of the assessment showed lowest amount of agreement on "The current hiring process results in KCCD making the best possible hires (60%)."

Suggestions for improvement in the survey were the following:

1. Improvement in timelines for employing

A screening committee assessment will be scheduled on or before February 5, 2015 to assess on if employments in employment processes have been made since 2013.

Are there specific fiscal needs that have not been previously identified? If yes, specify.

State your unit's plans to develop and implement any special or long term projects. List each plan below and attach a copy to your unit plan. Briefly describe projects and indicate implementation timelines below.

The Human Resources Department shall complete the following plans for 2014-15:

Employee Safety, Health and Welfare:

1. Provide all ACA compliant medical plan offers to eligible temporary employees and adjunct faculty.

Improve communications district-wide:

1. Administer a Human Resources survey of recent screening committee members to ensure that the employment processes are completed timely, the process produces

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[7] Supporting Documents – 6.DO HR Survey 7.BC HR Survey 8.CC HR Survey 9.PC HR Survey

the best qualified candidates and that the process is being kept confidential.

Human Resources Managers and Staff Training:

1. Attended Association of Chief Human Resources Officer (ACHRO) Training for Human Resources Management

2. Administer at least three training opportunities from the management training catalog and coordinate LCW trainings/webinars for management district wide.

3. Will attend (HR VC and HR MGRS) Title IX training program by ATIXA organization on February 5-9, 2015.

Human Resources Policies and Procedural Development:

1. Provide onsite presentations of Human Resources procedures website to all management district wide. Outcome: Communication of online support materials and consistent application of HR procedures district wide.

2. Implement all management and confidential policy and procedure changes in Section 10 of Kern Community College District Policy and Procedures.

3. Implement all developed changes to Section 11 as it relates to procedural handling of unlawful discrimination complaints.

Labor relations:

1. Conclude CCA & CSEA negotiations by reaching mutual agreement between the bargaining units and the district.

Employment:

1. Recruit 100% of 40 faculty position necessary to maintain faculty obligation number (FON).

2. Address applicant tracking system integration needs with district Human Resources Information System. Find a system that will accommodate district onboarding needs and applicant tracking.

> 3. Establish first district-wide Equal Employment Opportunity (EEO) advisory group pursuant to district EEO Plan.

Describe the strengths of the department.

The Human Resources Department is consistently bringing forward best practice changes to personnel policies and procedures, HRIS systems usage, and labor contracts. The HR Department is a core service utilized by each college and the district office so that the district may operate effectively and efficiently under the current California Community College economic climate.

The Human Resources Department has engaged in improving criteria for replacing and establishing new positions district wide. The department investigates, consults, follows up, and holds accountable anyone not performing their job satisfactorily. Human Resources implements legally defensible separation agreements that provide opportunities for the district to attract and retain well-qualified employees who want to be a part of Kern Community College District. The department tackles the most difficult personnel and disciplinary issues and does not tolerate unethical behavior from any employee at any level in the organization.

List your unit's accomplishments.

Employee Safety, Health and Welfare:

1. Developed ACA compliant "bronze" voluntary medical plan to be offered in October of 2015. Outcome: Compliant with ACA and avoidance of an approximate $2.1 Million in IRS "A" penalties.

2. Documented **all** safety and unlawful discrimination compliance training for staff in District's Ellucian System of Record. Outcome: Accurate reporting of new employees participating in training program.

3. Provide all new employees with on-line and in class NIMS and SIMS training as part of college or district office site new employee onboarding process.

Improve communications District-wide:

1. Updated the Human Resources website information up-to-date forms, contracts, salary schedules, benefits, and any other pertinent information regarding human resources.

Outcome: A reliable source of HR information that can be utilized by all employees.

2. Attained 100% attendance to faculty and staff orientation within the first three months of employment. Outcome: Faculty and staff provided a personal welcome by Chancellor and cabinet members. Survey responses were positive as to content and delivery of pertinent district information.

Human Resources Managers and Staff Training:

1. Attended Association of Chief Human Resources Officer Training for Human Resources Management

2. Implemented succession and upward mobility planning: Dena Rhoades transitioned from HR Specialist at District Office to HR Manager at Bakersfield College.

3. Coordinated and documented mandatory sexual harassment prevention training for supervisors provided by General Counsel.

4. Coordinated LCW trainings/webinars for management district wide

5. Developed comprehensive Human Resources and legal preventative reference guide manual for management. Outcome: Reduced contract grievances and discrimination claims.

Human Resources Policies and Procedural Development:

1. Developed a viable adjunct employment pool using the district's online application system. Outcome: Establish standard employment criteria and consistent review process district wide.

2. Implemented the Equal Employment Opportunity and Staff Diversity Plan for the district per new Title 5 rules and regulations. Outcome: Compliance with Title 5 regulations.

3. Implemented a new Human Resources procedures website with workflow assistance from Ellucian consultant Sue Jennings. Outcome: Accurate and consistent information for managers and employees to follow.

4. Implemented faculty load compensation module. Outcome: Reduced double entry of 1,500 faculty job records per semester. Went from 0% to 90% of approximately 450

adjunct faculty being provided a written contract with attached schedule prior to the semester term beginning.

Labor relations:

1. Reduced budget processing time each month by being able to automate step increases identical to current management and faculty step increase structure.

2. Improved communications with new CCA bargaining unit leadership by providing joint negotiations interest-based bargaining training. Outcome: Negotiations are positive and addressing several significant compensation issues for a successor collective bargaining agreement 2014-2017. Saved $75,000 in contracting legal counsel to negotiate in CBA.

Employment:

1. Implemented district-wide use of "critical thinking and writing assessments" developed by PAS Associates for secretarial and administrative assistant classifications district wide. Outcome: Secured well-qualified employees who best match the position requirements for the district. Garnered a 100% retention rate with no probationary releases or reposting of search process.

2. Recruited all faculty and administrative positions during hiring season between November and March. Outcome: attract and retain well qualified employees. Outcome: four BC faculty recruitment carried over from last fiscal year; two BC public safety positions carried over from last fiscal year; and one CC management position carried over from last fiscal year.

3. Established a comprehensive adjunct employment pools in all disciplines provided by the district. Outcome: Implemented consistency in screening process district wide, improved quality and quantity of adjuncts for colleges to choose from. Better feedback from adjunct applicants looking KCCD employment.

4. Implemented "Web Time Entry" project for student employment. Student workers in the district no longer provide untimely payroll documents. All timesheets for received student worker payroll disbursements via paperless web. Outcome: Quicker process for timesheet handling, increased accountability for students and immediate supervisors, and easier electronic dispersal of payroll funds.

List sources you used to support your unit plan statements.

1. EEOC.gov - Pre-employment inquiries and arrest conviction
2. PEPRA - http://www.calpers.ca.gov/eip-docs/employer/program-services/summary-pension-act.pdf
3. KCCD EEO and Staff Diversity Plan
4. Self-Insured Schools of California (SISC)
5. HR procedures website - http://procedures.kccd.edu/
6. KCCD HR procedures website - http://procedures.kccd.edu/
7. PAS Associates
8. Milestones Inc. - http://milestonesinc.com/assessments/

Attach supporting documents (Supporting Data from the IR, etc.) following this page, identifying those you have attached in the text box, below.

1. Page from EEOC.gov – Pre-employment inquiries and arrest conviction
2. Summary of PEPRA of 2013 and related changes to the PER Law
3. KCCD EEO and Staff Diversity Plan
4. Bronze PPO Medical Plan
5. Table – Applicants who have received testing through PAS Associates
6. District office HR survey
7. Bakersfield College HR survey
8. Cerro Coso Community College HR survey
9. Porterville College HR survey
10. Job Classification Alignment
11. Page from Milestones, Inc. – Assessments

Describe departmental areas for improvement and how the department plans to correct identified weaknesses. Suggest timelines and required resources as appropriate.

The initial employment process needs to improve in the following areas:

- Online tecruitment process - Demand and implement improvements in the online application portal with People Admin
  - Slow processing time for the upload of application documents
  - Unfriendly end-user screen
  - Unfriendly admin-user screen
    - Human Resources is working with IT to review options to address this issue by February of 2015.
- Recruitment of Management

- o The district needs to better align management positions with applicants that have the business acumen, behavioral profile, and leadership skillsets required for management positions at KCCD.
  - ▪ Human Resources will increase use of the Milestone position and applicant key indicator assessment services for all key management position recruitments effective January 2015[8]. The expected outcome will be to reduce the need for reposting positions by 100% and address 2013 survey concerns that KCCD is not hiring "the best possible hires."
- Classification Review Follow-up with CSEA
  - o There is still work to be completed for classification reviews on the new salary structure that has been implemented for CSEA unit members.
    - ▪ By the end of June 2016, the following classification families will be negotiated and implemented:
      1. Administrative/clerical classifications
      2. Business classifications
      3. M&O classifications
      4. Student Services support
      5. Academic support

Please provide any suggestions for improving the district's unit plan process, including how to more effectively align with other district and college processes (strategic plan, other planning, resource allocation, etc.).

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[8] Supporting Document - 11.Page from Milestones, Inc. – Assessments

Routing and Review Process

After completion of the program review report, the following steps are to be followed:

Step 1: District Department Head shall review the completed report with his/her department manager/director. Any suggested revisions shall be made before proceeding to Step 2.

Review date: _____

Signature of District Department Head: _____

Step 2: Final district unit review report shall be submitted to the Chancellor's Office.

Review date: _Dec 19, 2014_

Signature of Chancellor: _Sandra V Serrano_

Step 3: Date posted on the District's website under the Chancellor's Office.

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2016-17

Kern Community College District

District Office Administrative Unit Review

➡ ***Educational Services***

Betty Inclan

Interim Vice Chancellor, Educational Services
Submitted by: Betty Inclan

Executive Summary

a)   In one paragraph or with bullet points, summarize the key points learned in this evaluation.   *[list the highlights of the document]*

- Internal and external trends are affecting this unit.
  - Among others, these trends include increased use of technology and improved methods in enrollment management (internal) and the call for both increased degree completion and increased accountability for outcomes (external)
- Educational Services has identified nine administrative outcomes aligned with the KCCD Strategic Plan.
  - These include providing a forum for districtwide discussion related to common policies and procedures, applying for grants to improve student completion, moving forward with course articulation, assisting colleges in increasing enrollment, and adopting and implementing software to support instruction and student services
  - Evaluation of one AUO during the past year revealed that 100% of college VPs responding to a survey agreed or strongly agreed that:
    - The Educational Services Unit supports the colleges
    - Responds to college requests in a timely manner
    - Attempts to effectively resolve educational issues that may involve other district units.
    - The survey showed that 60% of respondents disagreed that "enrollment management discussions at vice presidents' meetings are of value to my college," indicating that this type of dialog is perceived to be better handled at individual colleges. While the Educational Services Unit will continue to have high-level discussions of enrollment management as exemplified by one of the AUO's for the unit, it is important for the colleges to approach enrollment management with a focus on the unique student profile and demographics of each college's service area.
- Educational Services identified 15 Key Performance Indicators (KPIs) including the number of board policies and procedures created or updated, the number of faculty evaluations reviewed, the number of categorical grans and reports reviewed or submitted, and the number of software products reviewed.
- Nine prior unit goals were identified along with goal status and outcomes or findings.
  - During the year, the unit took action on each of the nine goals, realizing some and continuing work on others.
- Ten new unit goals were identified along with assessment methods, targets, and timelines.
  - Goals included facilitating the transition for the current board policy numbering system to a system adopted by the CCLC, recruiting for a permanent vice chancellor of educational services, and holding a districtwide basic skills summit.
  - No additional fiscal resources are needed to achieve the new unit goals.
- Significant work in the next year will focus on support for the colleges in the following areas:
  - Emphasis on the completion agenda based on current Institutional Effectiveness Partnership Initiative (IEPI) goals.
  - Focus on the integration of student services to move students successfully to goal attainment.
  - Implementation of best practices in basic skills and pursuance of recommendations from the districtwide Basic Skills Summit.
  - Assistance to the colleges in finding consultants in the area of enrollment management including application for IEPI's technical assistance.
  - Review of consultants' contracts for the Educational Master Plan (EMP) with a targeted completion date for the EMP of June 2017.

Executive Summary *continued*

a) In one paragraph or with bullet points, summarize the key points learned in the evaluation.

- o Supporting the colleges in the accreditation self-evaluation report including the coordinated responses to the accreditation district's recommendations.
- o Review of external and internal scans as well as updating of the district's Strategic Plan.

Future Directions of the Unit

a) How will your unit address internal and external trends in the next 3-5 years? *[how will the unit respond and improve in the future)*

We have outlined the trends below. We will analyze these trends to understand the impact, priority and method of addressing each.

INTERNAL TRENDS

Increased use of technology to monitor students' progress and assist them in completing their education
Use of technology to improve processes
Enrollment management strategy and variations in enrollment at the three colleges
Planning for cyclical statewide recession
Increased reliance on special funds and grants to support programs and services

Increased Use of Technology

It is evident that the Educational Services Unit must continue to coordinate technological initiatives to ensure synchronization with the three colleges in terms of software purchases. Districtwide coordination also enables the district to increase efficiency and attain cost savings. In that context, as colleges rely on the use of technology to monitor students' success and completion, the district will continue to assess potential technology solutions. For example, two major purchases will be completed in 2016: (1) the purchase of eLumen as an assessment tool for learning outcomes assessment and for curriculum management; and (2) Canvas as the course management platform used in the distance learning environment. In addition, the Educational Services Unit works closely with the Office of Information Technology to plan technology that can improve processes. Software designed to improve the calendaring process is being considered to assist colleges in logging and communicating internal activities and events as well as community activities.

Enrollment Management

Enrollment patterns at the three colleges have varied. For example, Cerro Coso Community College has experienced declines in enrollment. Porterville College has met its enrollment target but not exceeded it, and Bakersfield College has experienced enrollment growth of 5% or more in the last two years. The Educational Services Unit will continue to provide the three colleges information on how to maximize enrollments. In addition to the Enrollment Management Workshop that was held in October 2015, the Educational Services Unit has recommended that colleges consider technical assistance from the Institutional Effectiveness Planning Initiative (IEPI) in order to grow and maximize enrollments, particularly while the state is still funding growth. Discussions regarding enrollment management and best practices occur monthly at the vice presidents' meetings. It will be equally important to consider two-year scheduling options so that colleges are prepared to offer mission-critical course options as the projected recession hits California. The recession will, in all likelihood, result in no state funding for growth and a possible need to reduce course scheduling options.

Increased Reliance on Special Grants and Categorical Programs

KCCD's colleges have benefitted from the Student Success and Support Program (SSSP) and Equity funds. These funds have been used to hire critical positions in many student support programs. It will be important to monitor funds if these funds will be available to the colleges in years to come. The colleges need to be prepared to sustain mission-critical student support programs in case of reduced funding. Other funding is being generated through state and national grants tied to the Basic Skills Initiative, Achieving the Dream and other student success innovations. Each grant comes with specific outcomes-based programmatic and spending requirements. The Educational Services Unit is prepared to engage in important discussions about the need for sustainability of programs without an overreliance on the existing categorical programs. The Educational Services Unit will be prepared to scan the grant environment to maximize funding through state and federal grants. The grants office will be restructured to report directly to the vice chancellor of educational services in order to secure grant funds for college and district initiatives.

EXTERNAL TRENDS

Call for increased degree completion, both at state and national level
Increased access to education, especially for lower-income students
Increased accountability for outcomes, both at state and national level
Increasing expectation of data collection, reporting and use in decision making
Addressing skills gap—basic skills and career skills

Call for Increased Degree Completion

Learners must be prepared to meet the rigors of a competitive labor market. Both the President of the United States and the California Governor have charged community colleges to provide a quicker path to degree completion. Colleges are in the process of establishing guided pathways for students in order to minimize time to completion of degrees and certificates. The Educational Services Unit will continue to engage in dialogue with the three colleges about dual enrollment and guided pathways. The Educational Services Unit will also continue to host workshops and summits to ensure that there are learning opportunities for the colleges to adopt practices designed to increase student success and completion.

Increased Access to Education

Increasing access to education requires a holistic approach by offering students both courses and programs in a deliberate manner including the use of cohorts and block scheduling. College structures need to be nimble to enable students to reach their goals. Structures include priority registration, sequencing and frequency of course and program offerings, and access to counseling and other student support programs. More importantly, to increase access to education, the Kern colleges are emphasizing integration of student support services (for example, intensive outreach at the high schools and ensuring high school students complete the matriculation steps; dual enrollment; intrusive counseling; expanding the use of educational advisors; tutoring; and an increase in supplemental instruction). The goal is that these services be sustainable so that continual growth of service benefits current and future students. The Educational Services Unit will support the colleges in attaining grants designed to provide students with the tools necessary for success. The Educational Services Unit will host workshops to support the integration of student support services in an effort to increase access to Kern Community College District's diverse student population.

Increased Accountability for Outcomes

The demand for increased accountability for higher education continues to grow. Some factors fueling the conversation about the need for increased accountability include the increasing cost of education and data showing that students are not completing their intended goals of transfer or job attainment. Clearly, the greatest scrutiny in higher education is for community college students since community colleges enroll the largest number of students in higher education, including the vast majority of low income and ethnically diverse students. At the national level, there is a goal of 5 million more community college graduates by 2020. In California, the Campaign for College Opportunity is advocating for one million more college graduates by 2025. Both the Scorecard and the newly established Institutional Effectiveness Partnership Initiative (IEPI), under the auspices of the State Chancellor's Office, require analysis of data on student success, completion, progression in basic skills courses, increased number of transfer students, increased number of degrees and certificates earned, and tracking of career and technical education (CTE) students who attempted a CTE course for the first time and completed more than eight units in the subsequent three years. Colleges are setting goals designed to increase student success in various categories. With this call for increased accountability as a backdrop, it is essential for the Educational Services Unit to work closely with the colleges in helping to set realistic targets for improvement. The Educational Services Unit will continue to support grant initiatives designed to move the needle in relation to student success. Workshops and training opportunities will be organized by the Educational Services Unit in order to discuss student success best practices among the district's three colleges.

Use of Data in Decision-Making

The district's Institutional Research Office provides timely reports to the colleges necessary to understand the success of students enrolled at the three colleges. Program reviews and the colleges' planning processes rely on data as a means of making programmatic and financial decisions. The myriad of plans completed by the colleges such as the Student Success and Support Program (SSSP), Equity, and Basic Skills Program rely on data analysis to determine college goals and activities designed to improve student success and completion. The role of the Educational Services Unit is to ensure that data analysis is central to decision-making and to the coordination of programs and services at the colleges. The director of institutional research is a major contributor at the monthly vice presidents' meetings in an effort to apprise the colleges of major projects undertaken by the Institutional Research Office. In addition, the Educational Services Unit is responsible for the creation and production of the districtwide Strategic Plan. A key component of the Strategic Plan is the compilation of five-year trend data designed to monitor progress of key objectives in the Strategic Plan. The document, entitled Strategic Plan: Common Measures, provides necessary data on each of the Strategic Plan's objectives. This document is updated annually and is provided to the colleges for planning purposes and for closing the loop on the colleges' strategic directions aligned with the districtwide Strategic Plan.

Skills Gap- Basic Skills and Career Skills

While results in the area of basic skills have improved gradually at each of the colleges, one of the key challenges in community colleges today is the attrition of students who start one or two levels below college-level English or mathematics. Large numbers of students do not complete the basic skills sequence and leave our system of higher education. The Educational Services Unit understands that it is imperative to adopt best practices in basic skills in order to improve the transition of students from basic skills to college level. In that context, the Educational Services Unit supports districtwide discussions about best practices for basic skills. The unit will host a Basic Skills Summit in October 2016 and bring experts to guide our colleges in adopting new practices or sustaining successful initiatives. Additionally, the district's grants office helped those colleges that chose to submit an application for additional grant funding as part of the Basic Skills Transformation grant. The Educational Services Unit is positioned to continue to provide faculty training, organize summits, and support grant applications to improve the progression of students from basic skills to college level.

The Educational Services Unit is equally committed to ensure that students enrolled in career and technical education (CTE) courses obtain a certificate, a degree, or employment. Discussions at the vice presidents' meetings have focused on the new Scorecard metric for career skills builder students. The definition of skills builders are workers who are maintaining and adding to skill-sets required for ongoing employment or career advancement. While skills builders may complete a limited number of CTE courses, they do not earn a certificate or degree. The Scorecard metric is intended to track if students who complete some CTE units exhibit a percentage change in earnings. The Educational Services Unit will continue to analyze the data of this new cohort of students and discuss strategies to ensure students complete units related to career skills upgrading or industry licenses or certificate.

Section One: Unit Overview

a) What is the purpose of the unit and what populations (internal and external) are served by the unit? [*why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit*]

The unit's purpose is (1) to facilitate and coordinate Kern Community College District's instructional services and student support programs; (2) to communicate and interpret instructional policies and procedures to administrators, faculty, and staff; (3) to ensure that action plans and program reviews for academic and student support programs are consistent with stated course learning outcomes and integrated into the strategic, planning, facilities, and budgetary planning processes in response to the district's Strategic Plan and the ACCJC Accreditation Standards; (4) to ensure compliance with local, state, and federal laws in regards to instructional services and student support programs; (5) to sustain a learning environment at Kern Community College District in support of strategies and actions aimed at improving student success; (6) to scan the external and internal environment to support innovation and best practices in teaching and learning; (7) to coordinate CTE initiatives districtwide and offer not-for-credit training options in the community; and workforce development; (8) to support effectiveness and efficiency as part of organizational learning and a focus on systemic change.

The Educational Services Unit supports instructional and student support programs at the three colleges. In particular, the unit meets monthly with the vice presidents of instruction and student services to plan for programs and services as well as to chart new directions designed to maintain innovation and embrace cutting-edge solutions. The associate vice chancellor connects with IT and involves college stakeholders to ensure that the technology needs of the three colleges are addressed.

*The Economic Development and Career and Technical Education functions are included in a separate district administrative unit review under the associate vice chancellor of Economic and Workforce Development.

b)   How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.

The office of Educational Services resides at the district office. Two associate vice chancellors report directly to the vice chancellor of educational services.

Educational Services

Vice Chancellor

Coordinates and communicates districtwide:
Program and Course Approvals
Student Success Initiatives
Enrollment Management
Strategic Planning
Board Policy Review and Update
Academic Calendar
Faculty Evaluations

Educational Services Assistant

Supports the Vice Chancellor and Associate Vice Chancellor

Associate Vice Chancellor

Coordinates districtwide planning for student support programs
Coordinates and plans districtwide technology initiatives in support of instructional and student support programs

Director, Grants and Development

Plans, directs and administers the grants program
Monitors grants compliance
Directs and reviews the work of external grant writers in developing proposals and submissions

Associate Vice Chancellor, Economic and Workforce Development

Coordinates and implements the strategic planning for all CTE and economic development programs
(For more detail, see AUR for Economic and Workforce Development)

Administrative Assistant
Supports Associate Vice Chancellor, Economic and Workforce Development
(COF)

Program Director Projects and Compliance
(COF)

Program Manager Community Specialist
(COF)

Director, Economic Workforce and Development Programs
(COF)

Director, High School to College Transition Programs
(COF)

Program Director Adult Education
(COF)

Program Director Work-Based Learning
(COF)

Section Two: Administrative Unit Outcomes (AUOs)

a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides. Specify the time-period in which each AUO will be assessed (focus on 1 to 3 assessments per year). Describe the method of assessment and the criteria used to determine success.

Administrative Unit Outcomes (AUO)	Strategic Plan Alignment	Review Period	Method of Assessment	Desired Results
1. Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Adoption of CCLC policies and procedures.	All new and revised policies will be Board approved.
2. Educational Services provides a forum for districtwide discussion related to common policies and procedures, districtwide issues related to instruction and student services, and best practices for improving success and institutional effectiveness.	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	2015-2016	Vice presidents will be surveyed in summer 2016 to determine effectiveness of discussions pertaining to student success and institutional effectiveness.	80% of participants will be satisfied with discussions.
3. Grants to improve student completion will be applied for and awarded.	Goal 1 – Maximize Student Success	2016-2017	Submission of grants in 2016.	Basic skill grants will be awarded in fall 2016.
4. Courses will be articulated within KCCD.	Goal 3 – Optimize Student Enrollment	2017-2018	A review of Assist.org will show the increased number of C-ID courses among the three colleges. An inventory of articulated courses will be taken.	10% increase over 2016-2017 articulated courses.

Administrative Unit Outcomes (AUOs) continued	Strategic Plan Alignment	Review Period	Method of Assessment	Desired Results
5. Colleges will realize increases in enrollment (FTES).	Goal 3 – Optimize Student Enrollment	2017-2018	Review of enrollment reports.	Colleges' schedule of classes and outreach activities will yield increased enrollments.
6. Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Review and comparison of software tools and costs districtwide.	Increased consistency of software use among the three colleges and cost savings will be realized.
7. Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Teams will participate in formative assessments of technology software implementation.	80% of participants will rate the software implementation process on either a 4 or 5-point scale Likert scale.
8. District accreditation recommendations will be incorporated into the colleges' self-evaluation reports.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Review of self-evaluation reports.	Responses to districtwide accreditation recommendations will be consistent across the three colleges.
9. A districtwide three-year Strategic Plan will be developed.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Draft Strategic Plan will be shared with Consultation Council in April 2018.	Plan available online and to employees for implementation starting July 2018.

b) Summarize the results from any AUOs evaluated during the past year providing details regarding findings and plans for change or improvement.

AUO: Educational Services provides a forum for districtwide discussion related to common policies and procedures, districtwide issues related to instruction and student services, and best practices for improving success and institutional effectiveness.

A survey with 14 questions was sent to the colleges' vice presidents of instruction and vice presidents of student services. There were five respondents. Overall, the areas that were rated highest included the following:

- "The Educational Services Unit supports the colleges and advocates effectively for their needs" (40% strongly agree and 60% agree).
- "The Educational Services Unit responds to college requests or needs in a timely manner" (40% strongly agree and 60% agree).
- "The Educational Services Unit . . . attempts to effectively resolve educational issues that may involve other district units…" (40% strongly agree and 60% agree).
- "The Educational Services Unit is proactive in soliciting input for the revision and update of Board policies" (40% strongly agree and 60% agree).

The question that received the highest score (60% strongly agree and 40% agree) was the opportunity to discuss common issues with colleagues from sister colleges.

Respondents did not have full agreement that "districtwide short-term and long-term planning is well coordinated by the Educational Services Unit" (80% agreement and 20% disagreement). Similarly, respondents were not in full agreement that student success initiatives discussed at vice presidents' meetings related to student completion, basic skills completion, and student retention provided added value to the meeting (20% strongly agree, 60% agree, and 20% disagree).

Based on the results of the survey, most respondents disagreed with the statement that "enrollment management discussions at vice presidents' meetings are of value to my college" (40% agree and 60% disagree). In this context, it is evident that enrollment management discussions need to be individualized to the uniqueness of each college. I recommend that colleges consult with other colleagues from colleges with similar student profiles and demographics.

Additionally, most respondents concurred that there is value in meeting with vice presidents of student services and deans and directors. Similarly, respondents indicated that there is also value in meeting with the vice presidents of instruction and instructional deans.

Future Directions in Response to Survey

- The Educational Services Unit will ensure that there is time on the agenda of vice presidents' meetings for informal exchange about processes at the colleges (processes such as faculty evaluations, contract management, dual and concurrent enrollment practices, and implementation of best practices at each college).
- The Educational Services Unit will be proactive in urging participants at the vice presidents' meeting to add topics of importance to them.

- As the district positions itself to update the Strategic Plan, it will be imperative for the vice presidents to take an active role in shaping the districtwide conversations and directions related to short-term and long-term planning.

AUO: Colleges will realize increases in enrollment (FTES)

Results from a questionnaire distributed to the fifty-two participants of the Enrollment Management Workshop of October 23, 2015 showed the following:

- Most participants indicated that they appreciated the holistic approach to enrollment management from recruitment and onboarding activities to program completion and graduation.
- Participants rated highly the activity that focused on scheduling courses as a cohort model or as a block schedule in order to accelerate students' goal attainment (e.g., either receipt of a certificate, degree, or transfer).
- Participants stated that they would like to use some of the simple strategies that enhance student course and program completion such as the use of "positive nods" or periodic communication to students about reaching specific milestones in their course of study.
- Participants also supported the suggestions at the workshop related to the role of marketing in enrollment management, particularly the concept of branding. Colleges will continue to build on branding recognition by strengthening the association with relevant programming in response to community needs.

Additionally, the participants suggested some improvements and/or topics for future workshops.

- Participants indicated that there was a need for more facilitation and direction for the table group discussions.
- Participants would recommend more discussion of dual enrollment and scheduling at a future workshop.

Indicators (KPIs)

a) List the KPIs for the unit along with the relevant outcomes for the last 3 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2013-14	2014-15	2015-16
1. Number of board policies and procedures created and/or updated	0	27	108
2. Number of faculty evaluations reviewed	No data available		252
3. Number of special compensation agreements approved	No data available	201	218
4. Number of new courses reviewed and approved	59	42	53
5. Number of course revisions or modifications reviewed and approved	349	362	376
6. Number of course deletions, discontinuations or deactivations reviewed and approved	162	184	164
7. Number of program revisions or modifications reviewed and approved	30	13	17
8. Number of new programs evaluated and approved	17	35	24
9. Number of programs deletions, discontinuations or deactivations evaluated and approved	17	36	40
10. Workshops and discussions scheduled at vice presidents' meetings to address improvements in basic skills.	0	1	3
11. Workshops and discussions at vice presidents' meeting regarding enrollment management.	0	5	6
12. Number of meetings with vice presidents and student services teams	0	0	7
13. Number of meetings with software district/college teams or vendors	0	0	9
14. Number of software products reviewed	0	0	7

Key Performance Indicators (KPIs) continued	2013-14	2014-15	2015-16
15. Number of categorical grants and reports reviewed or submitted	Not tracked	3	3

b) Summarize any changes or findings.

For 2013-2014, the position was vacant and one administrator was assigned two areas of responsibility: Economic and Workforce Development and Educational Services. In that context, the unit did not establish a tracking mechanism for some of the existing key performance indicators (KPI). In November 2014, the district hired an interim vice chancellor of educational services and new KPI's were added as part of the unit review.

Section Four: Prior Year Goals

a) List the Goals from the prior year. Indicate the status and list an anticipated completion date if not complete. Were unit outcomes met and/or what findings were realized in the process? [*starting in 2017-18, this will relate directly to the goals and outcomes listed in section five*]

Prior Goals	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
1. Close the loop and report on district operations action plans based on the Strategic Plan.	Proposed completion date May 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Action plans updated and shared final copy with vice presidents and vice chancellors.
2. Provide guidance to colleges related to mandates such as Gainful Employment, State Authorization Act, and Student Success and Support Program.	Ongoing at vice presidents' meetings	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Shared data resources and state guidelines at the vice presidents' meetings and facilitated submission to State Chancellor's Office.
3. Review waitlist process.	Proposed completion date May 2016	Goal 5 – Strengthen Organizational Effectiveness	Colleges will realize increases in enrollment (FTES)	A districtwide committee was formed to review the waitlist process. The committee reviewed processes at each college and waitlist data. The committee determined a districtwide waitlist referral process was not warranted.

Prior Goals (continued)	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
4. Provide guidance in the submission of district and college goals for 2016 related to the Institutional Effectiveness Partnership initiative.	Proposed completion date June 2016	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Provided historic data related to the Institutional Effectiveness Partnership Initiative (IEPI) indicators. Held individual college meetings to advise on established IEPI goals. It is anticipated that the Board will approve the goals in June 2016.
5. Create a district Office Administrative Unit Review template to pilot in 2016-2017.	Template completed in February 2016. Pilot is underway with completion set for September 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Template was finalized and approved by Administrative Council in February 2016. District Office units use of template is underway.
6. Support the colleges in the submission of the midterm accreditation report.	Completed August 2015	Goal 5 – Strengthen Organizational Effectiveness	District accreditation recommendations will be incorporated into the colleges' self-evaluation reports.	Coordinated the responses to the district's Accreditation recommendations and provided guidance in its consistent use by the colleges. Midterm accreditation report was completed in August of 2015.
7. Coordinate the transition from Moodle to Canvas.	Districtwide Ad Hoc Committee established; contracts ratified by BOT; training underway	Goal 3 – Optimize Student Enrollment Goal 5 – Strengthen Organizational Effectiveness	Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	College and district personnel are working with Instructure, provider of Canvas, to train faculty and launch program. Launch and implementation timeline has been established: • Summer 2016: Soft pilot • Fall 2016: Larger pilot • Spring 2017: All faculty using Canvas

Prior Goals (continued)	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
8. Implement technology solutions (e.g., eLumen) to improve the collection of data for student learning outcomes assessment as well as program review and curriculum management.	Districtwide Ad Hoc Committee is being established; contracts approved by BOT	Goal 5 – Strengthen Organizational Effectiveness	Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	Purchase of eLumen SLO assessment/program review software was approved by BOT in April 2016. Purchase of eLumen curriculum management software was approved by BOT in May 2016. Districtwide committees are being formed for each product to guide training, piloting and implementation.
9. Establish relationships with all districtwide student services committees to build a working knowledge of issues and projects important to our student services and categorical programs.	Underway	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	The associate vice chancellor has met regularly with or talked with • VPs of Student Services and Student Services Directors • A&R Directors • Equity Directors • Financial Aid Directors Future connections to be established include EOP&S Directors, DSPS Directors and others as needed.

*Goals for Economic and Workforce Development are provided in a separate administrative unit review.

Section Five: Goals for the Upcoming Year

a) **Identify annual goals for the unit.** Describe how progress toward the goals will be measured during the upcoming year. Describe the target to be met during the year and the timeframe for completion. Specify how the unit goals align with the goals and objectives outlined in the districtwide Strategic Plan and the unit's AUOs. Indicate whether additional resources will be needed. [*just a Yes or No – these will be described in section seven*]

Unit Goals	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
1. Facilitate the transition from the current board policy numbering system to the numbering system adopted by the Community College League of California. (CCLC)	Policies will reflect new CCLC numbering system.	December 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	No
2. Hold a districtwide summit in October 2016 to address best practices in basic skills instruction and student support programs.	An evaluation survey will be distributed to all participants and notes from the summit will be on file.	October 2016	Goal 1 – Maximize Student Success	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
3. Coordinate Request for Qualifications for the update of the colleges' educational master plans.	Award of consultants' contract to update each of the college's educational master plan.	Completion July 2016	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	Yes
4. Implement eLumen to improve the collection of data for student learning outcomes assessment as well as program review.	Adoption of eLumen in May 2016	Pilot: Fall 2016 Fully implemented: Spring 2018	Goal 5 – Strengthen Organizational Effectiveness	Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	Yes
5. Involve more faculty in the Leadership Academy.	Leadership Academy cohorts will consist of a minimum of 20% faculty representation each year.	Fall 2018	Goal 5 – Strengthen Organizational Effectiveness	Engagement of all employee groups in leadership development increases KCCD's ability to be nimble in response to change and growth.	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
6. Reconvene Strategic Planning Taskforce with representatives from the three colleges and the district to begin the update of the district's Strategic Plan.	A new districtwide Strategic Plan will be drafted in fall 2017 and spring 2018 and completed by June 2018.	2017-2018	Goal 5 – Strengthen Organizational Effectiveness	A districtwide three-year Strategic Plan will be developed.	Yes
7. Establish a districtwide taskforce to increase course articulation among the three colleges.	Number of articulated courses will increase.	2018-2019	Goal 5 – Strengthen Organizational Effectiveness	Courses will be articulated within KCCD.	Yes
8. Enhance administrative capacity in the Educational Services Unit by recruiting for a permanent vice chancellor of educational services.	A permanent vice chancellor of educational services will be hired.	December 2016 – January 2017	Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	No, currently in the budget
9. Coordinate prioritization of districtwide needs in student services.	A prioritized list of goals will be established.	2016-2017	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
10. Create a mechanism for identifying, tracking and monitoring educational technology initiatives that are desired by our colleges or are being presented by the State Chancellor's Office and others.	A mechanism is in place for tracking and monitoring educational technology initiatives.	Fall 2016 – June 2017	Goal 5 – Strengthen Organizational Effectiveness	Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	No
11. Hire a grants writer in the Educational Services Unit and provide training for the new grant writer.	New grant writer hired.	2016-2017	Goal 5 – Strengthen Organizational Effectiveness	Grants to improve student completion will be applied for and awarded.	No, in the budget

Section Six: Current Unit Resources

a) **List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.**

Resources	Current Level		
Staffing (list current staffing levels)	• 1.0 FTE Vice Chancellor • 1.0 FTE Associate Vice Chancellor • 1.0 FTE Educational Services Assistant		
Technology / Equipment	•	•	•
Space / Facilities	•		
Budget (Unrestricted) Total	$	**Notes** (if any)	
1000 (Academic Salaries)	$330,287.26		
2000 (Classified Salaries)	$70,040.88		
3000 (Employee Benefits)	$101,182.80		
4000 (Supplies & Materials)	$3,350.00 Library/Magazines, Non-Instructional Supplies/Supplies		
5000 (Operating Expenses and Services)	$39,500.00 Consulting, Employee Travel, Dues & Memberships		
6000 (Capital Outlay)	$0.00		
7000 (Other Outgo)	$0.00		
Budget (Restricted) Total	$0.00		
Budget (Contract/Community Ed) Total	$0.00		

Section Seven: Projected Unit Resource Needs
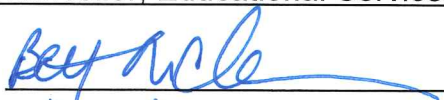
a) **List the unit's needs above the current level.** [*if a Unit Goal in section five has a 'Yes' in the resources needed column, the need should be outlined here*] Describe the unit goal to which the request is related. Indicate the expected cost along with the rational. Rank the proposals in order of their importance to the unit (a rank of '1' would be the most important resource the unit needs in order to achieve its goals).

Resource Needs	Proposed Allocation, Need or Change	Related Unit Goal or AUO	Cost and Justification	Rank
Staffing	Adequate			
Technology	Adequate			
Equipment / Supplies	Adequate			
Space / Facilities	Adequate			
Professional Development				
Other: *[describe]*				
Total cost of resource needs over and above current budget allocation:			$	

Submitter's Name: Betty Inclan

Title: Interim Vice Chancellor, Educational Services

Submitter's Signature: *Betty Incle*

Date Submitted: 7/27/16

Submitter's Immediate Supervisor: _____

Title: _____

Date of Review: _____

Chancellor's Signature: *Sandra V Serrano*

Date of Review: 7/29/2016

Date of Presentation to Administrative Council: 10/31/16

KCCD

KERN COMMUNITY COLLEGE DISTRICT

2017-18

Kern Community College District

District Office Administrative Unit Review

Business Services

Manager's Name: Deborah A. Martin

Title: Interim CFO

Submitted by: Deborah A. Martin

Executive Summary

a) **In one paragraph or with bullet points, summarize the key points learned in this evaluation.** *[list the highlights of the document]*

➢ Accounting Services has a significant amount of work load and projects. The recent small reorganization incorporating an additional Accounting Manager into DO accounting services while concurrently eliminating a vacant Accounting Technician position, has been completed. The new Accounting Manager start date is January 2018

➢ Enhanced purchasing compliance may be achieved by centralizing this function

➢ Contracting process would be significantly enhanced with addition of an electronic contract management system and Purchasing/Contracts Manager position. Business Services is working through the process of reviewing current and desired processes/outcomes, and will present a plan within the first few months of calendar year 2018 (for budgeting purposes.)

➢ District needs asset accounting system implemented to help manage new federal compliance requirements and have an up to date single source record of the inventory of District assets

Future Directions of the Unit

a) How will your unit address internal and external trends in the next 3-5 years? *[how will the unit respond and improve in the future]*

The unit needs to continue its efforts to leverage the Banner software program for the automation of as many processes as possible. Many of the listed projects require the use of Banner or other administrative software to complete. Maximizing technology and software will minimize cost increases associated with (1) expanding compliance requirements combined with continued growth in the number of grants/categorical programs, and (2) current manual/paper processes. The department has recently recruited an Accounting Manager and two Accounting Tech II's that have degrees in accounting and/or significant accounting experience. The unit is currently reviewing travel, collections, contracting, and other processes to determine other areas that could benefit from improved processes and technology.

Overview of the Administrative Unit Review template:
- Define the unit and its purpose [*section one*]
- Assess the unit's operations and evaluate progress towards prior goals [*sections two, three and four*]
- Plan future unit goals and desired outcomes [*section five*]
- Identify unit needs to inform budget and resource allocation [*sections six and seven*]
- Summarize key findings and future directions [*sections eight and nine*]

Section One: Unit Overview

a)   What is the purpose of the unit and what populations (internal and external) are served by the unit? [*why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit*]

Business Services is committed to serving our students, faculty, staff, administrators, senior managers, the Chancellor, Board of Trustees and the general public by providing business services and related support to each of the Colleges and District Office.   By providing a myriad of essential business functions, including those specific to Accounting Services, Finance and Treasury Services, Economic and Cost Analysis, Budget and Financial Forecasting, Fiscal Compliance and Reporting, Financial Aid Distribution services, Business Contract Services, Purchasing, and Business Process Training. The Business Services Department reaches, facilitates and promotes success for our students and the District as a whole, in its role as an exemplary educational leader, serving to strengthen our community, faculty and staff to create an environment for life-long learning.

b) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.

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                          ┌─────────────────────────┐
                          │  Chief Financial Officer │
                          └─────────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
┌───────────────────┐    ┌───────────────────────────┐    ┌─────────────────┐
│ Associate Vice    │    │ Director, Accounting      │    │ Business        │
│ Chancellor for    │    │ Services                  │    │ Services        │
│ Construction and  │    │                           │    │ Assistant       │
│ Facilities        │    │                           │    │                 │
│ Planning          │    │                           │    │                 │
└───────────────────┘    └───────────────────────────┘    └─────────────────┘
                                     │
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| Purchasing Coordinator | Accounting Manager - Grants | Accounting Manager | Accounting Manager (BC) |

| Accounting Coordinator | Accounting Tech II | Accounting Manager (CC) |

| Accounting Coordinator (COF) | Accounting Tech II |

| Accounting Coordinator (COF) | Accounting Tech II | Accounting Manager (PC) |

Section Two: Administrative Unit Outcomes (AUOs)

a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides. Specify the time-period in which each AUO will be assessed (focus on 1 to 3 assessments per year). Describe the method of assessment and the criteria used to determine success.

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
1. Unit provides complete accounting services to ensure all fiscal transactions are processed and recorded according to Generally Accepted Governmental Accounting Standards.	Goal 5- Strengthen Organizational effectiveness	2017 (annual)	Annual External Audits a. District b. College Foundations c. Proposition 39 (Measure G audits) d. OPEB Retirement Board e. Measure J Audit	2016-17 Outcome: District audit has one finding for positive attendance. Desired outcomes: Unmodified Audit Audits meet Federal and State compliance requirements Audits meet credit rating agency and Securities and Exchange Commission requirements.

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
2. Unit provides finance and treasury services		2017	District operations meet daily cash flow requirements.	Cash flow management ensuring adequate short and long term cash. No default on long term debt obligations
			Efficiently manage District's long term debt obligations	Maximize credit ratings on bond issuances

Minimize interest costs on outstanding debt issuances |
| | | | Manage Districts investment portfolios | Exceed established investment benchmarks

Investments made consistent with Board Policy |

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
3. Unit provides budget and financial Forecasting	Goal 5- Strengthen Organizational effectiveness	2017 (annual)	Annual budget development process feedback from Trustees, College Presidents and VP Administrative Services through Trustee meetings Chancellors Cabinet, Consultation Council and Business Managers meetings Periodic surveys of all stakeholders regarding understanding of the budget.	Budgets developed and maintained that meet Board of Trustee fiscal goals and policies as well as 50% Law and FON requirements. Report on State budgets and forecast implications on District fiscal resources Develop appropriate financial resource allocation models Provision of Monthly budget vs actual fiscal reports to all budget managers. Provision of fiscal and budget reports to District's participatory governance stakeholders

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
4. Unit provides economic and cost analysis	Goal 5- Strengthen Organizational effectiveness	2017	Timely economic and cost analysis utilizing discounted cash flow, incremental cost/benefit analysis or other appropriate economic evaluation models. Periodic assessments of Presidents, Vice Presidents, Deans and Vice Chancellors Periodic surveys of all stakeholders regarding these services	Provide economic or cost analysis of proposed program or project opportunities to ensure transparency of fiscal consequences for inclusion in program or project decisions.
5. Unit provides Fiscal Compliance and Reporting	Goal 5- Strengthen Organizational effectiveness	2017	Timely submission of required fiscal status reports to Federal and State agencies for grants, special contracts or categorical programs. Periodic assessments by Program Managers and Vice Presidents on fiscal reporting process. Periodic surveys of all stakeholders regarding these services	Coordination to completion of required fiscal reports. Monthly Grant Reporting updates to Directors Accurate and timely reporting. Up to date grant management manuals (documentation of fiscal expectations and regulations for Program managers)
6. Unit coordinates Financial Aid Distribution services	Goal 5- Strengthen Organizational effectiveness	2017	Minimum student and Financial Aid Department complaints Survey of Financial Aid directors and students on service levels	Timely processing of Financial Aid checks to students per scheduled disbursements

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
7. Unit coordinates Business Contract Services	Goal 5- Strengthen Organizational effectiveness	2018	Timely submission of contracts to Trustees for approval Contracts completed before services are rendered	Processing of business contracts to meet delivery requirements for scope of services Contracts completed in manner minimizing risk to the District.
8. Unit provides purchasing support	Goal 5- Strengthen Organizational effectiveness	2017	Timely completion major non-construction purchases Surveys of department buyer satisfaction	Coordinates completion of formal bid process for non-construction purchases Identifies piggy-back contracts and purchasing consortiums for alternatives to bidding Research and evaluate purchase options for District buyers Up to date purchasing and travel guidelines Provides accounting for District assets

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Outcome or Desired Outcome
9. Unit provides business process training	Goal 5- Strengthen Organizational effectiveness	2017	Timely completion of training for staff in use of key business processes Surveys of trainees	Timely purchasing, travel, business contracting, expenditure approvals budget & expenditure transfers, budget monitoring, chart of accounts and other process training as needed.

b) **Summarize the results from any AUOs evaluated during the past year providing details regarding findings and plans for change or improvement.**

Administrative Unit Outcome #1: All 2016 external audits were completed timely and there were no audit findings for any of the reports.

Administrative Unit Outcome #2: District met all 2017 cash flow requirements, efficiently managing all long-term debt obligations.

Administrative Unit Outcome #3: 2017 budget completed providing all required fiscal information for timely adoption and implementation of annual budget.

Administrative Unit Outcome #5: 2017 grant and categorical reporting not all completed timely. Grant reporting calendar was created and sent to VP's Finance & Administration in November 2017. Business Services is currently working on a Monthly Restricted Program status report that will be launched early in 2018. Surveys not completed.

Administrative Unit Outcome #6: Timely processing of 2017 Financial Aid checks to students per scheduled disbursement dates. Surveys not completed.

Section Three: Key Performance Indicators (KPIs)

a) **List the KPIs for the unit along with the relevant outcomes for the last 3 years.** KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2013-14	2014-15	2015-16	2016-17
Number of District sub funds supported by District accounting services	144	139	135	158
Value of all District funds expenditures supported by District accounting services	$264,181,365	$284,640,777	$288,038,381	$ 276,043,987
Value of Restricted General Fund expenditures supported by District accounting services	$17,020.643	$19,966,539	$34,267,753	$50,824,850
Number of Invoices Processed	74,832	76,953	92,489	107,727
Number of Purchase Orders	10,182	10,011	11,099	11,204
Number of Warrants/Checks Issued (includes Refunds)	42,933	67,841	83,175	95,680
Number of Journal Entries Processed (excluding Foundation activity)	5,433	6,811	7,648	8,364
Bank and Investment funds Reconciled	55	56	56	56
Number of Foundation and Student sub funds supported by District Accounting Services	864	872	872	973

b) **Summarize any changes or findings.**

➢ Department has seen significant increase in transaction processing over the last four years.
➢ Between FY14 and FY17 the funding for Restricted Grant & Categorical programs has increased 198%
➢ Between FY 14 and FY17 the number of invoices increased by 44%
➢ In May 2016 Business Services began printing Student Refunds in-house for the first time in seven years
➢ Expenditures declined slightly from FY16, but number of invoices increased 16%

a) **List the Goals from the prior year.** Indicate the status and list an anticipated completion date if not complete. Were unit outcomes met and/or what findings were realized in the process? [*starting in 2017-18, this will relate directly to the goals and outcomes listed in section five*]

Prior Goals	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
1) **Implement Electronic 1098-Ts.**	`New IRS rules – implementation in calendar 2018	Goal 5	1	BANNER cannot currently accommodate recent IRS rule changes for 1098T's
2) **Auto Hold on past due accounts.**	No Progress	Goal 5	1	Did not have manpower available to work on project. Not addressed – need to work with college A&R.
3) **Bad Address Cleanup.**	`No Progress	Goal 5	1	Did not have manpower available to work on project. Not addressed – need to work with college A&R.
4) **Automation of BOG Waiver un-apply/re-apply posting.**	`In-progress	Goal 5	1	Currently being worked on
5) **Automation of Student Refund postings.**	`Complete	Goal 5	1	Process continues to need partial manual oversight – this is as good as it gets
6) **Automate Third Party and Retiree Billings**	`In-progress	Goal 5	1	Automated in QuickBooks – not automated in Banner. Continue to work on this process.
7) **Work with Information Systems to develop ad-hoc detailed payroll reports for grant managers.**	`In-progress	Goal 5	1	Working on Cognos reports
8) **Develop a Grant Procedure Manual for Program Managers.**	`No progress	Goal 5	1 & 10	Second accounting manager starting Jan 2018.
9) **Contracts Coordinator Services**	`No Progress – remove from list	Goal 5	8	Reviewing possibility of Purchasing Manager
10) **Implementation of a Contract Database**	`No Progress	Goal 5	8	Draft white paper awaiting AUR completion
11) **Grant Compliance Services.**	No progress	Goal 5	10	Pending AUR completion and review
12) **Integration of Food Services cash receipts processing through Sale Point or another mechanism.**	In-progress	Goal 5	1	Sale Point may not be optimal for these operations, other systems being reviewed – working with Foodservice

Prior Goals	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
13) Identify new collection agency	Identified, not implemented – in progress	Goal 5	1,2, & 3	Technical issues with implementation – in progress
14) Revise District Procurement Manual	In progress – draft issued 6/30/17	Goal 5	9	Comments are being considered and incorporated into final manual
15) Prepare for 2018 Implementation of Fixed Asset Module	No progress	Goal 5	1	Staffing turnover
16) Evaluate 3rd Party distribution of Financial Aid checks	In progress	Goal 5	7	Evaluation currently in progress – one of the two potential vendors has communicated they are no longer taking new clients. Currently communicating with other vendor.
17) Pilot centralized purchasing fiscal compliance (process improvement)	No progress	Goal 5	9	Will pilot in calendar year 2018

Unit Goals	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
Goal 1: Complete prior year goals not yet completed (17 projects)	Project Implementation	June 30, 2018	Goal # 5	1,2,3 and 8	Yes

a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	Business Services Assistant Dir, Accounting Services Accounting Coordinator (COF) Accounting Manager (2) Accounting Coordinator (BC) Accounting Technician II (BC) Accounting Technician II (BC) Accounting Technician II (BC) Accounting Technician II (BC) Accounting Manager (BC) Accounting Technician II (PC) Accounting Technician II (PC) Accounting Manager (PC) Accounting Technician II (CCCC) Accounting Manager (CCCC) Accounting Technician II Accounting Coordinator Accounting Coordinator (COF) Accounting Technician II Accounting Technician II Purchasing Coordinator/Analyst Chief Financial Officer Temporary PT staff backfilling for Banner 9 Staff Testing/Training (2) Students (5)
Technology / Equipment	Personal computers, printers, copiers, safes, ticket printing equipment, check printing equipment and modular furniture.
Space / Facilities	Offices located at Bakersfield College, Cerro Coso Community College, Porterville College and Weill Center
Budget (Unrestricted) Total	**2017-18 Budget**
1000 (Academic Salaries)	$ None
2000 (Classified Salaries)	$ 1,617,569
3000 (Employee Benefits)	$ 786,769
4000 (Supplies & Materials)	$ 34,500
5000 (Operating Expenses and Services)	$ 1,748,138

6000 (Capital Outlay)	$ 13,061
7000 (Other Outgo)	$ 5,926,181 >> OPEB bonds and COP debt service expenditures
Budget (Unrestricted) Total	$ 10,126,218
Budget (Restricted) Total	$87,336
Budget (Contract/Community Ed) Total	$ None

Section Seven: Projected Unit Resource Needs

a) **List the unit's needs above the current level.** [*if a Unit Goal in section five has a 'Yes' in the resources needed column, the need should be outlined here*] Describe the unit goal to which the request is related. Indicate the expected cost along with the rational. Rank the proposals in order of their importance to the unit (a rank of '1' would be the most important resource the unit needs in order to achieve its goals).

Resource Needs	Proposed Allocation, Need or Change	Related Unit Goal or AUO	Cost and Justification	Rank
Staffing	1. Move Tech from BC to Do	Goal 6	No cost, enhanced purchasing fiscal compliance and service.	2
	2. Add Purchasing Manager to DO/ Delete Purchasing Coordinator position		Enhanced coordination of contracting and implementation of contracting database software. Net cost increase $13,628	1
Technology				1
Equipment / Supplies				
Space / Facilities				
Professional Development	1. Management Concepts grants training for Accounting Coordinators		Total Cost approx. $17,400 ($5800 per Coordinator) for 15 days of training, resulting in certification in grants management.	
Other: *[describe]*				
Total cost of resource needs over and above current budget allocation:			$	

Submitter's Name: Deborah A. Martin

Title: Interim CFO

Submitter's Signature: _Deborah A. Martin_

Date Submitted: _1/10/18_

Submitter's Immediate Supervisor: _____

Title: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _1-11-18_

Date of Presentation to Administrative Council: _01/22/18_