



Kern Community College District

STRATEGIC PLAN

2011/12 – 2014/15

**Approved by the Board of Trustees
November 10, 2011**

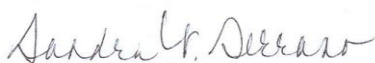
Dear Colleagues,

Helping students succeed in their classes and complete their educational goals is our aspiration, our mission and our calling. The Kern Community College District joins districts and colleges throughout California and the nation in focusing on student success. The 2011-12 KCCCD Strategic Plan is evidence of this focus.

The building blocks of student success are all here. Strategic Plan objectives identify actions related to instructional and operational goals that work in tandem to support our students. The KCCCD Strategic Plan emphasizes preparing students for college-level courses and improving student attainment of a Certificate of Achievement, Associate Degree or transfer. The plan outlines district-wide goals to maintain financial stability, increase channels of communication and promote funding growth.

The 2011-12 KCCCD Strategic Plan is the product of many hours of work by a cadre of employees representing every campus and group. Drafts of the plan were circulated to all employees for feedback and revision. Thank you for your contributions to the creation, revision and execution of the strategic plan that charts the course for our district and our colleges. Thank you for the work you have already done and for the work you are about to undertake as we carry out this important plan of action. The result is a triumph of teamwork that brings promise and hope to our students and their families for generations to come.

Sincerely,

A handwritten signature in cursive script, reading "Sandra V. Serrano".

Sandra V. Serrano
Chancellor

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Note: Results of three employee surveys that informed this plan are available on the District's website.

STRATEGIC PLANNING PROCESS

The Strategic Planning Process began with the naming of the Strategic Planning Work Group (SPWG) with representatives from each of the colleges and the District Office. (A listing of the SPWG membership follows this discussion of the process.) Members represented faculty, classified and confidential staff, college administrators including all three presidents, District administrators, and one student.

During the planning sessions, SPWG members engaged various activities including analyzing the external and internal scans and their impact on the District; analyzing the results of the surveys; determining the critical issues and turning them into goals; and assuring that the objectives were measurable. In addition, they proposed a new District-wide planning cycle that is aligned with the accreditation cycle, and a District-wide planning process wherein the colleges develop operational plans for the District-wide strategic plan and link their strategic plans to the District-wide plan.

In order to engage as many employees as possible in the planning process, it was decided that three surveys would be conducted. With the help of the District Informational Technology department, this huge undertaking was successfully accomplished.

The first survey asked respondents to review and indicate the relevancy and importance of the current mission, vision, values, and initiatives. The second survey asked respondents to participate in a SWOT analysis by indicating their perceptions of the District-wide strengths, weaknesses, opportunities and threats or critical issues. The third survey asked them to list the top three issues that must be addressed District-wide in the next 3 to 5 years. The results of these surveys helped to frame the discussion at each planning session.

Lisa Fitzgerald, District Director of Research Analysis and Reporting and Veronica Van Ry, Professional Expert, provided the internal and external environmental scans for the work group to analyze.

The agendas for the four planning sessions can be summarized as follows:

Session One – The group reviewed and critiqued the existing strategic plan and determined what elements needed to be changed. It was the consensus of the group that there were too many values, too many initiatives (and outdated) no measures, and not enough emphasis on student success. SPWG members also decided that there needed to be a Strategic Planning Glossary.

Session Two – The group decided that the elements of the plan would be values, vision, mission, goals, and measurable objectives. Strategies and action plans would be written at each of the four sites – District Office and the three colleges. The group reviewed the SWOT survey and the external and internal scans and the impact of the data on the District.

Session Three – The group reviewed the critical issues identified in the survey and compared them to issues identified in the review of the SWOT and the environmental scans, the previous Strategic Plan, and the Board's priorities. Six critical issues were turned into goals.

Session Four – The group finalized objectives for all six goals. Also, members developed a communication plan for disseminating the Strategic Plan, discussed the presentation to the Board, and developed a recommended 3-year strategic planning cycle as well as several other recommendations.

In between sessions, various members of the work group engaged in activities such as drafting revisions of the values; tallying, categorizing, and analyzing survey results; developing flow charts; developing a SWOT diagram; and drafting objectives.

An overarching value of the SPWG members during this process was to assure that the strategic plan was concise and measurable. The group wanted a limited number of values so employees could remember them, and a limited number of goals and objectives in order for implementation to be manageable.

They also desired to engage more people in the implementation process, and to assure that the college and District office strategic plans were linked to the District-wide plan. By having the operational plans (strategies and action plans) developed at the colleges and District

office, and by engaging in strategic management to assure that assignments are made and monitored, the group feels they accomplished both desires.

The SPWG also wanted to assure that there was an emphasis on student success, and through the goals and objectives have accomplished this as well.

Descriptions of various planning activities and/or elements are found in the Appendices of this plan: the strategic planning glossary, the external and internal scans and the SWOT, flow charts for developing the strategic and operational plans, the critical issues and the process for turning them into goals, and minutes of planning sessions. In addition, there are instructions regarding the steps that follow Board adoption of the Strategic Plan.

Strategic Planning Work Group Membership Spring 2011

Bakersfield College

Greg Chamberlain, College President
Stephen Eaton, Dean of Instruction
Joyce Ester, Associate Vice President, Student Services
Hamid Eydgahi, Dean of Career and Technical Education
Sue Granger-Dickson, Counselor
Tawntannisha Thompson, Student Government Association Liaison
Tracy Lovelace, Educational Media Design Specialist

Cerro Coso College

Suzi Ama, Faculty
Jill Board, College President
Kim Blackwell, Educational Advisor
Natalie Dorrell, Bookstore Manager
Gale Lebsock, Director, Administrative Services
Heather Ostash, Vice President, Student Services

Porterville College

Ann Beheler, Vice President, Academic Affairs
Michael Carley, Director of Institutional Research
Rosa Carlson, College President
Erin Cruz, Educational Advisor
Judy Fallert, Instructional Office Specialist
Steve Schultz, Vice President, Student Services
James Thompson, Faculty

District Office

Tom Burke, Chief Financial Officer
Sally Errea, Educational Services Assistant
Doris Givens, Vice Chancellor, Educational Services
John Means, Associate Chancellor, Economic and Workforce Development

Kern Community College District
STRATEGIC PLAN
2011/12 – 2014/15

Values

All of the stated values focus on the goal of having a positive impact on the lives of students.

1. We value assisting students achieve informed educational goals.
2. We value fostering a learning environment that celebrates the diversity of people, ideas, learning styles and instructional methodologies.
3. We value recruiting and retaining the best and brightest employees.
4. We value promoting a climate of trust by sharing ideas and information.
5. We value meeting the highest standards of performance in everything we do.

Vision

The Kern Community College District will be 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

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 work-force 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.

Strategic Goals

- Goal One: Become an exemplary model of Student Success
- Goal Two: Create a collaborative culture and a positive climate
- Goal Three: Foster a comprehensive and rich learning environment
- Goal Four: Strengthen personnel effectiveness
- Goal Five: Manage financial resources efficiently and effectively
- Goal Six: Respond to community needs

Strategic Objectives

- Goal One: Become an exemplary model of Student Success
 - Objective 1.1 Increase the percentage of students who successfully complete 12 units within one year.
 - Objective 1.2 Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level.
- Goal Two: Create a collaborative culture and a positive climate
 - Objective 2.1 The number of District-wide collaboratives will increase by 3-5 over baseline 2010-2011 by June 30, 2014. Each collaborative will be evaluated for effectiveness.
 - Objective 2.2 Trust, morale, and communication will improve over baseline 2011-2012 as measured by climate surveys by June 30, 2014.

Goal Three: Foster a comprehensive and rich learning environment

- Objective 3.1 Each College will increase its scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.
- Objective 3.2 Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.
- Objective 3.3 Improve student and employee safety as measured by CLERY and OSHA reports and through climate surveys as compared to 2011 baseline.

Goal Four: Strengthen personnel and institutional effectiveness

- Objective 4.1 Provide at least five District-wide annual professional development sessions that meet college and/or District-wide training needs and evaluate success of defined training outcomes.
- Objective 4.2 Implement or improve the following District-wide internal processes and measure their effectiveness annually: 1) tagging similar courses, 2) degree audit, 3) codification of processes and dissemination of procedural information, and 4) data integrity.

Goal Five: Maintain financial stability

Objective 5.1 Using 2010-2011 as the baseline year, increase unrestricted revenues (excluding apportionment, local taxes and enrollment fees) by 5-10% annually by, for example, non-resident fees, materials fees, facility rental, fee for service, etc .

Objective 5.2 Actively pursue College and District-wide grants that align with the District mission and strategic plan as measured by the application for a minimum of one (1) new grant per College annually.

Goal Six: Respond to community needs

Objective 6.1 All programs will reflect community needs as identified by various scanning data and measured by program review.

Objective 6.2 Increase community connectedness by 5-10% over baseline year 2011-12 by: 1) increasing employee participation in community organizations, 2) expanding relationships with educational institutions, and 3) increasing the number of community attendees at college and District events.

Objective 6.3 Actively pursue and create five (5) new community partnerships and collaborations over baseline year 2010-2011.

Appendix A

STRATEGIC PLANNING GLOSSARY

KERN COMMUNITY COLLEGE DISTRICT

STRATEGIC PLANNING GLOSSARY

What is strategic planning?	A proactive attempt to create the kind of future we want for the District
What is strategic thinking?	An attempt to create the kind of future we want instead of accepting someone else's thinking about the future. Visionary and proactive, not reactive. Willing to stretch for the ideal and not settle for the attainable
What is a strategic plan?	A document used to organize the present on the basis of projections of the desired future. A practical action-oriented guide based on an examination of internal and external factors that directs goal-setting and resource allocation to achieve meaningful results over time (usually 3-5 years)

The following are the elements of this strategic plan (in order of appearance):

Values	Enduring, core beliefs or principles that the District's employees hold in common and that guide them in performing their work and in interacting with students
Vision	Description of the accomplishments for which the District will become known
Mission	A broad statement of the unique purpose for which the District exists and the specific function it performs
Environmental Scan	A snapshot of internal and external factors that influence the direction of the plan. Usually includes an internal analysis, external analysis, and a SWOT analysis. May also include community engagement in order to involve members of the community in the planning process

External Scan	A look at the changing conditions and needs in the District's service area, county, and region, especially in the areas of demographics, labor market information, competition and community perceptions; trends in the economy, education, technology, politics and social issues
Internal Scan	A look at the District's and/or colleges' internal data, particularly as it relates to student success, completion, culture and climate in order to identify issues, concerns that need to be addressed or programs that should be enhanced
SWOT Analysis	An examination of the internal and external environment that helps to identify areas to address in the plan. The acronym stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and Weaknesses are internal to the District; Opportunities and Threats are from the external environment.
Strategic Goals	Fundamental issues the District must address and that give direction for accomplishing the mission. Broad, general statements of what the District wants to accomplish; "desired ends" which are not measurable or specific.
Strategic Initiatives or Strategic Directions	Statements that provide future direction; similar to goals, but longer and more specific
Objectives with progress measures	Specific, measurable outcomes. They tell specifically what it will look like if the goal is accomplished, but not how to accomplish it. They focus efforts on demonstrable results and broad categories for planning resource allocation. Must have two forms of measurement, one of which is always "time." The other choices are quality, quantity, or money (\$ amount).
Key Performance Indicators	Measures used to determine if the goal or initiative has been accomplished. Examples: "student retention rates", "dollars raised", "employee satisfaction."

While not specifically a part of the strategic plan document, these elements are required in order to implement, manage, and evaluate the plan.

Action Plans	Action plans spell out the specific steps to be taken to accomplish the strategy that was decided upon to reach the goal. They are the “who, what, when, how, and how much” of the operational plan. They are detailed with no “plans to plan.” They make the strategic plan operational.
Accountability	The demonstration to the public that the programs, services and management of the District are responsible and effective. Often provided in an annual report or institutional effectiveness report
Assessment	The collection, review and use of data and information about progress of the action plans in order to determine if the goals and objectives are being accomplished, and the impact of that accomplishment. Assessment goes hand-in-hand with evaluation
Baseline	A level of previous or current performance that can be used to set improvement goals and targets
Benchmarking	The process of regularly comparing and measuring the District against its peers (similar in size, demographics, etc.) to gain information that will help it to take action to improve performance
CLERY Act	The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. Compliance is monitored by the United States Department of Education , which can impose civil penalties , up to \$27,500 per violation, against institutions for each infraction and can suspend institutions from participating in federal student financial aid programs.
Collaboration	To work together sharing ideas and resources, especially in a joint intellectual effort
Collaboratives	Groups that come together to problem-solve, share best practices, implement a project, or address issues or ideas of value to the District

Constituency	A specific group within an organization, or served by an organization
Demographics	The characteristics of human populations and population segments, e.g. race, gender, age, and so forth
Evaluation	A study to determine the extent to which the District reached its goals. Put simply, going back to determine “did we do what we said we were going to do? What evidence do we have that we were successful? Does the data collected in the study show that we accomplished our goals and objectives? Did they have the intended effect?”
Implementation	Making the steps in an action plan happen
Outcomes	The actual results achieved, as well as the impact or benefit of the action
Proactive	Acting in advance to do deal with an expected difficulty
Resource Allocation	The determination and allotment of resources – financial, human, physical and time – necessary to carry out the strategies and achieve the objectives, within a priority framework
Stakeholder	Any person or group with a vested interest in the outcome of the plan
Strategic Management	Assuring that the right people and positions are in place to implement the plan; assignments are made and performance monitored
Strategy	Broadly stated means of deploying resources to achieve the strategic goals and objectives. In general, what the District and/or its colleges must do to accomplish an objective attached to a goal. Each objective has an action plan, and each action plan starts with a strategy, followed by the action steps (tasks) that must be implemented in order to accomplish the strategy, and therefore accomplish the goal and objective.

Appendix B

STEPS FOR DEVELOPING THE STRATEGIC PLAN

Developing the Strategic Plan



Appendix C

STEPS FOR DEVELOPING THE OPERATIONAL PLAN

Operational Plan: The steps to be completed by the Colleges and District Office personnel to implement the Strategic Plan



Appendix D

ENVIRONMENTAL SCAN

D1: External Scan

D2: Internal Scan

D3: SWOT Diagram

Appendix D1

EXTERNAL SCAN

Strategic Plan Update, Spring 2011

(Updated 2-4-11 by Veronica Lynne Van Ry, Professional Expert, KCCD)

GEOGRAPHY

The Kern Community College District has three community colleges within its jurisdiction. These three colleges cover five California counties: Kern, Inyo, Mono, Tulare, and San Bernardino.

Bakersfield College

The ***Bakersfield College Service Area*** includes the following zip codes/cities from within Kern county: 93203 (Arvin); 93206 (Buttonwillow); 93225 (Frazier Park); 93226 (Glennville); 93241 (Lamont); 93243 (Lebec); 93263 (Shafter); 93287 (Woody); and 93301, 93302, 93303, 93304, 93305, 93306, 93307, 93308, 93309, 93311, 93312, 93313, 93314, 93380, 93383, 93384, 93385, 93386, 93387, 93388, 93389, and 93390 (All Bakersfield).

The ***Bakersfield College Labor Market Area*** includes all of the areas above plus the following zip codes/cities from Kern county: 93205 (Bodfish); 93215 and 93216 (Delano); 93220 (Edison); 93222 (Pine Mountain Club); 93224 (Fellows); 93238 (Kernville); 93240 (Lake Isabella); 93249 (Lost Hills); 93250 (McFarland); 93251 (McKittrick); 93252 (Maricopa); 93255 (Onyx); 93268 (Taft); 93276 (Tupman); 93280 (Wasco); 93283 (Weldon); 93285 (Wofford Heights); 93501 (Mojave); 93504 and 93505 (California City); 93516 (Boron); 93518 (Caliente); 93519 (Cantil); 93523 and 93524 (Edwards); 93527 (Inyokern); 93528 (Johannesburg); 93531 (Keene); 93554 (Randsburg); 93555 and 93556 (Ridgecrest); and 93558 (Red Mountain).

Cerro Coso Community College

The ***Cerro Coso College Service Area*** includes the following zip codes/cities from within the Kern, Inyo, and Mono counties: 92328 (Death Valley in Inyo county); 92384 (Shoshone in Inyo county); 92389 (Tecopa in Inyo county); 93205 (Bodfish in Kern county); 93238 (Kernville in Kern County); 93240 (Lake Isabella in Kern county); 93255 (Onyx in Kern county); 93283 (Weldon in Kern county); 93285 (Wofford Heights in Kern county); 93502 and 93502 (Mojave in Kern county); 93504 and 93505 (California City in Kern county); 93513 (Big Pine in Inyo county); 93514 and 93515 (Bishop in Inyo county); 93516 (Boron in Kern county); 93522 (Darwin in

Inyo county); 93523 and 93524 (Edwards in Kern county); 93526 (Independence in Inyo county); 93529 (June Lake in Mono county); 93530 (Keeler in Inyo county); 93545 (Lone Pine in Inyo county); 93546 (Mammoth Lakes in Mono county); 93549 (Olancho in Inyo county); and 93555 and 93556 (Ridgecrest in Kern county).

The **Cerro Coso Labor Market Area** includes all of the areas above plus the following zip code/cities: 93226 (Glennville in Kern county); 93512 (Benton in Mono county); 93517 (Bridgeport in Mono county); 93527 (Inyokern in Kern county); 93528 (Johannesburg in Kern county); 93541 (Lee Vining in Mono county); 93542 (Little Lake in Inyo county); 93554 (Randsburg in Kern county); 93560 (Rosamond in Kern county); 93562 (Trona in San Bernardino county); 93596 (Boron in Kern county); 96107 (Coleville in Mono county); and 96133 (Topaz in Mono county).

Porterville College

The **Porterville College Service Area** includes the following zip codes/cities from within Tulare county: 93207 (California Hot Springs); 93208 (Camp Nelson); 93218 (Ducor); 93257 and 93257 (Porterville); 93260 (Posey); 93261 (Richgrove); 93265 (Springville); 93267 (Strathmore); and 93270 (Terra Bella).

The **Porterville College Labor Market Area** includes the areas above plus the following zip codes/cities: 93201 (Alpaugh in Tulare county); 93215 and 93216 (Delano in Kern county); 93219 (Earlimart in Tulare county); 93221 (Exeter in Tulare county); 93223 (Farmersville in Tulare county); 93227 (Goshen in Tulare county); 93235 (Ivanhoe in Tulare county); 93244 (Lemon Cove in Tulare county); 93247 (Lindsay in Tulare county); 93249 (Lost Hills in Kern county); 93250 (McFarland in Kern county); 93256 (Pixley in Tulare county); 93261 (Richgrove in Tulare county); 93262 (Sequoia National Park in Tulare county); 93265 (Springville in Tulare county); 93267 (Strathmore in Tulare county); 93270 (Terra Bella in Tulare county); 93271 (Three Rivers in Tulare county); 93272 (Tipton in Tulare county); 93274 and 93275 (Tulare in Tulare county); 93277, 93278, 93279, 93290, 93291, and 93292 (Visalia in Tulare county); 93280 (Wasco in Kern county); 93286 (Woodlake in Tulare county); 93603 (Badger in Tulare county); 93615 (Cutler in Tulare county); 93618 (Dinuba in Tulare county); 93633 (Kings Canyon National Park in Tulare county); 93647 (Orosi in Tulare county); 93666 (Sultana in Tulare county); 93670 (Yettem in Tulare county); and 93673 (Traver in Tulare county).

METHODOLOGY

Data for this report were obtained from Economic Modeling Specialists, Inc. (EMSI) and the U.S. Census Bureau American Fact Finder. Data from EMSI is current and projected. Data from the Census Bureau is based on the 2000 Census and uses that to project through 2009. Where possible data are reported by individual College Service Area or Labor Market Area. Where that is not possible, data are reported by County. Occupation data are run by Labor Market area as opposed to Service Area because it is presupposed that individuals are more willing to commute to areas outside of the service area when looking for work.

SERVICE AREA CHARACTERISTICS

POPULATION

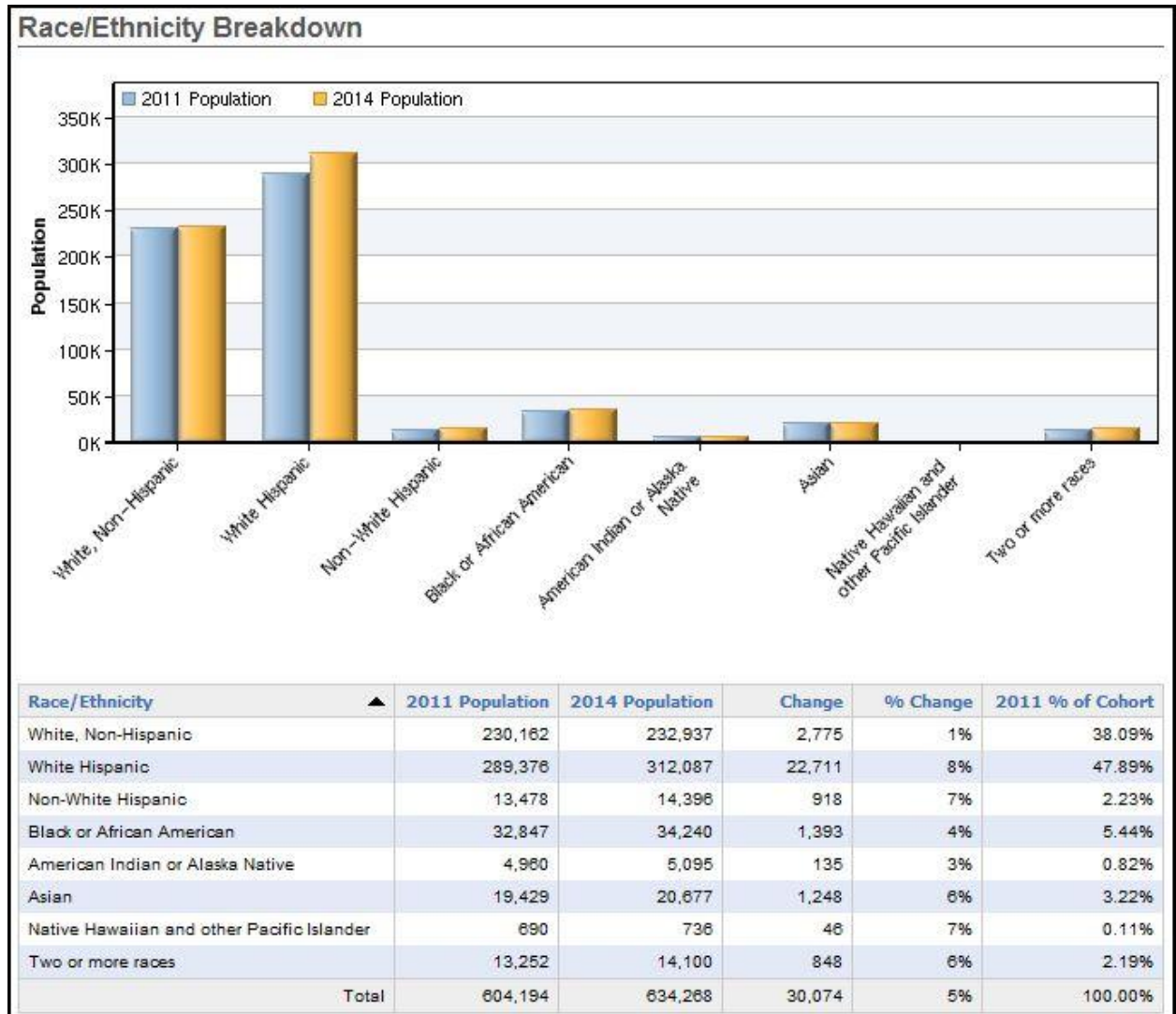
2011 and 2014 Population Statistics for the BC, CC and PC Service Areas.

Service Area	2011 Population	2014 Population	Change	% Change
Bakersfield College	604,194	634,268	30,074	5%
Cerro Coso Community College	97,933	98,522	589	1%
Porterville College	104,337	106,610	2,273	2%
TOTAL (KCCD Service Area)	806,464	829,400	32,936	4%

Source: EMSI – 4th Quarter 2010

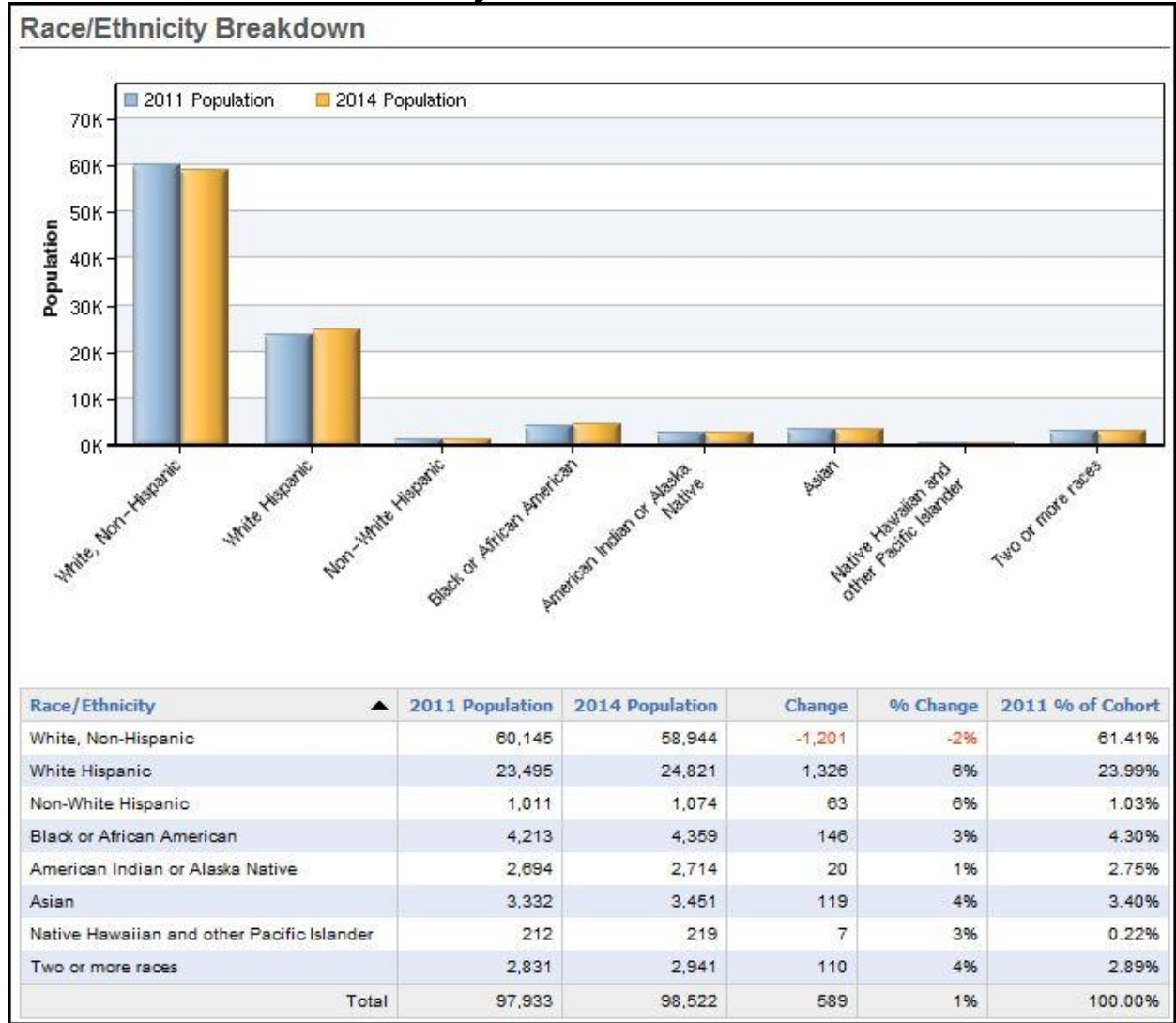
RACE/ETHNICITY

2011 and 2014 Race/Ethnicity Breakdown for the BC Service Area



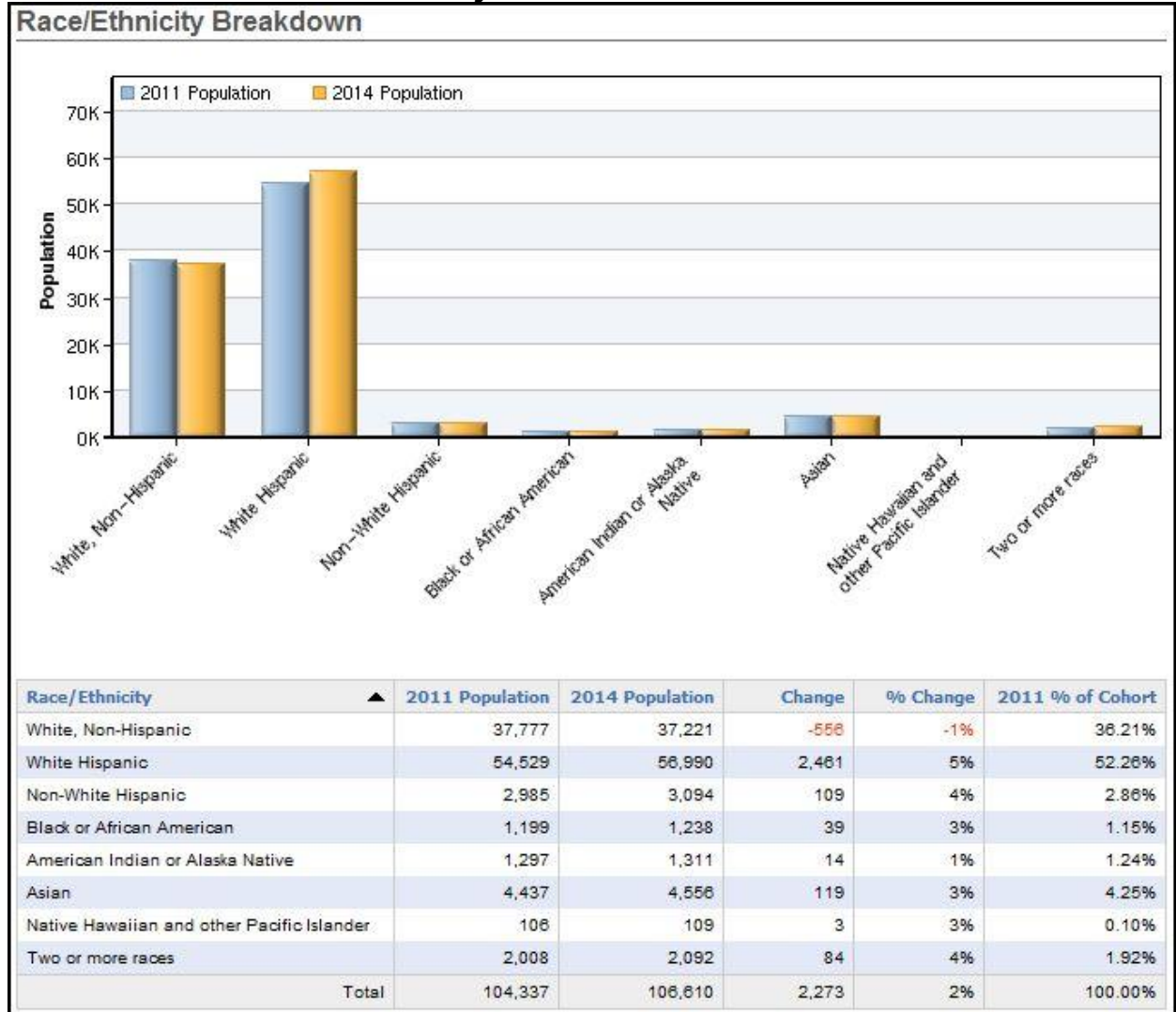
Source: EMSI – 4th Quarter 2010

2011 and 2014 Race/Ethnicity Breakdown for the CC Service Area



Source: EMSI – 4th Quarter 2010

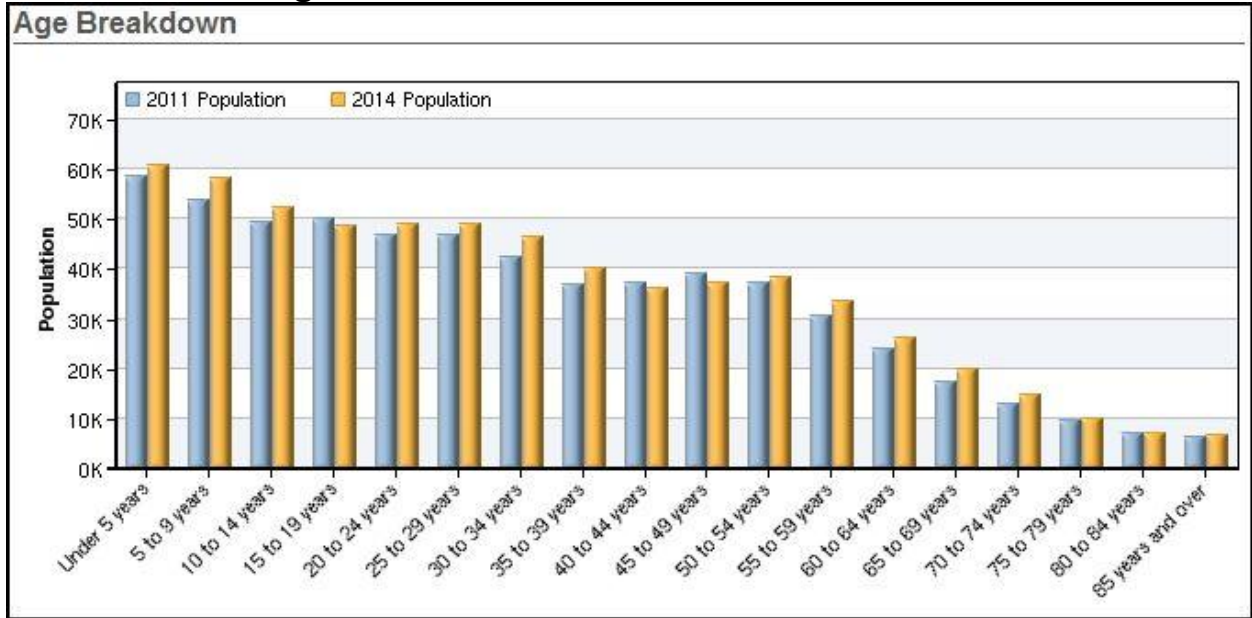
2011 and 2014 Race/Ethnicity Breakdown for the PC Service Area



Source: EMSI – 4th Quarter 2010

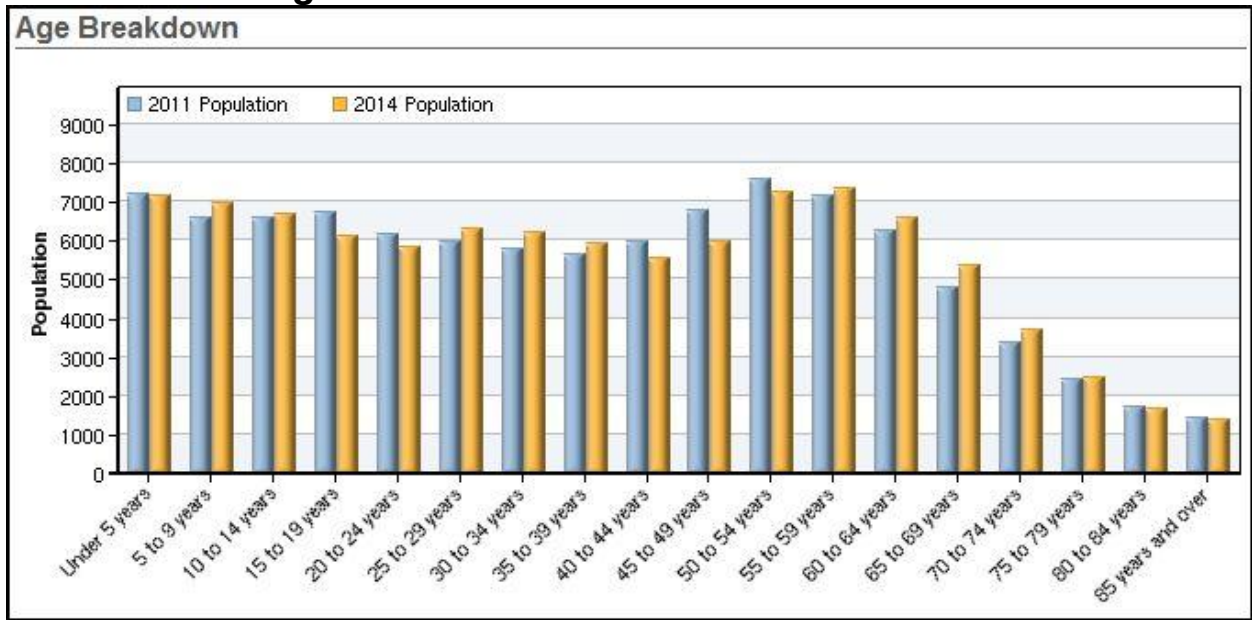
AGE

2011 and 2014 Age Breakdown for the BC Service Area.



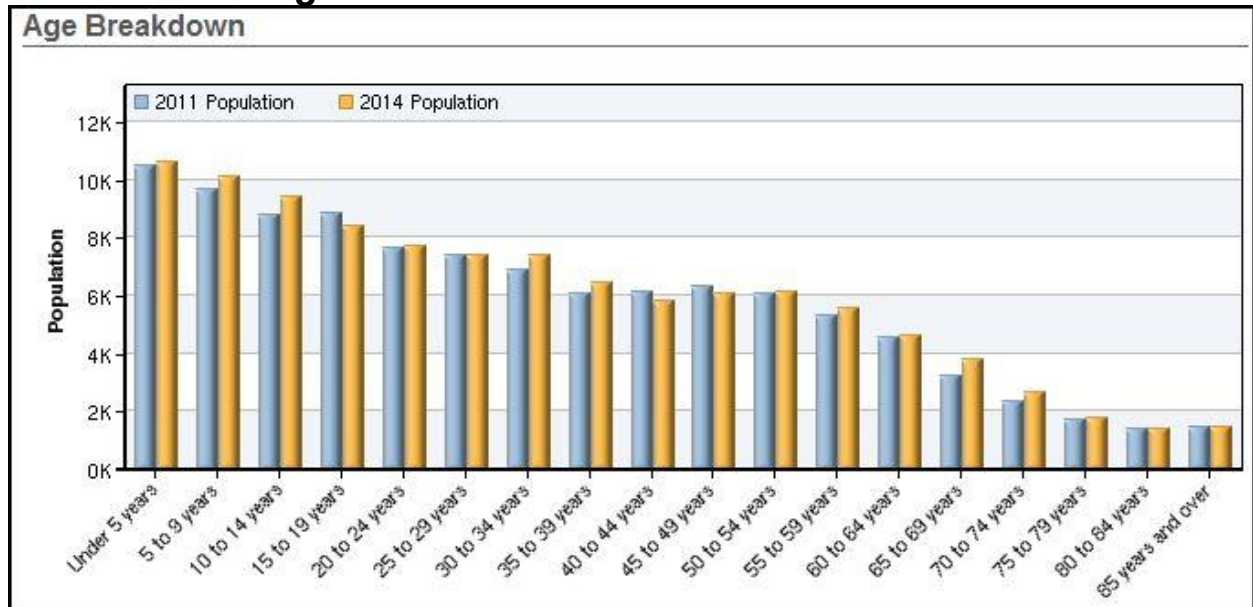
Source: EMSI – 4th Quarter 2010

2011 and 2014 Age Breakdown for the CC Service Area.



Source: EMSI – 4th Quarter 2010

2011 and 2014 Age Breakdown for the PC Service Area.



Source: EMSI – 4th Quarter 2010

GENDER

2011 and 2014 Gender Breakdown for the BC, CC and PC Service Areas.

Service Area & Gender		2011 Population	2011 % Pop	2014 Population	2014 % Pop	Change	% Change
BC Service Area	Males	303,645	50.3%	319,420	50.4%	15,775	5%
	Females	300,549	49.7%	314,849	49.6%	14,300	5%
CC Service Area	Males	50,220	51.3%	50,639	51.4%	419	1%
	Females	47,713	48.7%	47,883	48.6%	170	0%
PC Service Area	Males	52,677	50.5%	53,886	50.5%	1,209	5%
	Females	51,660	49.5%	52,724	49.5%	1,064	2%

Source: EMSI – 4th Quarter 2010

EDUCATIONAL ATTAINMENT

2011 Educational Attainment for Population 25 and older in Kern, Tulare, Inyo, and Mono Counties.

County	Education Level	2011 Population	% of Population
Kern County	Less than 9 th Grade	65,535	13%
	9 th Grade to 12 th Grade	62,541	13%
	High School Diploma	141,114	28%
	Some College	109,428	22%
	Associate's Degree	37,194	8%
	Bachelor's Degree	51,912	11%
	Graduate Degree and Higher	24,636	5%
Tulare County	Less than 9 th Grade	47,848	19%
	9 th Grade to 12 th Grade	25,969	10%
	High School Diploma	67,874	27%
	Some College	55,023	22%
	Associate's Degree	20,893	8%
	Bachelor's Degree	24,932	10%
	Graduate Degree and Higher	10,387	4%
Inyo & Mono Counties	Less than 9 th Grade	985	5%
	9 th Grade to 12 th Grade	1,957	9%
	High School Diploma	8,597	40%
	Some College	6,357	30%
	Associate's Degree	1,910	9%
	Bachelor's Degree	1,158	5%
	Graduate Degree and Higher	341	2%

Source: EMSI – 4th Quarter 2010

FOREIGN BORN, LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME AND MEDIAN HOUSEHOLD INCOME

The most recently available data to answer questions about foreign born, language spoken at home and income are derived from the U.S. Census Bureau, American Fact Finder and reflect the 2000 Census.

Social & Economic Characteristics by County

County	Foreign Born		Language Other Than English Spoken at Home		Median Household Income (1999 dollars)
	Number	Percent	Number	Percent	
Inyo	1,367	7.6%	2,002	11.8%	\$35,006
Kern	111,944	16.9%	202,394	33.4%	\$35,446
Mono	1,598	12.4%	2,104	17.4%	\$44,992
Tulare	83,124	22.6%	146,859	43.8%	\$33,983

Source: U.S. Census Bureau, Summary File 1 (SF1) and Summary File 3 (SF3)

OCCUPATIONS WITH THE GREATEST NUMBER OF OPENINGS
Occupations with the Greatest Number of Openings
in the BC Labor Market Area.

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings
Miscellaneous agricultural workers	31,578	33,774	2,196	7%	5,056	1,685
Child care workers	7,944	8,632	688	9%	1,357	452
Cashiers, except gaming	6,477	6,768	291	4%	1,150	383
Retail salespersons	7,340	7,799	459	6%	1,061	354
Truck drivers, heavy and tractor-trailer	7,012	7,679	667	10%	1,030	343
Combined food preparation and serving workers, including fast food	5,045	5,893	498	9%	820	273

Source: EMSI – 4th Quarter 2010

Occupations with the Greatest Number of Openings
in the CC Labor Market Area.

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings
Cashiers, except gaming	1,316	1,364	48	4%	228	76
Correctional officers and jailers	1,171	1,295	124	11%	199	66
Waiters and waitresses	957	999	42	4%	198	66
Child care workers	1,211	1,305	94	8%	197	66
Retail salespersons	984	1,048	64	7%	146	49
Maids and housekeeping cleaners	1,113	1,188	75	7%	133	44

Source: EMSI – 4th Quarter 2010

Occupations with the Greatest Number of Openings
in the PC Labor Market Area.

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings
Miscellaneous agricultural workers	26,649	28,743	94	0%	2,791	930
Child care workers	4,373	4,911	538	12%	900	300
Retail salespersons	5,065	5,395	330	7%	743	248
Cashiers, except gaming	3,720	3,840	120	3%	618	206
Truck drivers, heavy and tractor-trailer	3,212	3,452	240	7%	412	137
Combined food preparation and serving workers, including fast food	2,960	3,148	188	6%	371	124

Source: EMSI – 4th Quarter 2010

OCCUPATIONS WITH THE GREATEST NUMBER OF OPENINGS REQUIRING POST SECONDARY EDUCATION OR HIGHER

Occupations with the Greatest Number of Openings in the BC Labor Market Area.

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings	Education Level
Real estate sales agents	4,307	4,859	522	13%	752	251	Postsecondary voc. award
Elem. school teachers, except special ed.	5,910	6,197	287	5%	681	227	Bachelor's degree
Property, real estate, and community association managers	3,96	3,473	377	12%	528	176	Bachelor's degree
Registered nurses	3,302	3,573	271	8%	439	146	Associate's degree
General and operations managers	3,145	3,217	72	2%	350	117	Degree plus work exp.
Management analysts	1,775	1,991	216	12%	303	101	Degree plus work exp.

Source: EMSI – 4th Quarter 2010

Occupations with the Greatest Number of Openings in the CC Labor Market Area.

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings	Education Level
Real estate sales agents	738	816	78	11%	113	38	Postsecondary voc. award
Elem. school teachers, except special ed.	705	741	36	5%	83	28	Bachelor's degree
Business operation specialists, all other	788	811	23	3%	77	26	Bachelor's degree
Property, real estate, and community association managers	447	494	47	11%	69	23	Bachelor's degree
General and operations managers	533	549	16	3%	64	21	Degree plus work exp.
Registered nurses	582	611	29	5%	59	20	Associate's Degree

Source: EMSI – 4th Quarter 2010

**Occupations with the Greatest Number of Openings
in the PC Labor Market Area.**

Occupation	2011 Jobs	2014 Jobs	Change	% Change	Openings	Annual Openings	Education Level
Elem. school teachers, except special ed.	2,821	2,999	178	6%	365	122	Bachelor's degree
Real estate sales agents	2,173	2,406	233	11%	336	112	Postsecondary voc. Award
Secondary school teachers, except special and vocational ed.	2,458	2,569	111	5%	320	107	Bachelor's degree
Registered nurses	2,631	2,782	151	6%	286	95	Associate's degree
Property, real estate, and community association managers	1,505	1,658	153	10%	228	76	Bachelor's degree
Farm, ranch, and other agricultural managers	3,168	2,976	-192	-6%	199	66	Degree plus work exp.

Source: EMSI – 4th Quarter 2010

MAJOR EMPLOYERS

Top Regional Businesses in the BC Labor Market Area.

Description	Business Name	Local Employees
Crop and animal production	Sun Pacific Farming	3,000
Wholesale Trade Agents and Brokers	Bolthouse Farms	2,500
Wholesale Trade Agents and Brokers	Grimmway Farms	2,000
General Medical and Surgical Hospitals	Mercy Hospital	1,500
General Medical and Surgical Hospitals	Kern Medical Center	1,300
Office Administrative Services	State Farm Insurance	1,300
Elementary and Secondary Schools	Kern County Superintendent of Schools Office	1,200
Support Activities for Oil and Gas operations	Nabors Well Services Company	1,200
General Medical and Surgical Hospitals	Bakersfield Memorial Hospital	1,000
General Medical and Surgical Hospitals	San Joaquin Community Hospital	1,000

Source: Nielsen Claritas Business Facts

Top Regional Businesses in the CC Labor Market Area.

Description	Business Name	Local Employees
Federal, state, and local government	Edwards AFB	15,978
Federal, state, and local government	Naval Air Warfare Center	5,000
Federal, state, and local government	US Navy Public Affairs Office	5,000
All Other Traveler Accommodation	Mammoth Mountain Ski Area	2,500
All Other Nonmetallic Mineral Mining	US Borax Inc.	1,001
Federal, state, and local government	US Naval Air Weapons Station	900
Engineering Services	TUV Industry Services	700
All Other Specialty Food Stores	C G Roxane Water Company	500
Elementary and Secondary Schools	Mammoth Unified School District	400
All Other Miscellaneous Ambulatory Health Care Services	Mammoth Hospital	370

Source: Nielsen Claritas Business Facts

Top Regional Businesses in the PC Labor Market Area.

Description	Business Name	Local Employees
Other Miscellaneous Durable Good Merchant Wholesalers	Walmart Distribution Center	1,300
Psychiatric and Substance Abuse Hospitals	Porterville Developmental Center	750
Other Gambling Industries	Eagle Mountain Casino	700
General Medical and Surgical Hospitals	Sierra View District Hospital	650
Federal, state, and local government	County of Tulare	430
Dept. Stores (except Discount Dept Stores)	Walmart Discount Cities	401
Colleges, Universities, and Professional Schools	Porterville College	300
Analytical Laboratory Instrument Manufacturing	Beckman Coulter Inc	280
Poultry Processing	Del Mesa Farms	280
Commercial Banking	Bank of the Sierra	200

Source: Nielsen Claritas Business Facts

Appendix D2

Internal Scan Strategic Plan Update, Spring 2011

(Updated 3-14-11 by Lisa Fitzgerald, Director, Research Analysis and Reporting, KCCD)

Student Headcount, Fall Terms 2006-2010

Student Headcount	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5-yr Change
Bakersfield College	16,407	18,267	19,393	18,563	19,782	20.6%
Cerro Coso Community College	5,685	5,492	5,856	6,276	6,480	14.0%
Porterville College	4,201	4,447	4,901	4,589	4,345	3.4%
Unduplicated KCCD	25,841	27,734	29,530	28,682	29,439	13.9%

Notes: This includes students enrolled at census or in positive attendance.

Students may be duplicated between colleges but are unduplicated in the district (KCCD) count.

Student Gender, Fall Terms 2006-2010

Student Gender		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		Students	%	Students	%	Students	%	Students	%	Students	%
Bakersfield College	Female	9,682	59.0%	10,551	57.8%	11,101	57.2%	10,407	56.1%	10,902	55.1%
	Male	6,714	40.9%	7,665	42.0%	8,238	42.5%	8,128	43.8%	8,819	44.6%
	Unknown	11	0.1%	51	0.3%	54	0.3%	28	0.2%	61	0.3%
	Sum	16,407		18,267		19,393		18,563		19,782	
Cerro Coso Community College	Female	3,525	62.0%	3,302	60.1%	3,736	63.8%	3,581	57.1%	3,835	59.2%
	Male	2,144	37.7%	2,167	39.5%	2,100	35.9%	2,677	42.7%	2,628	40.6%
	Unknown	16	0.3%	23	0.4%	20	0.3%	18	0.3%	17	0.3%
	Sum	5,685		5,492		5,856		6,276		6,480	
Porterville College	Female	2,767	65.9%	2,936	66.0%	3,131	63.9%	2,914	63.5%	2,710	62.4%
	Male	1,412	33.6%	1,478	33.2%	1,743	35.6%	1,657	36.1%	1,614	37.1%
	Unknown	22	0.5%	33	0.7%	27	0.6%	18	0.4%	21	0.5%
	Sum	4,201		4,447		4,901		4,589		4,345	

Student Age, Fall Terms 2006-2010

Student Age		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		Students	%	Students	%	Students	%	Students	%	Students	%
Bakersfield College	19 or Younger	4,729	28.8%	5,205	28.5%	5,526	28.5%	5,379	29.0%	5,212	26.3%
	20 - 24	5,524	33.7%	5,873	32.2%	6,468	33.4%	6,334	34.1%	7,004	35.4%
	25 - 29	2,128	13.0%	2,462	13.5%	2,660	13.7%	2,605	14.0%	2,738	13.8%
	30 - 39	2,131	13.0%	2,449	13.4%	2,567	13.2%	2,430	13.1%	2,712	13.7%
	40 - 49	1,235	7.5%	1,438	7.9%	1,379	7.1%	1,176	6.3%	1,324	6.7%
	50 or Older	659	4.0%	838	4.6%	792	4.1%	639	3.4%	792	4.0%
	Unknown	1	0.0%	2	0.0%	1	0.0%				
	Sum	16,407		18,267		19,393		18,563		19,782	
Cerro Coso Community College	19 or Younger	907	16.0%	966	17.6%	1,223	20.9%	1,104	17.6%	1,098	16.9%
	20 - 24	1,078	19.0%	1,095	19.9%	1,222	20.9%	1,314	20.9%	1,553	24.0%
	25 - 29	706	12.4%	728	13.3%	751	12.8%	967	15.4%	1,016	15.7%
	30 - 39	1,042	18.3%	972	17.7%	966	16.5%	1,167	18.6%	1,277	19.7%
	40 - 49	893	15.7%	819	14.9%	719	12.3%	885	14.1%	874	13.5%
	50 or Older	1,053	18.5%	911	16.6%	974	16.6%	838	13.4%	662	10.2%
	Unknown	6	0.1%	1	0.0%	1	0.0%	1	0.0%		
	Sum	5,685		5,492		5,856		6,276		6,480	
Porterville College	19 or Younger	1,081	25.7%	1,092	24.6%	1,221	24.9%	1,148	25.0%	1,144	26.3%
	20 - 24	1,175	28.0%	1,258	28.3%	1,396	28.5%	1,460	31.8%	1,481	34.1%
	25 - 29	532	12.7%	599	13.5%	684	14.0%	656	14.3%	605	13.9%
	30 - 39	581	13.8%	680	15.3%	688	14.0%	641	14.0%	578	13.3%
	40 - 49	378	9.0%	373	8.4%	417	8.5%	383	8.3%	357	8.2%
	50 or Older	453	10.8%	445	10.0%	495	10.1%	301	6.6%	180	4.1%
	Unknown	1	0.0%								
	Sum	4,201		4,447		4,901		4,589		4,345	

Student Ethnicity, Fall Terms 2006-2010 (Updated¹)

Student Ethnicity		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		Students	%	Students	%	Students	%	Students	%	Students	%
Bakersfield College	African American	1,063	6.5%	1,261	6.9%	1,431	7.4%	1,379	7.4%	1,441	7.3%
	American Indian	225	1.4%	222	1.2%	243	1.3%	189	1.0%	180	0.9%
	Asian/Filipino	979	6.0%	1,055	5.8%	1,022	5.3%	978	5.3%	964	4.9%
	Hispanic/Latino	7,544	46.0%	8,481	46.4%	9,351	48.2%	9,264	49.9%	10,235	51.7%
	Pacific Islander	41	0.2%	63	0.3%	69	0.4%	66	0.4%	55	0.3%
	Two or More Races	90	0.5%	124	0.7%	184	0.9%	279	1.5%	427	2.2%
	Unknown	417	2.5%	681	3.7%	631	3.3%	413	2.2%	247	1.2%
	White	6,048	36.9%	6,380	34.9%	6,462	33.3%	5,995	32.3%	6,233	31.5%
	Sum	16,407		18,267		19,393		18,563		19,782	
Cerro Coso Community College	African American	270	4.7%	249	4.5%	267	4.6%	332	5.3%	388	6.0%
	American Indian	186	3.3%	138	2.5%	181	3.1%	183	2.9%	169	2.6%
	Asian/Filipino	228	4.0%	231	4.2%	250	4.3%	267	4.3%	240	3.7%
	Hispanic/Latino	736	12.9%	812	14.8%	906	15.5%	1,160	18.5%	1,461	22.5%
	Pacific Islander	31	0.5%	24	0.4%	28	0.5%	20	0.3%	21	0.3%
	Two or More Races	35	0.6%	38	0.7%	75	1.3%	117	1.9%	216	3.3%
	Unknown	229	4.0%	248	4.5%	273	4.7%	184	2.9%	90	1.4%
	White	3,970	69.8%	3,752	68.3%	3,876	66.2%	4,013	63.9%	3,895	60.1%
	Sum	5,685		5,492		5,856		6,276		6,480	
Porterville College	African American	79	1.9%	89	2.0%	91	1.9%	108	2.4%	94	2.2%
	American Indian	64	1.5%	54	1.2%	82	1.7%	74	1.6%	48	1.1%
	Asian/Filipino	226	5.4%	245	5.5%	292	6.0%	277	6.0%	255	5.9%
	Hispanic/Latino	2,204	52.5%	2,399	53.9%	2,711	55.3%	2,675	58.3%	2,648	60.9%
	Pacific Islander	6	0.1%	12	0.3%	16	0.3%	20	0.4%	12	0.3%
	Two or More Races	12	0.3%	22	0.5%	27	0.6%	42	0.9%	72	1.7%
	Unknown	115	2.7%	153	3.4%	139	2.8%	91	2.0%	32	0.7%
	White	1,495	35.6%	1,473	33.1%	1,543	31.5%	1,302	28.4%	1,184	27.3%
	Sum	4,201		4,447		4,901		4,589		4,345	

¹ Ethnicity data were updated after the resolution of systems problems which caused a high number of unknowns. Data now includes the 'Two or More Races' category which results when students select more than one ethnicity/race category. Note, however that when students select multiple categories and one of them is Hispanic, the student is automatically counted in the 'Hispanic' category, not the 'Two or More Races' category.

Student Educational Level, Fall Terms 2006-2010

Student Educational Level		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		Students	%	Students	%	Students	%	Students	%	Students	%
Bakersfield College	Not HS Grad	376	2.3%	387	2.1%	456	2.4%	425	2.3%	510	2.6%
	Special Admit	179	1.1%	229	1.3%	188	1.0%	163	0.9%	105	0.5%
	Enrolled at Adult School	118	0.7%	139	0.8%	80	0.4%	79	0.4%	94	0.5%
	Received HS Diploma	13,150	80.1%	14,185	77.7%	14,852	76.6%	14,588	78.6%	15,818	80.0%
	Passed GED	1,033	6.3%	1,181	6.5%	1,598	8.2%	1,429	7.7%	1,407	7.1%
	Received HS Prof.	111	0.7%	128	0.7%	121	0.6%	98	0.5%	107	0.5%
	Foreign Secondary School	131	0.8%	169	0.9%	136	0.7%	156	0.8%	145	0.7%
	Received AA	783	4.8%	1,009	5.5%	1,162	6.0%	936	5.0%	866	4.4%
	Received BA	511	3.1%	792	4.3%	743	3.8%	619	3.3%	649	3.3%
	Unknown	15	0.1%	48	0.3%	57	0.3%	70	0.4%	81	0.4%
	Sum	16,407		18,267		19,393		18,563		19,782	
Cerro Coso Community College	Not HS Grad	216	3.8%	227	4.1%	318	5.4%	248	4.0%	238	3.7%
	Special Admit	311	5.5%	378	6.9%	426	7.3%	299	4.8%	260	4.0%
	Enrolled at Adult School	61	1.1%	50	0.9%	47	0.8%	45	0.7%	45	0.7%
	Received HS Diploma	3,473	61.1%	3,263	59.4%	3,313	56.6%	3,982	63.4%	4,417	68.2%
	Passed GED	325	5.7%	336	6.1%	368	6.3%	468	7.5%	491	7.6%
	Received HS Prof.	37	0.7%	55	1.0%	39	0.7%	47	0.7%	44	0.7%
	Foreign Secondary School	40	0.7%	32	0.6%	44	0.8%	52	0.8%	62	1.0%
	Received AA	463	8.1%	499	9.1%	536	9.2%	509	8.1%	431	6.7%
	Received BA	748	13.2%	642	11.7%	761	13.0%	621	9.9%	483	7.5%
	Unknown	11	0.2%	10	0.2%	4	0.1%	5	0.1%	9	0.1%
	Sum	5,685		5,492		5,856		6,276		6,480	
Porterville College	Not HS Grad	210	5.0%	258	5.8%	259	5.3%	205	4.5%	181	4.2%
	Special Admit	111	2.6%	98	2.2%	130	2.7%	80	1.7%	48	1.1%
	Enrolled at Adult School	45	1.1%	56	1.3%	53	1.1%	41	0.9%	43	1.0%
	Received HS Diploma	3,008	71.6%	3,090	69.5%	3,404	69.5%	3,347	72.9%	3,412	78.5%
	Passed GED	406	9.7%	455	10.2%	495	10.1%	465	10.1%	393	9.0%
	Received HS Prof.	25	0.6%	23	0.5%	29	0.6%	21	0.5%	20	0.5%
	Foreign Secondary School	43	1.0%	47	1.1%	52	1.1%	53	1.2%	44	1.0%
	Received AA	211	5.0%	248	5.6%	307	6.3%	266	5.8%	150	3.5%
	Received BA	141	3.4%	171	3.8%	171	3.5%	109	2.4%	51	1.2%
	Unknown	1	0.0%	1	0.0%	1	0.0%	2	0.0%	3	0.1%
	Sum	4,201		4,447		4,901		4,589		4,345	

Sections, Enrollments and FTES, Summer 2008 through Spring 2011 (to date)

Academic Year and Term		Bakersfield College				Cerro Coso College			
		Sections	Census Enroll	Actual FTES	FTES/ FTEF	Sections	Census Enroll	Actual FTES	FTES/ FTEF
2010-11	Spring 2011 (to date)	1,734	52,082			550	12,571		
	Fall 2010	1,672	56,155	6,365.1	16.84	641	13,866	1,546.8	14.92
	Summer 2010	333	11,322	1,138.6	19.28	193	5,719	632.1	16.38
	Acad Yr (to date)	3,739	119,559	7,503.7		1,384	32,156	2,178.9	
2009-10	Spring 2010	1,727	55,461	6,395.1	18.31	625	13,558	1,549.5	15.23
	Fall 2009	1,616	52,991	6,122.9	17.69	638	12,950	1,544.4	15.52
	Summer 2009	414	13,122	1,488.5	19.85	247	5,309	580.0	15.37
	Acad Yr	3,757	121,574	14,006.6	18.18	1,510	31,817	3,673.9	15.37
2008-09	Spring 2009	1,948	57,620	6,703.0	17.82	700	13,406	1,490.8	13.74
	Fall 2008	1,869	56,097	6,536.7	17.27	706	13,875	1,703.1	15.31
	Summer 2008	490	12,657	1,416.6	16.82	223	4,522	414.1	13.38
	Acad Yr	4,307	126,374	14,656.3	17.47	1,629	31,803	3,608.0	14.39

Academic Year and Term		Porterville College				KCCD Total			
		Sections	Census Enroll	Actual FTES	FTES/ FTEF	Sections	Census Enroll	Actual FTES	FTES/ FTEF
2010-11	Spring 2011 (to date)	422	12,395			2,706	77,048		
	Fall 2010	423	12,945	1,591.8	17.00	2,736	82,966	9,503.7	16.52
	Summer 2010	57	1,777	186.6	15.05	583	18,818	1,957.4	17.79
	Acad Yr (to date)	902	27,117	1,778.4		6,025	178,832	11,461.1	
2009-10	Spring 2010	441	13,066	1,623.3	16.49	2,793	82,085	9,567.9	17.41
	Fall 2009	453	13,584	1,648.2	16.89	2,707	79,525	9,315.5	17.15
	Summer 2009	87	2,289	217.7	14.86	748	20,720	2,286.2	17.95
	Acad Yr	981	28,939	3,489.2	16.56	6,248	182,330	21,169.6	17.35
2008-09	Spring 2009	502	15,257	1,581.0	15.70	3,150	86,283	9,774.8	16.70
	Fall 2008	505	15,446	1,575.0	15.64	3,080	85,418	9,814.8	16.62
	Summer 2008	134	3,182	245.9	13.26	847	20,361	2,076.6	15.53
	Acad Yr	1,141	33,885	3,401.9	15.47	7,077	192,062	21,666.1	16.55

Retention and Success, Summer 2008 through Fall 2010

Academic Year and Term		Retention Rate		
		Bakersfield College	Cerro Coso College	Porterville College
2010-11	Fall 2010	82.4%	82.5%	85.6%
	Summer 2010	87.6%	81.2%	84.9%
	Acad Yr (To-Date)	83.3%	82.1%	85.5%
2009-10	Spring 2010	83.9%	81.6%	84.8%
	Fall 2009	83.2%	82.0%	85.6%
	Summer 2009	87.1%	83.0%	88.1%
	Acad Yr	84.0%	82.0%	85.5%
2008-09	Spring 2009	84.7%	84.0%	86.1%
	Fall 2008	83.3%	82.2%	85.3%
	Summer 2008	85.6%	87.5%	89.9%
	Acad Yr	84.2%	83.7%	86.1%

Academic Year and Term		Success Rate		
		Bakersfield College	Cerro Coso College	Porterville College
2010-11	Fall 2010	63.2%	64.1%	64.3%
	Summer 2010	71.1%	63.5%	69.3%
	Acad Yr (To-Date)	64.5%	64.0%	64.9%
2009-10	Spring 2010	65.3%	64.4%	63.6%
	Fall 2009	64.3%	65.2%	63.2%
	Summer 2009	73.6%	67.2%	69.9%
	Acad Yr	65.7%	65.2%	63.9%
2008-09	Spring 2009	66.2%	65.6%	65.0%
	Fall 2008	63.2%	62.2%	61.9%
	Summer 2008	72.0%	74.3%	75.3%
	Acad Yr	65.4%	65.3%	64.5%

**Retention and Success, Summer 2008 through Fall 2010
Traditional vs. Distance Education**

Academic Year and Term		Bakersfield College			
		Retention Rate		Success Rate	
		Distance Ed	Traditional	Distance Ed	Traditional
2010-11	Fall 2010	74.8%	83.1%	50.6%	64.4%
	Summer 2010	80.2%	88.7%	57.1%	73.1%
	Acad Yr (To-Date)	76.0%	84.0%	52.0%	65.8%
2009-10	Spring 2010	74.7%	84.9%	51.4%	66.8%
	Fall 2009	75.6%	84.1%	52.6%	65.5%
	Summer 2009	79.5%	88.6%	57.8%	76.8%
	Acad Yr	75.9%	84.9%	53.0%	67.2%
2008-09	Spring 2009	77.8%	85.5%	51.7%	67.9%
	Fall 2008	73.0%	84.6%	48.7%	64.9%
	Summer 2008	75.4%	88.8%	56.7%	76.7%
	Acad Yr	75.4%	85.4%	51.5%	67.3%

Academic Year and Term		Cerro Coso College			
		Retention Rate		Success Rate	
		Distance Ed	Traditional	Distance Ed	Traditional
2010-11	Fall 2010	77.5%	88.9%	57.0%	73.4%
	Summer 2010	79.9%	88.7%	61.3%	75.4%
	Acad Yr (To-Date)	78.4%	88.9%	58.7%	73.7%
2009-10	Spring 2010	77.3%	86.9%	57.7%	72.8%
	Fall 2009	75.7%	87.9%	56.9%	72.9%
	Summer 2009	79.5%	91.3%	61.6%	80.4%
	Acad Yr	77.1%	87.9%	58.2%	73.7%
2008-09	Spring 2009	80.0%	88.1%	59.6%	71.7%
	Fall 2008	76.9%	84.7%	56.9%	64.6%
	Summer 2008	80.8%	94.1%	64.8%	83.5%
	Acad Yr	79.1%	87.1%	59.6%	69.5%

Academic Year and Term		Porterville College			
		Retention Rate		Success Rate	
		Distance Ed	Traditional	Distance Ed	Traditional
2010-11	Fall 2010	76.9%	86.8%	48.0%	66.6%
	Summer 2010	71.6%	88.3%	45.1%	75.4%
	Acad Yr (To-Date)	75.9%	87.0%	47.5%	67.6%
2009-10	Spring 2010	81.1%	85.2%	56.7%	64.3%
	Fall 2009	78.3%	86.4%	52.0%	64.4%
	Summer 2009	80.9%	90.2%	54.1%	74.6%
	Acad Yr	79.8%	86.1%	54.2%	65.1%
2008-09	Spring 2009	80.2%	86.7%	59.3%	65.6%
	Fall 2008	77.6%	86.1%	54.4%	62.7%
	Summer 2008	81.3%	92.4%	66.6%	77.9%
	Acad Yr	79.3%	86.8%	58.6%	65.2%

Basic Skills Courses, Summer 2008 through Spring 2011 (to date)

College	Academic Year and Term	Sections	Census Enrollmt	Actual FTES	FTEF	FTEF/ FTEF	Retention Rate	Success Rate	
Bakersfield College	2010-11	Spring 2011 (to date)	241	7,048		57.0			
		Fall 2010	250	8,816	973.6	60.3	16.2	79.3%	50.9%
		Summer 2010	60	1,730	194.3	12.9	15.1	84.0%	57.2%
		Acad Yr (to date)	551	17,594	1,167.9	130.1		79.2%	51.5%
	2009-10	Spring 2010	235	8,264	867.5	55.5	15.6	79.1%	50.4%
		Fall 2009	242	7,810	882.7	55.6	15.9	78.4%	49.0%
		Summer 2009	46	1,387	144.9	9.3	15.7	85.3%	65.9%
		Acad Yr	523	17,461	1,895.2	120.4	15.7	79.2%	50.9%
	2008-09	Spring 2009	181	6,460	588.6	32.8	17.9	80.6%	56.6%
		Fall 2008	170	5,271	530.1	31.9	16.6	82.3%	56.3%
		Summer 2008	51	1,114	124.1	9.5	13.0	87.4%	75.6%
		Acad Yr	402	12,845	1,242.8	74.3	16.7	82.1%	58.4%
Cerro Coso Community College	2010-11	Spring 2011 (to date)	47	1,056		10.2			
		Fall 2010	44	1,176	149.2	9.7	15.4	83.3%	50.9%
		Summer 2010	6	189	23.0	1.5	15.0	78.7%	54.8%
		Acad Yr (to date)	97	2,421	172.3	21.4		81.4%	50.8%
	2009-10	Spring 2010	44	1,041	128.2	9.0	14.2	78.2%	49.7%
		Fall 2009	38	1,085	141.4	9.0	15.8	79.5%	48.7%
		Summer 2009	8	251	31.8	2.1	14.9	66.8%	49.2%
		Acad Yr	90	2,377	301.4	20.1	15.0	77.5%	49.2%
	2008-09	Spring 2009	44	1,050	129.0	10.1	12.7	79.1%	51.2%
		Fall 2008	48	1,367	151.8	9.9	15.4	80.5%	50.3%
		Summer 2008	11	271	21.7	1.9	11.7	81.7%	57.9%
		Acad Yr	103	2,688	302.5	21.9	13.8	80.0%	51.2%
Porterville College	2010-11	Spring 2011 (to date)	41	1,305		8.7			
		Fall 2010	40	1,351	165.6	8.3	20.0	84.5%	57.2%
		Summer 2010	7	216	24.9	1.5	17.0	86.0%	72.5%
		Acad Yr (to date)	88	2,872	190.5	18.5		84.1%	58.9%
	2009-10	Spring 2010	46	1,483	176.6	9.3	19.1	80.5%	52.5%
		Fall 2009	38	1,414	163.2	7.8	20.9	83.1%	52.4%
		Summer 2009	6	178	18.8	1.1	16.6	87.1%	74.2%
		Acad Yr	90	3,075	358.6	18.2	19.7	82.1%	53.7%
	2008-09	Spring 2009	46	1,232	100.4	5.4	18.6	80.1%	50.6%
		Fall 2008	60	1,404	118.3	5.3	22.5	83.6%	51.4%
		Summer 2008	6	153	11.3	0.7	17.1	97.6%	87.8%
		Acad Yr	112	2,789	230.0	11.3	20.3	82.5%	52.2%

Note: Differences in the number of basic skills sections and enrollments between 2008-09 and 2009-10 are largely due to re-coding when the CB21 data element (levels below transfer) was revised. At BC, this also negatively affected success rates because ENGL B50 and MATH BA, which typically have high enrollments and low success rates, were re-coded as basic skills.

Placement Levels for Students included in the 2009 and 2010 Basic Skills Surveys

Students included in the 2010 Basic Skills survey were those assessed for, but not necessarily enrolled in, Fall 2008. Students included in the 2009 Basic Skills survey were those assessed for, but not necessarily enrolled in, Fall 2007.

College/ District Total	Remedial Placement Rates					
	Math		English		Reading	
	Fall 2009 Basic Skills Survey	Fall 2010 Basic Skills Survey	Fall 2009 Basic Skills Survey	Fall 2010 Basic Skills Survey	Fall 2009 Basic Skills Survey	Fall 2010 Basic Skills Survey
Bakersfield College	78.9%	79.2%	81.9%	73.1%	41.3%	37.0%
Cerro Coso Community College	65.0%	76.1%	62.5%	66.9%	33.0%	36.5%
Porterville College	53.8%	57.8%	62.9%	61.6%	58.7%	66.7%
KCCD Total	74.6%	76.3%	77.5%	71.0%	42.7%	40.7%

Transfers to UC and CSU, 2005-06 through 2009-10

College/District	Segment	2005-06	2006-07	2007-08	2008-09	2009-10
Bakersfield College	UC Total	68	58	66	55	48
	CSU Total	755	824	815	750	746
	UC/ CSU Transfers	823	882	881	805	794
Cerro Coso Community College	UC Total	18	15	9	15	8
	CSU Total	66	65	58	61	44
	UC/ CSU Transfers	84	80	67	76	52
Porterville College	UC Total	20	7	12	3	7
	CSU Total	102	96	120	105	87
	UC/ CSU Transfers	122	103	132	108	94
Districtwide	UC Total	106	80	87	73	63
	CSU Total	923	985	993	916	877
	UC/ CSU Transfers	1,029	1,065	1,080	989	940

Top Five Transfer Colleges Based on a 5-Yr Average

Top 5 Transfer Colleges:	University of California	California State University
Bakersfield College	UC, Los Angeles UC, Santa Barbara UC, Davis UC, Irvine UC, Berkeley	CSU, Bakersfield CSU, Fresno CSU, Northridge Cal Poly, San Luis Obispo San Diego State University
Cerro Coso Community College	UC, Los Angeles UC, Santa Barbara UC, Santa Cruz UC, Riverside UC, Irvine	CSU, Bakersfield CSU, Chico CSU, Fullerton CSU, Northridge CSU, Long Beach
Porterville College	UC, Santa Cruz UC, Davis UC, Santa Barbara UC, Berkeley UC, Los Angeles	CSU, Fresno CSU, Bakersfield CSU, Sacramento Cal Poly, San Luis Obispo San Diego State University

Degrees and Certificates, 2005-06 through 2009-10

College/District	Award Type	Awards by Academic Year				
		2005-06	2006-07	2007-08	2008-09	2009-10
Bakersfield College	AA/ AS Degree	974	1,011	1,024	1,034	964
	Certificate	566	849	908	784	735
	Total Awards	1,540	1,860	1,932	1,818	1,699
Cerro Coso Community College	AA/ AS Degree	214	243	222	201	215
	Certificate	26	19	23	36	27
	Total Awards	240	262	245	237	242
Porterville College	AA/ AS Degree	204	235	209	252	244
	Certificate	150	111	108	143	146
	Total Awards	354	346	317	395	390
Districtwide	AA/ AS Degree	1,392	1,489	1,455	1,487	1,423
	Certificate	742	979	1,039	963	908
	Total Awards	2,134	2,468	2,494	2,450	2,331

Degrees and Certificates by TOP Code, 2005-06 through 2009-10

Taxonomy of Programs (TOP) Codes are presented in 2-digit format.

TOPS (2 digit) with Description	Bakersfield College					Cerro Coso Community College					Porterville College					
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10	
01 - Agriculture & Natural Resources	AA/ AS	19	19	18	18	23						2	1			1
	Cert	14	13	3	1	5										
	Sum	33	32	21	19	28						2	1			1
02 - Architecture & Environmental Design	AA/ AS	15	10	6	16	5										
	Cert	43	39	55	26	12										
	Sum	58	49	61	42	17										
04 - Environmental Sciences & Technologies	AA/ AS	58	56	86	85	65										
	Sum	58	56	86	85	65										
05 - Business & Management	AA/ AS	91	86	99	97	89	44	48	43	29	37	11	23	23	28	29
	Cert	16	44	49	35	81	9	7	6	6	5	2	1	1	7	1
	Sum	107	130	148	132	170	53	55	49	35	42	13	24	24	35	30
06 - Media & Communications	AA/ AS	5	14	11	3	7	6	5	2	13	6					
	Cert	31	51	20	1		3	4	3	2	1					
	Sum	36	65	31	4	7	9	9	5	15	7					
07 - Information Technology	AA/ AS	7	7	4	10	11	5	4	2	4	3		2	1	6	5
	Cert	3	2	2		1			1	2						1
	Sum	10	9	6	10	12	5	4	3	6	3		2	1	6	6
08 - Education	AA/ AS	17	17	12	13	14	2	1								
	Cert											3	2	1	1	4
	Sum	17	17	12	13	14	2	1				3	2	1	1	4
09 - Engineering & Industrial Technologies	AA/ AS	17	13	14	17	12	3	3	1	3	6					
	Cert	114	204	199	129	175	2	1		2	5					
	Sum	131	217	213	146	187	5	4	1	5	11					
10 - Fine & Applied Arts	AA/ AS	20	26	20	26	26	2	4	1		3	3	3	6	5	2
	Cert	4	4	5	4	5										1
	Sum	24	30	25	30	31	2	4	1		3	3	3	6	5	3
11 - Foreign Language	AA/ AS	11	13	13	9	10										
	Sum	11	13	13	9	10										
12 - Health	AA/ AS	117	137	150	173	187	6		1	1	4					
	Cert	67	84	78	126	109	10		1	13	7	109	97	88	114	117
	Sum	184	221	228	299	296	16		2	14	11	109	97	88	114	117
13 - Family & Consumer Sciences	AA/ AS	57	70	54	61	51	3	13	2	5	12	19	21	16	23	34
	Cert	119	153	220	212	158			3	1		17	5	8	8	5
	Sum	176	223	274	273	209	3	13	5	6	12	36	26	24	31	39
14 - Law	AA/ AS								1	2	1					
	Cert								1	3	3					
	Sum								2	5	4					
15 - Humanities (Letters)	AA/ AS	17	21	32	31	31						3	6	1	2	3
	Cert	114	237	242	200	178										
	Sum	131	258	274	231	209						3	6	1	2	3
17 - Mathematics	AA/ AS	5	8	6	4	8							5	4	3	6
	Sum	5	8	6	4	8							5	4	3	6
19 - Physical Sciences	AA/ AS		1			1										
	Sum		1			1										
20 - Psychology	AA/ AS	48	34	56	42	52										
	Sum	48	34	56	42	52										
21 - Public & Protective Services	AA/ AS	69	80	65	72	80	4	15	3	7	17	13	19	9	21	23
	Cert	41	18	35	50	11	2	7	8	7	6	19	6	10	13	17
	Sum	110	98	100	122	91	6	22	11	14	23	32	25	19	34	40
22 - Social Sciences	AA/ AS	52	46	56	43	44	40	39	37	30	19	103	102	116	119	96
	Sum	52	46	56	43	44	40	39	37	30	19	103	102	116	119	96
49 - Interdisciplinary Studies	AA/ AS	349	353	322	314	248	99	111	129	107	107	50	53	33	45	45
	Sum	349	353	322	314	248	99	111	129	107	107	50	53	33	45	45
Total Awards		974	1,011	1,024	1,034	964	214	243	222	201	215	204	235	209	252	244
		566	849	908	784	735	26	19	23	36	27	150	111	108	143	146
	Sum	1,540	1,860	1,932	1,818	1,699	240	262	245	237	242	354	346	317	395	390

Employee Headcount, Fall 2010

Employee Type	Fall 2010 Employee Count ¹				
	Bakersfield College	Cerro Coso Community College	Porterville College	District Office	KCCD All
Admin/Mgmt	29	14	11	28	82
Faculty Contract	252	56	68		373
Faculty Adjunct	287	125	80		490
Classified ²	250	91	69	47	456
Total	818	286	228	75	1,401

Note: This information comes from MIS-HR reporting which includes employees as of November 1st each year.

¹ Employees can be duplicated across locations (i.e. faculty might teach at two different colleges) but the 'KCCD All' column provides an unduplicated count of employees.

² Does not include hourly/temporary employees or professional experts.

Employee Gender, Fall 2010

Employee Type	Gender	Fall 2010 Employee Count ¹									
		Bakersfield College		Cerro Coso Community College		Porterville College		District Office		KCCD All	
		#	% of Type	#	% of Type	#	% of Type	#	% of Type	#	% of Type
Admin/Mgmt	Female	20	69.0%	9	64.3%	6	54.5%	13	46.4%	48	58.5%
	Male	9	31.0%	5	35.7%	5	45.5%	15	53.6%	34	41.5%
	Sum	29		14		11		28		82	
Faculty Contract	Female	125	49.6%	30	53.6%	36	52.9%			189	50.7%
	Male	127	50.4%	26	46.4%	32	47.1%			184	49.3%
	Sum	252		56		68				373	
Faculty Adjunct	Female	147	51.2%	72	57.6%	39	48.8%			258	52.7%
	Male	140	48.8%	53	42.4%	41	51.3%			232	47.3%
	Sum	287		125		80				490	
Classified ²	Female	172	68.8%	66	72.5%	52	75.4%	35	74.5%	325	71.3%
	Male	78	31.2%	25	27.5%	17	24.6%	12	25.5%	131	28.7%
	Sum	250		91		69		47		456	
Total	Female	464	56.7%	177	61.9%	133	58.3%	48	64.0%	820	58.5%
	Male	354	43.3%	109	38.1%	95	41.7%	27	36.0%	581	41.5%
	Sum	818		286		228		75		1,401	

Note: This information comes from MIS-HR reporting which includes employees as of November 1st each year.

¹ Employees can be duplicated across locations (i.e. faculty might teach at two different colleges) but the 'KCCD All' column provides an unduplicated count of employees.

² Does not include hourly/temporary employees or professional experts.

Employee Age, Fall 2010

Employee Type	Age	Fall 2010 Employee Count ¹									
		Bakersfield College		Cerro Coso Community College		Porterville College		District Office		KCCD All	
		#	% of Type	#	% of Type	#	% of Type	#	% of Type	#	% of Type
Admin/Mgmt	<=34	2	6.9%	2	14.3%	1	9.1%	1	3.6%	6	7.3%
	35 - 39	3	10.3%	2	14.3%	1	9.1%	2	7.1%	8	9.8%
	40 - 44	3	10.3%	1	7.1%		0.0%	2	7.1%	6	7.3%
	45 - 49	2	6.9%	1	7.1%		0.0%	6	21.4%	9	11.0%
	50 - 54	7	24.1%	4	28.6%	5	45.5%	7	25.0%	23	28.0%
	55 - 59	5	17.2%	1	7.1%	2	18.2%	4	14.3%	12	14.6%
	60 - 64	4	13.8%		0.0%	2	18.2%	4	14.3%	10	12.2%
	65 +	3	10.3%	3	21.4%		0.0%	2	7.1%	8	9.8%
Sum	29		14		11		28		82		
Faculty Contract	<=34	17	6.7%	4	7.1%	1	1.5%			22	5.9%
	35 - 39	25	9.9%		0.0%	4	5.9%			29	7.8%
	40 - 44	31	12.3%	11	19.6%	7	10.3%			48	12.9%
	45 - 49	41	16.3%	8	14.3%	15	22.1%			64	17.2%
	50 - 54	37	14.7%	13	23.2%	11	16.2%			61	16.4%
	55 - 59	60	23.8%	12	21.4%	16	23.5%			87	23.3%
	60 - 64	26	10.3%	6	10.7%	7	10.3%			39	10.5%
	65 +	15	6.0%	2	3.6%	7	10.3%			23	6.2%
Sum	252		56		68				373		
Faculty Adjunct	<=34	41	14.3%	12	9.6%	14	17.5%			66	13.5%
	35 - 39	33	11.5%	9	7.2%	5	6.3%			47	9.6%
	40 - 44	35	12.2%	13	10.4%	6	7.5%			54	11.0%
	45 - 49	34	11.8%	11	8.8%	12	15.0%			57	11.6%
	50 - 54	41	14.3%	25	20.0%	9	11.3%			75	15.3%
	55 - 59	45	15.7%	18	14.4%	11	13.8%			73	14.9%
	60 - 64	27	9.4%	17	13.6%	12	15.0%			56	11.4%
	65 +	31	10.8%	20	16.0%	11	13.8%			62	12.7%
Sum	287		125		80				490		
Classified ²	<=34	47	18.8%	14	15.4%	9	13.0%	5	10.6%	74	16.2%
	35 - 39	25	10.0%	7	7.7%	11	15.9%	3	6.4%	46	10.1%
	40 - 44	26	10.4%	11	12.1%	6	8.7%	7	14.9%	50	11.0%
	45 - 49	22	8.8%	18	19.8%	12	17.4%	10	21.3%	62	13.6%
	50 - 54	44	17.6%	17	18.7%	10	14.5%	10	21.3%	81	17.8%
	55 - 59	45	18.0%	10	11.0%	10	14.5%	4	8.5%	69	15.1%
	60 - 64	31	12.4%	9	9.9%	7	10.1%	6	12.8%	53	11.6%
	65 +	10	4.0%	5	5.5%	4	5.8%	2	4.3%	21	4.6%
Sum	250		91		69		47		456		
Total	<=34	107	13.1%	32	11.2%	25	11.0%	6	8.0%	168	12.0%
	35 - 39	86	10.5%	18	6.3%	21	9.2%	5	6.7%	130	9.3%
	40 - 44	95	11.6%	36	12.6%	19	8.3%	9	12.0%	158	11.3%
	45 - 49	99	12.1%	38	13.3%	39	17.1%	16	21.3%	192	13.7%
	50 - 54	129	15.8%	59	20.6%	35	15.4%	17	22.7%	240	17.1%
	55 - 59	155	18.9%	41	14.3%	39	17.1%	8	10.7%	241	17.2%
	60 - 64	88	10.8%	32	11.2%	28	12.3%	10	13.3%	158	11.3%
	65 +	59	7.2%	30	10.5%	22	9.6%	4	5.3%	114	8.1%
Sum	818		286		228		75		1,401		

Note: This information comes from MIS-HR reporting which includes employees as of November 1st each year.

¹ Employees can be duplicated across locations (i.e. faculty might teach at two different colleges) but the 'KCCD All' column provides an unduplicated count of employees.

² Does not include hourly/temporary employees or professional experts.

Employee Ethnicity, Fall 2010

Employee Type	Ethnicity	Fall 2010 Employee Count ¹									
		Bakersfield College		Cerro Coso Community College		Porterville College		District Office		KCCD All	
		#	% of Type	#	% of Type	#	% of Type	#	% of Type	#	% of Type
Admin/Mgmt	African American	3	10.3%		0.0%	1	9.1%		0.0%	4	4.9%
	American Indian		0.0%		0.0%		0.0%	1	3.6%	1	1.2%
	Asian/Filipino	1	3.4%	1	7.1%	1	9.1%		0.0%	3	3.7%
	Hispanic	4	13.8%	1	7.1%	1	9.1%	4	14.3%	10	12.2%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%
	Unknown	5	17.2%		0.0%	2	18.2%	2	7.1%	9	11.0%
	White	16	55.2%	12	85.7%	6	54.5%	21	75.0%	55	67.1%
	Sum	29		14		11		28		82	
Faculty Contract	African American	13	5.2%		0.0%	1	1.5%			14	3.8%
	American Indian	2	0.8%		0.0%		0.0%			2	0.5%
	Asian/Filipino	7	2.8%	3	5.4%	1	1.5%			11	2.9%
	Hispanic	25	9.9%	1	1.8%	8	11.8%			34	9.1%
	Pacific Islander	1	0.4%		0.0%		0.0%			1	0.3%
	Unknown	12	4.8%	5	8.9%	12	17.6%			29	7.8%
	White	192	76.2%	47	83.9%	46	67.6%			282	75.6%
	Sum	252		56		68				373	
Faculty Adjunct	African American	6	2.1%	3	2.4%	3	3.8%			12	2.4%
	American Indian	3	1.0%	1	0.8%		0.0%			4	0.8%
	Asian/Filipino	3	1.0%	2	1.6%		0.0%			5	1.0%
	Hispanic	34	11.8%	3	2.4%	16	20.0%			53	10.8%
	Pacific Islander	1	0.3%		0.0%		0.0%			1	0.2%
	Unknown	20	7.0%	6	4.8%	9	11.3%			34	6.9%
	White	220	76.7%	110	88.0%	52	65.0%			381	77.8%
	Sum	287		125		80				490	
Classified ²	African American	17	6.8%	4	4.4%	3	4.3%	1	2.1%	24	5.3%
	American Indian	4	1.6%		0.0%	3	4.3%	1	2.1%	8	1.8%
	Asian/Filipino	7	2.8%	6	6.6%	1	1.4%	5	10.6%	19	4.2%
	Hispanic	88	35.2%	12	13.2%	20	29.0%	16	34.0%	136	29.8%
	Pacific Islander		0.0%		0.0%		0.0%		0.0%		0.0%
	Unknown	15	6.0%	6	6.6%	4	5.8%	3	6.4%	28	6.1%
	White	119	47.6%	63	69.2%	38	55.1%	21	44.7%	241	52.9%
	Sum	250		91		69		47		456	
Total	African American	39	4.8%	7	2.4%	8	3.5%	1	1.3%	54	3.9%
	American Indian	9	1.1%	1	0.3%	3	1.3%	2	2.7%	15	1.1%
	Asian/Filipino	18	2.2%	12	4.2%	3	1.3%	5	6.7%	38	2.7%
	Hispanic	151	18.5%	17	5.9%	45	19.7%	20	26.7%	233	16.6%
	Pacific Islander	2	0.2%	0	0.0%	0	0.0%	0	0.0%	2	0.1%
	Unknown	52	6.4%	17	5.9%	27	11.8%	5	6.7%	100	7.1%
	White	547	66.9%	232	81.1%	142	62.3%	42	56.0%	959	68.5%
	Sum	818		286		228		75		1,401	

Note: This information comes from MIS-HR reporting which includes employees as of November 1st each year.

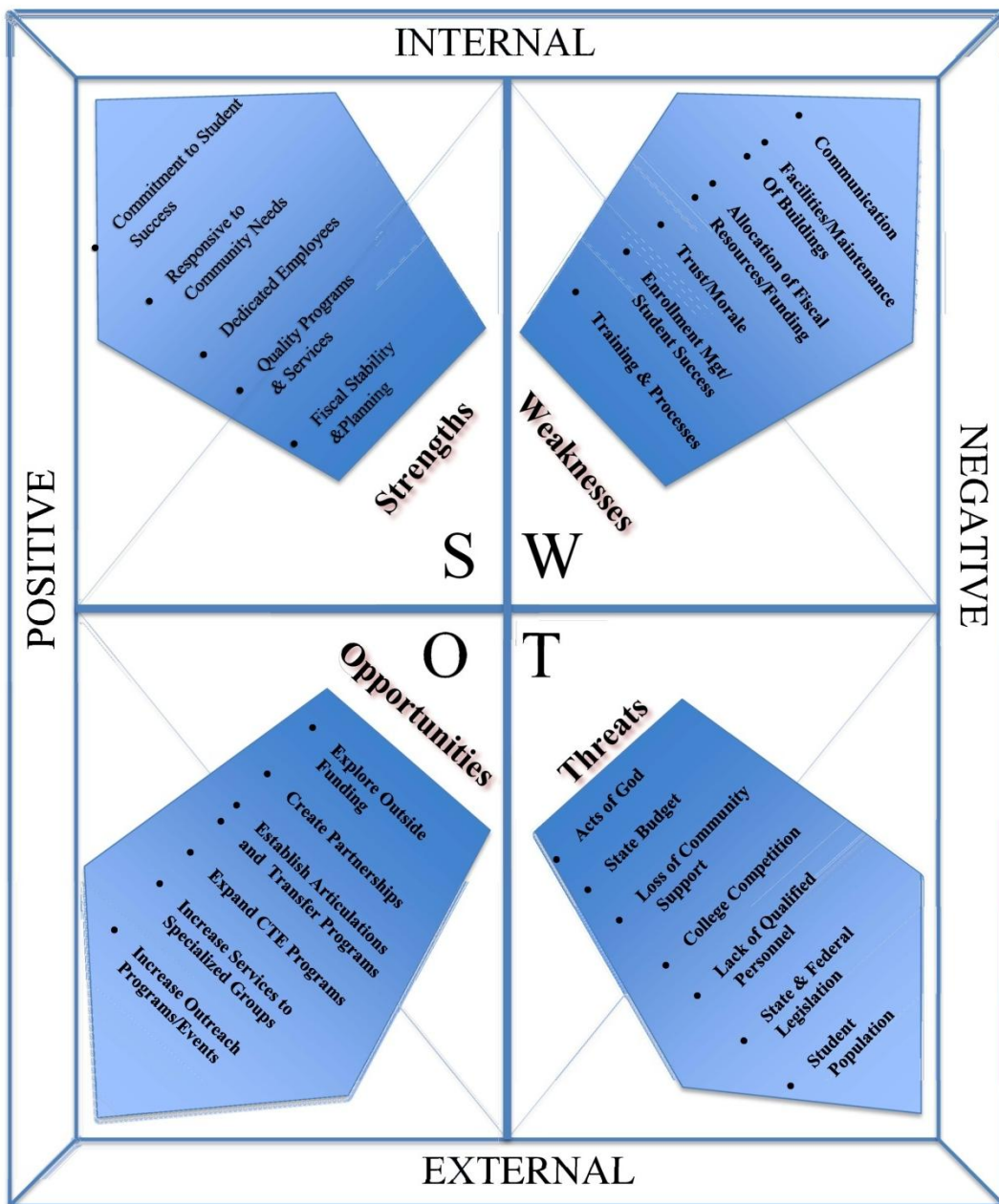
¹ Employees can be duplicated across locations (i.e. faculty might teach at two different colleges) but the 'KCCD All' column provides an unduplicated count of employees.

² Does not include hourly/temporary employees or professional experts.

Appendix D3 SWOT Diagram

A SWOT analysis looks at the District’s internal strengths and weaknesses as well as the opportunities and threats in the external environment. The topics included in this diagram were the ones most often mentioned in the SWOT survey of the employees.

SWOT Analysis Layout



Appendix E

CRITICAL ISSUES/ TURNING CRITICAL ISSUES INTO GOALS

Identifying Critical Issues and Turning Them Into Goals

As part of the process of developing strategic goals, the Strategic Plan Work Group had to first identify the critical issues facing the District. This was done in two ways: (1) through analysis of the survey to all employees wherein they identified their perceived top three District-wide critical issues; and, through the informed discussions of the Work Group wherein they analyzed the impact of the environmental scans on the District, the results of the three surveys, and additional issues, concerns and ideas that were revealed through these analyses.

In Survey #3, respondents were asked “What do you believe are the top three issues that the Kern Community College District must address in the next three (3) to five (5) years?” Responses were tabulated and grouped into the following ten categories.

The categories were:

1. Student Success [156 responses fell into this category]
2. Internal Allocation of Resources [153 responses]
3. Facility Maintenance and Infrastructure [81 responses]
4. Enrollment Management [79 responses]
5. External Funding/Budget Concerns [73 responses]
6. Trust/Morale [51 responses]
7. Communication [51 responses]
8. Internal Alignment/Focus on Mission [36 responses]
9. Students’ Cost/Tuition [22 responses]
10. Seek New Funding/Partnerships [10 responses]

After reviewing the survey report, members of the Work Group were compared the list of critical issues above with three other documents to see if these same issues were cited elsewhere. The thinking was that if some of the same issues had been previously identified and were mentioned again, that knowledge might help to identify and *prioritize* the most critical issues. The three comparison documents were: (1) the Initiatives in the previous Strategic Plan; (2) the Environmental Scan done for this update, and (3) the Board’s Priorities for 2011.

Small groups of members worked together to make the comparisons, and reported that several issues were mentioned multiple times and, therefore, “rose to the top.” The following is a tally of the numbers of times items were mentioned:

- Student Success – all four groups (4)
- Culture/Climate – all four groups (4)
- Financial Resources – all four groups (4)
- Infrastructure (facilities, IT, grounds, etc.) – three groups (3)
- Personnel Effectiveness – three groups (3)
- Learning Environment – two groups (2)
- CTE/Workforce/Respond to Community Needs—two groups (2)

It was decided to combine Learning Environment and Infrastructure, resulting in six critical issues to turn into goals.

The goals, in no order of priority, were worded in the following manner:

- Goal One: Become an exemplary model of Student Success
- Goal Two: Create a collaborative culture and a positive climate
- Goal Three: Foster a comprehensive and rich learning environment
- Goal Four: Strengthen personnel effectiveness
- Goal Five: Manage financial resources efficiently and effectively.
- Goal Six: Respond to community needs

Appendix F

MINUTES OF PLANNING SESSIONS

Strategic Plan Update
Report on Session One

February 2, 2011
1:00 p.m. – 5:00 p.m.

On February 2, 2011, the Strategic Planning Work Group (SPWG) met at the KCCD District Office to review the results of a survey regarding the District's Mission, Vision, Values and Initiatives. The survey was sent to all employees (approximately 1600), and 295 responses were returned (18.4%).

Dr. Pat Caldwell, strategic planning facilitator, divided the group into four smaller groups to review various aspects of the survey. Membership in the groups changed three times throughout the afternoon. The groups were asked to try to answer these questions each time: "What are the respondents telling us?" and "What is the underlying message, if any?"

First, the District's mission and vision were reviewed. All four groups agreed that most respondents are familiar with the mission and vision, agree with them, and don't feel they need to be revised. However, the groups also agreed that the respondents believe that the mission and vision are not reflected in current practices. There was a 30-35% difference in "belief" in the mission and vision, and "reflected in our practices." (See attached copy of Power Point)

Next, membership in the groups rotated, and the groups reviewed the values in the strategic plan. The same results occurred: respondents are familiar with the values, believe in them, but feel they aren't reflected in current practices, particularly the values representing "communication" (62% lower than "believe in this value"), "efficient and effective systems" (57.6% lower than "believe in this value"), and "faculty and staff" (52% lower than "believe in this value").

The Work Group members speculated that the reason "efficient and effective systems" scored so low was because the written definition of the value included phrases such as "open decision-making environment," "collaborative action," and "mutual respect." They also felt that the reason "faculty and staff" scored low was because of phrases such as "positive work environment" and "mutual trust and respect." Assuming the Working Group's speculation is correct, these responses, plus the negative perception of communication, bring into question the current climate and culture within the District.

There were other comments and concerns stated about the values, primarily: (1) that there are too many ("We need fewer values if we want people to remember them."); (2) that they are too "wordy" and read more like strategies for accomplishing the value than a statement of why the value is important. As a result of this discussion Greg Chamberlain and James Thompson agreed to work together to try to consolidate the values and develop short, succinct statements of why the value is important. They will bring their draft to the next Work Group session.

Lastly, the small groups reviewed the Initiatives. It was agreed that, from the comments of the respondents, there was a lot of confusion about the initiatives. For instance, “Increase District funding” generated comments such as “I don’t know what Initiative 3 means;” “ Increase funding for District functions?”; “From the state?” and so forth. The comments of respondents also revealed their belief that the Initiatives were “never addressed so how could they be accomplished?”

Members of the SPWG stated that the initiatives are out-dated. In addition, there is no way to measure them – no key performance indicators or measurable objectives.

In the final analysis, the SPWG made several suggestions regarding updating the strategic plan. First, they stated that, whether we call them goals or initiatives, there must be measures to accompany them. The group suggested that both measurable objectives and key performance indicators could be written for each goal/initiative.

Secondly, the District-wide goals should be adopted by the Board of Trustees and they should hold the District and its colleges accountable for implementing and accomplishing the plan. While group members agreed that the Board of Trustees has its own set of goals, it was felt that those goals are related to the Board itself and how it will operate, which is not the same as District-wide goals.

Thirdly, the group felt that a strategic plan glossary should be included with the plan so there is not confusion about the definition of goal, initiative, objective, and so forth.

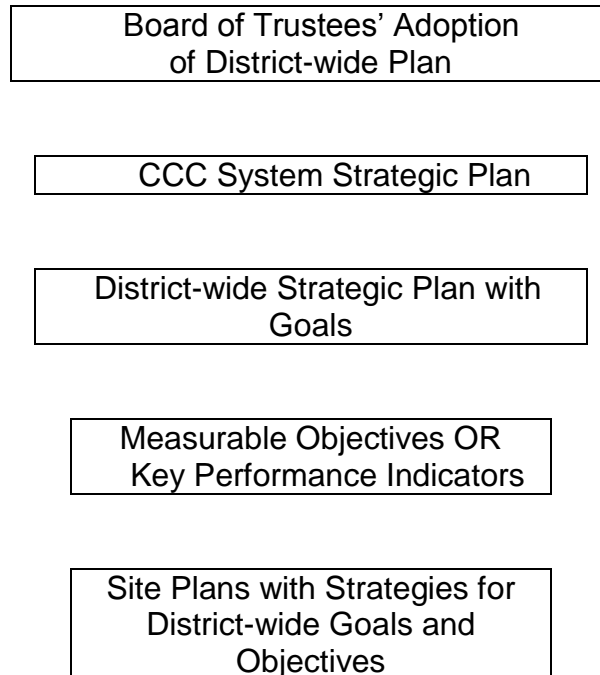
Fourth, the group stated agreement that all four District entities (colleges and District office) should develop or update their strategic plans to link to the District-wide plan, and where appropriate each entity should develop strategies to help accomplish the District goals. Rather than individual sites developing strategies for goals dealing with climate, such as (hypothetically) “improve communication District-wide,” a District-wide group such as Consultation Council should probably be charged to develop those strategies

It was also stated that if the colleges develop strategies that involve the District office, then District office staff should be included in developing those strategies. Likewise, if the District office staff develops strategies that impact the colleges, some college representatives should be invited to have input to those strategies.

It was also stated that site plans should not only be linked to the District-wide plan, but to the District-wide mission, vision, and values.

Lastly, a structural model was created and is represented in the diagram below.

District-wide Strategic Planning Model



Next Steps:

1. Greg Chamberlain and James Thompson will draft revised values for the next session.
2. Pat Caldwell will bring copies of glossary, key performance indicators, and other colleges' strategic plans.
3. Working Group members from each college and from the District office will each take one question from the second survey to tally and categorize the comments for review at the next session.
4. Doris Givens will get the second survey out by the end of the week, and respondents will have until 5:00 Wednesday, February 8th to respond.
5. Veronica VanRy and Lisa Fitzgerald will be finishing the environmental scan in the next few days, and it will be e-mailed to the SPWG for review before the next session.
6. Next session is February 16th from 9:00 – 5:00. Agenda will include revising the values, reviewing the glossary and key performance indicator handouts and other colleges' strategic plans, and reviewing and analyzing the environmental scan and its impact on the District.

Strategic Plan Update
Report on Session Two
February 16, 2011
9:00 – 4:30

On February 16, 2011, the Strategic Planning Work Group (SPWG) met at the KCCD District Office to continue the work begun in Session One. The meeting started with a review of the previous session's outcomes, followed by discussion of carry-over items "Glossary," "Review of Other Strategic Plans" and "Values."

Dr. Pat Caldwell, strategic planning facilitator, presented sample strategic planning glossaries from other colleges for the group to review. Instructions were for small groups to look at format and the actual definitions and make recommendations as to what should be included in the KCCD glossary. Each group wrote the words to be defined on flip chart pages for Pat to take with her to develop the glossary. Pat will bring the draft glossary to the next session for review.

Next, small groups reviewed sample strategic plans from other colleges. Groups critiqued the plans, and reported on what they liked and didn't like. The SPWG decided to keep the plan format discussed in the first session. That format includes goals or initiatives with measurable objectives, but does not include strategies, as the colleges, District office or appropriate groups will be assigned responsibility for developing strategies for the goals. Once the colleges, District office or groups have developed their strategies, those can be included as appendices to the plan. Their inclusion will demonstrate that the District plan is linked to the college plans.

The strategies decided upon by the groups will be included in their strategic plans. This may necessitate an update to current site strategic plans. Action plans will be written and responsibilities assigned for each strategy. The strategies and action plans make the strategic plan operational. The strategies and action plans will represent strategic priorities and should drive the allocation of resources.

Regular updates of progress on the strategies will be made to the Chancellor and her Cabinet. Regular updates on progress on the overall plan will be made to the Board of Trustees.

Following the discussion of the elements and format of the strategic plan, Greg Chamberlain and James Thompson presented their draft of "values." James explained that he consolidated the previous values into three primary values, and turned them into "value pledges." He explained that when teaching Debate classes, he emphasizes that there should be three primary points in the argument. The same is true here. If we want people to remember the values, we should only have three to five values. The "pledge" makes them more real and personal.

In the discussion that followed, members of the work group expressed the following: (1) they liked that the number of values were reduced, but felt that some very important

ones such as “communication” needed to be singled out, rather than included in one of the consolidated values; (2) they liked the “pledge” format, but felt that the name of the value should precede the pledge statement; and (3) they agreed that there should be no more than five values. James and Tom Burke agreed to work together to revise the draft for consideration at the next session.

Next, the SPWG reviewed the results of Survey #2 – the S.W.O.T. Two hundred and one (201) responses were received. Many comments were offered in each of the four categories – strengths, weaknesses, opportunities, and threats. Members of the work group divided into four groups (by site) and each took one of the four categories to review and categorize. Some groups developed more categories than others depending on how often certain types of comments were made. Some included the number of comments; others didn’t; but the categories, and the sample comments in each, presented a format for meaningful discussion.

Strengths

The top four strengths were (1) commitment to student success and accessibility, (2) responsive to community needs, (3) dedicated employees, and (4) quality programs and services, and (5) fiscal stability and planning.

Weaknesses

The areas for improvement were (1) communication – 69 comments, (2) facilities/maintenance of buildings – 26 comments, (3) allocation of fiscal resources/funding – 27 comments, (4) trust/morale – 12 comments, (5) enrollment management/student success, and (6) training and processes.

Opportunities

Opportunities included (1) explore/pursue outside funding – 34 comments, (2) establish partnerships for innovation – 30 comments, (3) establish more articulation and transfer agreements – 12 comments, (4) work with business community to expand CTE programs, and (5) conduct more outreach to area high schools.

Threats

Threats included (1) Acts of God, (2) budget/ declining revenues, (3) lack of community support/ community perception, (4) competition, (5) lack of qualified candidates, shortage of personnel, (6) legislation/ regulations, and (7) changing student population.

Following the discussion of the S.W.O.T., the external and internal scans were reviewed, first by the small groups, then by the larger group. Discussion at the tables was lively, and group members expressed their realization of how important it is to review this kind of data on a regular basis. Some errors in addition/ subtraction were found in the external scan, probably in transcribing. John Means said he would work with Veronica VanRy to correct those, as we will want to include the data in an appendix of the final document. Appreciation was expressed to Veronica and Lisa Fitzgerald for pulling the scans together so quickly.

Pat reminded the participants of how important the information learned from the S.W.O.T. and scans is, and to make notes of anything that seemed especially important for the discussion of critical issues at the next session.

Sally Errea then presented a draft of Survey #3 on critical issues. Suggestions were made for the survey and the letter that will accompany it. Because of the two holidays in the middle of the time for the survey, it was decided to extend the return deadline.

Next steps:

- (1) Sally will work with IT and get Survey out to the employees.
- (2) John will work with Veronica to correct the data errors in the external scan.
- (3) Pat will draft the glossary and bring it to the next session.
- (4) Tom and James will prepare a second draft of values and bring it to the next session.

Next session: March 2, 2011 – 9:00 a.m. – District Office – Pacific Room

The agenda for the next session will be to discuss the results of Survey #3 on critical issues; determine the most significant critical issues based not only on the results of #3, but also on the discussions of Surveys #1 and #2, the S.W.O.T., and the environmental scans. Compare the critical issues to the initiatives in the current plan. Decide what stays and what goes. Decide whether we will use “goals” or “initiatives” in the updated plan and write them.

Strategic Plan Update
Report on Session Three
March 2, 2011
9:00 a.m. – 4:00 p.m.

On March 2, 2011, the Strategic Plan Work Group (SPWG) met at the KCCD to continue the work begun in Sessions One and Two. The meeting started with a review of the previous session's outcomes, followed by discussion of carry-over items "Glossary" and "Values." Also, John Means reported that the calculation (or transcription) errors in the External Scan had been corrected. Copies of the revised scan were distributed.

Dr. Pat Caldwell distributed copies of the glossary she had prepared based on the discussion at the last session. The SPWG reviewed the format and definitions, and made several suggestions. Pat was reminded that the group had previously suggested that a flow chart demonstrating how a strategic plan is developed should accompany the glossary. Pat will work with Sally Errea before the fourth session to develop the flow chart. Pat will also bring a revised copy of the glossary to the next session.

James Thompson presented his revision of the values document based on suggestions from the last session. Further suggestions were made, and James agreed to bring his revisions to the next session.

Next, small groups reviewed the results of Survey #3 where respondents were asked "What do you believe are the top three issues that the Kern Community College District must address in the next three (3) to five (5) years?" Responses had been tabulated and grouped into categories where the most responses fell.

The categories were:

1. Student Success [156 responses fell into this category]
2. Internal Allocation of Resources [153 responses]
3. Facility Maintenance and Infrastructure [81 responses]
4. Enrollment Management [79 responses]
5. External Funding/Budget Concerns [73 responses]
6. Trust/Morale [51 responses]
7. Communication [51 responses]
8. Internal Alignment/Focus on Mission [36 responses]
9. Students' Cost/Tuition [22 responses]
10. Seek New Funding/Partnerships [10 responses]

After reviewing the survey report, Pat asked the four groups to compare the critical issues that had been identified with three other documents to see if these same issues were cited elsewhere. The thinking was that if some of the same issues had been previously identified and were mentioned again, that knowledge might help us identify and *prioritize* the most critical issues. The three comparison documents were: (1) the

Initiatives in the previous Strategic Plan; (2) the Environmental Scan done for this update, and (3) the Board's Priorities for 2011.

The groups reported the following as their assessment of the most critical issues:

- Group One:
1. CTE/ Workforce needs – develop programs according to job availability – relates to Board Priority 1: Core Mission, Initiative A, and “T”
 2. Student Success, especially Basic Skills and Transfer – relates to Board Priority 1: Core Mission and Priority 2, Initiatives A and B, new Value Pledge, and “T”
 3. Financial Resources – create efficiencies; allocation of resources; enrollment management – relates to Board Priorities 3 and 4, Initiative C, and “T”
 4. Trust, Communication and Morale – relates to Initiative D and E, new Value Pledge, and “T”
 5. Recruit and Retain “Best and Brightest” Employees – relates to Board Priority 6, Initiative F and new Value Pledge
 6. Infrastructure – facilities; IT; grounds
- Group Two:
1. Student Success – including responsive programs (transfer, CTE, Basic Skills); and sufficient student support services – relates to previous Initiatives A and B, Board Priorities 1 and 2, and new Value Pledge
 2. Enrollment Management – best use of funds; alignment of courses/prereqs/coreqs; Basic Skills evaluation – relates to Initiatives B and C, Board Priority 4
 3. Culture and Climate – communication; safety [facilities]; academic support; recruit and retain “best and brightest” – relates to Initiatives D, E and F and Board Priority 6
 4. Funding – relates to Initiative C and Board Priority 4)
- Group Three:
1. Student Success – relates to 1, 3, 4, Board Priority 2, and to Initiative B
 2. Responsiveness to Community – relates to 4 and 10 and Initiative A
 3. KCCCD Funding – relates to 2, 5, 9, 10, Board Priority 4, and Initiative C

4. Internal Climate – relates to 6, 7, 8 and Initiatives D, E, F

Group Four: Wants all goals matched to Value Pledges – interrelated

1. Student Success – needs to be defined – relates to Initiative B, Board Priority 2, and new Value Pledge
2. Trust/Morale/Communication/ “Them-Us”/ Collaboration – relates to Initiatives D, E, and F and new Value Pledge
3. Learning Environment – staffing, facilities, alignment of programs, courses, enrollment management – relates to Initiatives C and F
4. Personnel effectiveness – giving people what they need to do an excellent job, valuing all, recognizing the importance of all to the District – relates to Initiative F and Board Priority 6
5. Budget/Funding/\$ - interwoven through everything – relates to Initiative C and Board Priority 4

The next step was to see what similarities existed among the four group reports. It was determined that several issues were repeated multiple times and therefore, “rose to the top.” The following is the tally of the numbers of times items were mentioned:

- Student Success – all four groups (4)
- Culture/Climate – all four groups (4)
- Financial Resources – all four groups (4)
- Infrastructure (facilities, IT, grounds, etc.) – three groups (3)
- Personnel Effectiveness – three groups (3)
- Learning Environment – two groups (2)
- CTE/Workforce/Respond to Community Needs – two groups (2)

After discussion, it was decided to combine Learning Environment and Infrastructure, resulting in six critical issues to be turned into goals. There was then discussion about whether or not six issues/goals were too many to work on in a three year period. Would we be spreading ourselves too thin? It was decided that the answer would depend on how many objectives were written for the goals. Each objective would require a strategy (or could have multiple strategies) and an action plan for each strategy. We will wait to see how many objectives are written by the end of the next session.

The group then turned to the task of developing the wording for the goals. The following are the goals as written, in no order of priority:

- Goal One: Become an exemplary model of Student Success
Goal Two: Create a collaborative culture and a positive climate

Goal Three: Foster a comprehensive and rich learning environment

Goal Four: Strengthen personnel effectiveness

Goal Five: Manage financial resources efficiently and effectively.

Goal Six: Respond to community needs

Perhaps the hardest of tasks – writing measurable objectives came next. Only a few were written before running out of time (and energy). They are as follows:

Note: All objectives have a due date of June 30, 2014

Goal One: Become an exemplary model of Student Success

Objective 1.1: Accomplish significant improvements on all seven measures in the Accountability Report for Community Colleges (ARCC report). (Percentage or some other numerical measure for improvements to be decided in each college's Student Success plan and then inserted in this objective.)

Goal Two: Create a collaborative culture and a positive climate

Objective 2.1: The number of District-wide collaboratives and the level of participation will have increased by ____ over baseline 2010-2011.

Objective 2.2: Trust, morale and communication will be improved over baseline 2010-2011 by ____ as measured by an employee survey.

In the interest of trying to complete the strategic plan at our next session, the following groups volunteered to draft objectives for the remaining goals. The SPWG will consider them in Session Four on March 16th. The assignments were:

Goal Three: Foster a comprehensive and rich learning environment
Assigned to all college teams and the District Office team.

Goal Four: Strengthen personnel effectiveness
Assigned to all college teams and the District Office team.

Goal Five: Manage financial resources efficiently and effectively
Assigned to Tom and Gale

Goal Six: Respond to community needs
Assigned to District Office team

Lastly, the SPWG developed three recommendations to the District administration as a result of Session Three discussions. They are:

- (1) That a District-wide planning process and cycle be developed that includes strategic planning, educational and facilities master planning and accreditation.
- (2) That a District-wide definition of student success and how it will be measured be developed.
- (3) That a District-wide process is developed for regular reporting on progress on planning goals, objectives, recommendations, and so forth.

Next Steps:

- (1) Pat will draft instructions for writing objectives and get them out to all the teams.
- (2) Pat will revise the glossary.
- (3) Pat will draft a copy of the Strategic Plan as developed thus far.
- (4) Pat will bring copies of planning processes and cycles, as well as formats for final plan presentation, from other colleges.
- (5) Sally and Pat will work together to develop a flow chart for the development of a strategic plan.
- (6) James will further revise the values.

Next session: March 16, 2011, District Office, Pacific Room, 9:00 a.m.

Strategic Plan Update
REPORT ON SESSION FOUR
March 16, 2011
9:00 a.m. – 4:00 p.m.

On March 16, 2011, the Strategic Plan Work Group (SPWG) met at the District Office to finalize the draft of the strategic plan update. The meeting started with a review of the previous session's outcomes, followed by discussion of the carry-over items "Glossary," "Values," "Flowcharts," and "Internal Scan."

Dr. Caldwell (Pat) reported that Lisa Fitzgerald, District Director of Research Analysis and Reporting, working with IT, had been able to correct the data on ethnicity for the internal scan. Revised copies were distributed.

Pat also shared copies of the revised Strategic Planning Glossary for the group's review. She also distributed copies of three Districts' planning cycles – two multi-college Districts (L.A. and San Diego) and one single college district (Copper Mountain). This information was to provide examples in case members of the Work Group are called upon to help draft a planning cycle for KCCD.

Copies of the flow charts for Developing the Strategic Plan and Developing the Operational Plan, developed by Sally Errea, were distributed and accepted.

Copies of the SWOT diagram, developed by Tracy Lovelace were distributed and accepted.

The flowcharts and SWOT diagram will be included in the appendices of the strategic plan document.

While James Thompson was unable to attend Session Four, he sent copies of his revised "Values" document. Several changes were requested during the discussion, and Pat stated that she would make those changes in the document before inserting them in the final draft.

Pat then divided the large group into four smaller groups for the purpose of drafting objectives. Objectives were written for Goals One and Two at the last session, leaving four goals for which to develop objectives. The groups worked diligently before reporting their draft objectives to the rest of the SPWG.

There was much discussion on the draft objectives – whether they were the appropriate objectives for the goals, their wording, whether or not they were measurable, and so forth. In the end, the group agreed upon the following objectives for Goals Two through Six. (Objectives for Goals One and Two were stated in the report of Session Three.)

Strategic Objectives

The completion date for each objective is June 30, 2015.

Goal One: Become an exemplary model of Student Success

Objective 1.1: Accomplish improvements on all District-determined measures as compared to baseline year 2010-2011. (Measures for improvements to be decided by each college for their Student Success plans and then inserted in this objective.)

Objective 1.2 Student Learning Outcome results at each college will continuously improve year over year.

Goal Two: Create a collaborative culture and a positive climate

Objective 2.1: The number of District-wide collaboratives and the level of participation will have increased by ____% over baseline 2010-2011. (Note: the percentage increase will be determined after data is collected for the baseline year.)

Objective 2.2: Trust, morale and communication will be improved over baseline 2011-2012 by ____% as measured by an employee satisfaction survey. (Note: the percentage will be determined after reviewing the results of the baseline year survey.)

Goal Three: Foster a comprehensive and rich learning environment.

Objective 3.1 Student engagement in and satisfaction with co-curricular activities as measured by the Community College Survey of Student Engagement (CCSSE) will increase by a minimum of 3% as compared to previous results.

Objective 3.2 Best practices in pedagogy will be applied in the classroom as measured by a mutually agreed upon rubric.

Goal Four: Strengthen personnel effectiveness

Objective 4.1 Enhance professional development providing at least five annual sessions that meet college and/or District-wide training needs.

Objective 4.2 Increase effectiveness and efficiency of internal processes through ongoing dialogue, assessment and review.

Goal Five: Manage financial resources efficiently and effectively.

Objective 5.1 Maintain an annual District-wide reserve of at least 10%.

Objective 5.2 Using 2010-2011 as the baseline year, accomplish an increase of unrestricted revenues of at least 1% per year.

Goal Six: Respond to community needs

Objective 6.1 All programs will reflect community needs as identified by various scanning data.

Objective 6.2 Promote community connectedness by increasing the use of District-wide facilities by outside groups and attendance college and District events by 10% over baseline year 2010-2011.

Objective 6.3 Increase grant and contract education revenues by 10% over baseline year 2010-2011.

Objective 6.4 Actively pursue and increase new community partnerships and collaboratives by ___% over baseline year 2010-2011.(Note: the percentage will be determined after a review of the data collected for the baseline year.)

Next, the group compared the goals and objectives to the California Community Colleges System Strategic Plan and found that all the goals were “in sync” with the system plan.

The group then discussed how best to communicate the draft plan throughout the District. The following timeline was drafted:

Week of March 21-25 Pat will develop the draft document and send it out for the group's review and feedback.

Week of March 28-April 1 Pat and Doris will meet with the Chancellor to review the draft document.

April 1 The draft document will be included in the packet for the Board of Trustees.

April 14 Presentation of the draft Strategic Plan at the Board meeting. The following will participate in this order:

Doris Givens – Introductions, info about the SPWG, why the new document is more than just an update (why so many changes, e.g., values, goals instead of initiatives, measures, more emphasis on student success, etc)

Pat Caldwell – her background (unless Doris does this), the process, the elements

Values – James Thompson

Goal One (Student Success) and objectives – Heather Ostash and Sue Granger-Dickson

Goal Two (Culture and Climate) and objectives – Steve Schultz and James Thompson

Goal Three (Learning Environment) and objectives – Suzi Ama and Joyce Ester

Goal Four (Personnel) and objectives – Natalie Dorrell and Kim Blackwell

Goal Five (Fiscal) and objectives – Tom Burke and Gale Lebsack

Goal Six (Community) and objectives – Stephen Eaton and Hamid Eydgahi

Wrap-up, Timeline for Implementation, and
Planning Recommendations – Pat Caldwell

- April 14 Board first reading of the plan
- April 15 Plan distributed online to all employees for their information
- April – May Meetings/forums held with employees to review the plan and talk about next steps
- May 12 Board adoption
- May - District Office personnel develop their operational plans (strategies for selected objectives and action plans for the strategies), submit budget requests for action plans requiring funding, and begin implementation as soon as possible
- Fall 2011 Colleges will be writing their self-studies and preparing for accreditation
- Spring 2012 By May 1st, college personnel will develop their operational plans (strategies for selected objectives and action plans for each strategy) and submit budget requests for action plans requiring funding
- July 1, 2012 Colleges' begin implementation of their operational plans

Planning Recommendations

The SPWG decided to recommend the following:

- (1) That this strategic plan be a four year plan so as to link the strategic planning cycle with the accreditation cycle. All strategic plans after this one should be three year plans.

By making this plan a four year plan and all subsequent plans three year plans, the District will be on a cycle that is linked to the accreditation cycle and has the District strategic plan updated the year before accreditation. This decision will also allow the colleges time to link their strategic plans to the District's plan prior to accreditation visits.

- (2) That the District prepares its next Strategic Plan update in Fall 2014 for implementation starting July 1, 2015.

- (3) That the colleges prepare their Strategic Plan updates, including linking their plans to the District plan and preparing their operational plans, in Spring 2015 for implementation July 1, 2015.
- (4) That the planning process and cycle be expanded to include linking strategic planning to educational and facilities master planning, perhaps every six years, in the year following the strategic plan revision.
- (5) That a District-wide definition of student success and how it will be measured be developed and widely communicated. (District and college researchers are currently developing a set of metrics for measuring student success, but there is no District-wide definition of student success.)
- (6) That a District-wide process for monitoring and reporting progress on the District's and colleges' Strategic Plans be developed and widely communicated.

Kern Community College District
Office of Educational Services
August 10, 2011

Strategic Planning Working Group
Wednesday, August 10, 2011

Present: Stephen Eaton, Dean of Instruction, Bakersfield College
Joyce Ester, Associate Vice President, Student Services, Bakersfield College
Hamid Eydgahi, Dean, CTE, Bakersfield College
Greg Chamberlain, President, Bakersfield College
Nan Gomez-Heitzeberg, Executive Vice President, Aca. Affairs & Stu. Services, Bakersfield College
Jennifer Marden, CSEA President, Bakersfield College
Cornelio Rodriguez, Academic Senate President, Bakersfield College

Jill Board, President, Cerro Coso Community College
Matt Crow, Academic Senate President, Cerro Coso Community College
Natalie Dorrell, Manager, Public Relations Manager, Cerro Coso Community College
Tammy Kinnan, CSEA President, Cerro Coso Community College
Gale Lebsock, Director, Administrative Services, Cerro Coso Community College
Heather Ostash, Vice President, Student Services, Cerro Coso Community College

Ann Beheler, Vice President, Academic Affairs, Porterville College
Rosa Carlson, President, Porterville College
Mike Carley, Director, Institutional Researcher, Porterville College
Erin Cruz, Interim Financial Aid Director, Porterville College
Judy Fallert, Instructional Office Specialist, Porterville College
Steve Schultz, Vice President, Student Services, Porterville College
James Thompson, Instructor, Communications, Porterville College

Michele Bresso, Associate Vice Chancellor, Governmental & External Relations, District Office
Tom Burke, Chief Financial Officer, District Office
Sally Errea, Educational Services Assistant, District Office
Lisa Fitzgerald, Director, Research Analysis and Reporting, District Office
Jane Harmon, Interim Vice Chancellor, Educational Services
John Means, Associate Chancellor, Economic and Workplace Development
Sandra Serrano, Chancellor

Sandra opened the session commenting on the success of the Student Workshop held Tuesday, August 9, 2011. The session was very invigorating, energetic, positive, and inspiring. Brad Phillips, CEO, Institute for Evidence-Based Change, was an informative facilitator and kept the group engaged. Comments were made on how more professional developments like this session should be scheduled. The message that student success can change lives and help to raise the income levels of our respective communities was very hopeful. The District will continue with the priorities that were discussed at the meeting. The timing seems to be right for culture changes and helping our students to be more successful. The group agreed that with the use of data, it can assist the District in making informed decisions. More and more questions are rising to the top and the District is analyzing practices to make efficiencies at all levels; completing one course at a time.

Discussion ensued about the use of ODS and CalPass data and how the District can benefit from the use of this information.

1. Strategic Plan

Discussion ensued regarding the planning cycle and the alignment to the accreditation process. The goal is to calendar the planning process including strategic planning in a calendar. The District is on a three-year planning calendar to accommodate accreditation. It was suggested to map the planning calendar so that District employees will know the cycle expectations. The cycle follows:

College Plans Implemented/Completed

7/2012

7/2015

7/2018

District Plans Implemented/Completed

July 2011

July 2014

July 2017

It was noted that further discussion regarding Objective #1 relating to student success will occur in the near future, as well as to Pledge #1 considering the discussions that occurred at the student success workshop. The group will be invited to the session. When Goal 1 was developed, the concept of success was getting student success for what they enrolled in college, i.e., transfer, training and the fact that our District's goal is to become an exemplary model of student success. Sandra Serrano would like input from the group.

Action: Sandra Serrano will send a communication out to everyone including a summary of the August 9, 2011 Student Success Workshop by next week. Facilitator Brad Phillips' comments will be included in the document. The session to discuss Goal One will be scheduled within two weeks.

Objectives 2.1 and 2.2

The group agreed that attitudes and behaviors need to be measured by using a climate survey. It was agreed that the number of collaboratives for 2010-2011 need to be defined. The following were mentioned as collaborative efforts:

1. SB1440 Workshop
2. Strategic Planning Working Group
3. Enrollment Management Workshop
4. Budget Task Force
5. Leadership Academy
6. Vice President, Student Services
7. Consultation Council
8. Participatory Governance Workshop

Objective 3.1

Discussion ensued about timing of CCSSE survey and whether it should be done every year as well as what the goal to increase our College student engagement. Concern was expressed about who will be responsible for handling the work stipulated in the goals. It was stated that the Colleges and District teams will work together to accomplish the goals. It was suggested the Colleges work together on student success and not compete against each other.

Objective 4.2

Discussion ensued regarding who will decide what internal processes will be improved as stated in Objective 4.2. There was concern that it is not assigned. The following internal processes were recommended to be made more effective and efficient and prioritized by vote:

1. degree audit system
2. common course numbering
3. data integrity
4. codifying processes and disseminating procedural information
5. faculty equivalency
6. hiring processes by classification
7. enrollment management
8. class scheduling
9. defined equivalency for classified staff minimum qualifications
10. priority registration process

It was suggested that the survey be sent to students during the faculty evaluation process for those areas appropriate to that group regarding the Strategic Plan. It was suggested that a new definition be included in the Strategic Plan glossary for the CLERY Act.

Action: The Strategic Plan will be presented to the Board of Trustees on September 8, 2011.

/se

Kern Community College District
Office of Educational Services
September 6, 2011

Strategic Planning Working Group
Tuesday, September 6, 2011

Present: Stephen Eaton, Dean of Instruction, Bakersfield College
Joyce Ester, Associate Vice President, Student Services, Bakersfield College
Hamid Eydgahi, Dean, CTE, Bakersfield College
Greg Chamberlain, President, Bakersfield College
Nan Gomez-Heitzeberg, Executive Vice President, Aca. Affairs & Stu. Services, Bakersfield College
Sue Grainger-Dickson, Counselor, Bakersfield College
Tracy Lovelace, Educational Media Design Specialist, Bakersfield College
Jennifer Marden, CSEA President, Bakersfield College
Cornelio Rodriquez, Academic Senate President, Bakersfield College

Suzi Ama, Faculty, Cerro Coso Community College
Matt Crow, Academic Senate President, Cerro Coso Community College
Natalie Dorrell, Manager, Public Relations Manager, Cerro Coso Community College
Tammy Kinnan, CSEA President, Cerro Coso Community College
Gale Lebsock, Director, Administrative Services, Cerro Coso Community College
Heather Ostash, Vice President, Student Services, Cerro Coso Community College

Ann Beheler, Vice President, Academic Affairs, Porterville College
Rosa Carlson, President, Porterville College
Mike Carley, Director, Institutional Researcher, Porterville College
Steve Schultz, Vice President, Student Services, Porterville College

Michele Bresso, Associate Vice Chancellor, Governmental & External Relations, District Office
Tom Burke, Chief Financial Officer, District Office
Sally Errea, Educational Services Assistant, District Office
Jane Harmon, Interim Vice Chancellor, Educational Services
John Means, Associate Chancellor, Economic and Workplace Development
Sandra Serrano, Chancellor

11. Welcome

Sandra Serrano welcomed the group and thanked them for all their hard work completed to date. The purpose of this meeting is to revisit metrics already established since we last met and focus on Goal number 1, relating to student success. Our mission is to provide exceptional programs and services and create opportunities for our students based on the education our institutions provide.

We will also discuss how to roll out the plan to our college communities. The intent was to present the Strategic Plan to the Board of Trustees in September, but we're planning on a first reading at the October meeting and approval in November. This document will be a living document and help the colleges to develop their plans.

12. Review Work from August 9, 2011 and August 10, 2011

Copies of the summaries from both the Student Success Workshop held on August 9, 2011, and the August 10th Strategic Planning meeting were distributed and approved as submitted. Jane Harmon facilitated the meeting. Recommendations for revisions were suggested and incorporated into the document.

Goal Two: Create a collaborative culture and a positive climate.

Discussion ensued regarding increasing collaboratives. It was noted that eight district-wide collaboratives were identified in the baseline; therefore, the number would be increased by 3-5 by June 30, 2014.

It was recommended that a timeline be included in the section entitled, Next Steps, to ensure clarity of the three-year planning cycle.

Goal 3: Foster a comprehensive and rich learning environment.

It was agreed that the colleges would focus on all five benchmarks as measured by the Community College Survey of Student Engagement (CCSSE).

3. Goal 1: Become an Exemplary Model of Student Success

Copies of a draft matrix using the top priorities, as identified in the Student Success Workshop which was attended by Strategic Planning Working Group members, Faculty Department and Division Chairs, Academic Senate Presidents, and CSEA Presidents, were distributed and reviewed. Discussion ensued regarding limiting the objectives to one to two, as recommended by Brad Phillips, Student Success Workshop Facilitator, to ensure focus and that results are achievable. The group agreed that the following two

objectives would be the focus and included in the Plan as they would have the most impact on student success.

Objective 1.1: Increase the percentage of students who successfully complete 12 units within one year.

Objective 1.2: Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level.

Other criteria would also be tracked as well. The metrics are as follows: transfer prepared, AA/AS degrees earned, certificates (18+ units) earned, successfully completed 24 units, persisted (fall to fall), and ESL improvement. The researchers will establish baselines for all the student success achievement metrics.

The group discussed possibly offering coursework differently, realignment of curriculum, summer academies, etc. to ensure more students are able to successfully complete college level classes. A rolling cohort will be used for tracking success.

5. Next Steps

The strategic plan will be presented to the Board of Trustees at its October 6, 2011 meeting with approval requested at the November 10th meeting. A draft plan will be forwarded to the Chancellor's Consultation Council by Wednesday, September 7, 2011, for vetting to appropriate constituencies. Comments should be directed to the College Presidents who will bring the comments to the Consultation Council meeting of September 27, 2011.

/se

Appendix G

NEXT STEPS: INSTRUCTIONS

Next Steps: Instructions

Following the adoption of the Strategic Plan by the Board of Trustees, the immediate next step is to communicate the plan widely across the District. Meetings will be held on each college campus and at the District Office so that all employees will have the opportunity to review the plan together, learn the timeline for implementation, ask questions, and hear what their responsibilities are in helping to assure the implementation of the plan.

District Office staff will then determine which objectives are pertinent to their functions. Departments, if appropriate, or cross-functional groups will then develop strategies and action plans for the selected objectives. Implementation can begin immediately, or if funding is necessary, as soon as budget allocations are made. The Vice Chancellors will be responsible for assigning responsibilities for action plan development, monitoring progress, and assuring that the District Office operational plan is developed and implemented.

College employees, however, will have a delay in the developing of strategies and action plans because of the necessity to spend the Fall semester (2011) writing their accreditation self-studies. While their informational meetings will be held in Spring 2011, the actual work on developing strategies and action plans will be postponed until Spring 2012. Implementation of their operational plans will begin July, 2012. It is because of this necessary delay, that this strategic plan is a four year plan, so that there are three years for implementation after college operational plans are written. (Hereafter, all strategic plans will be three year plans as they will be synchronized with the accreditation cycle.)

College presidents will be responsible for calling the informational meetings, determining the appropriate groups to develop strategies and action plans, assuring their completion by May 1, 2012, and addressing the budgetary needs of the action plans. Training sessions in the development of these elements will be held if necessary.

The next planning cycle will begin in Fall 2014 with the District Strategic Plan update. The colleges' updates of their Strategic Plans and alignment with the District plan will occur in Spring 2015. Their strategies and action plans will be developed then, also. The implementation date for the District and colleges' updated plans will be July 1, 2015.

Appendix H

Kern Community College District Planning Cycle

Kern Community College

District-wide Planning Cycle

