

Bakersfield College Weaknesses

3. 2. List the three most critical areas needing improvement within the Kern Community College District as a whole.

3.1)

- Clear communication up and down the chain of command
- Fair allocation of staff resources to some areas at Bakersfield College compared to Cerro Coso and Porterville colleges
- Building trust in District operations

- no campus phone in the classroom (for security reason)
- Human resource
- budget

..Communication to all levels
..Cross-training need so people can help out in other areas
..Flattening of the Organization Administration structure -- too many directors, managers, assistant chancellors

1 more sections need to be added to popular classes
2 adjuncts need to be able to teach more units so good adjuncts don't leave

- 1) Buildings and grounds are in disrepair. The result is a message that students aren't important to us because keeping organized and clean facilities for students isn't important.
- 2) Commitment by all employees to find out the facts before spreading "news." All of us need to check our facts before we make a pronouncement that affects students, employees and everyone's morale.
3. Systems approach needed--solutions often focus on departments or specific areas rather than looking at how change might affect the greater organization. KCCD is an inter-related system, and we must remember that when we tweak one part of it, another part is affected.

- 1) Communicating rationale for decisions.
- 2) Distrust of administration: stated goal of keeping cuts as far from the students as possible but classified staff cuts and pay raise for top officers last year went against that stated goal.
- 3) Staff morale is very low.

- 1) Communication, communication, communication
I know this issue was raised by the BC college president. I heard the recommendations made about picking up the phone. However, the administration sometimes do not follow these recommendations. I have tried by phone, by e-mail and in person, and some administrators are not in their offices much and don't often return calls/messages!
- 2) Repairs and maintenance. The BC campus looks old and worn out. The students and personnel don't feel it is a welcoming environment. Portions of the campus are very dark at night - dangerous for falling and for security reasons!
- 3) Transparency on funds and spending.

- 1) Remodel of BC campus. Campus is old and out dated.
- 2) Technology in classrooms
- 3) Streamline Kern Community College district personnel

- 1)communication from the Top to the bottom needs to be improved: perception from the top is that employees are not doing their job yet those in the trenches know nothing about what we 'are supposed to be doing'
- 2)HR needs an overhaul: there are basic functions that portray an negative image (losing files, frequently the phone is not answered- not even to say - can you hold - minimal accountability for their actions when asked-how did this happen)
- 3)succesion training - we need to address the teams of one; illness of the team of one causes work to cease or slow down to the point that it appears to have ceased.

1. B.C. and Delano Campus needs to have a hands on drill on emergency response, and how to use the fire extinguisher.
2. B.C. and Delano need a drill on earthquake response.
3. All college campus must be a model for energy efficiency, and going green on regards to the environment.

1. District office needs to examine it's processes for serving the college's - often times systems are implemented with little to no thought on the workload or impact of the end user (the college's).
2. College's and District office need to examine that processes being put into place are slowing work down, the constant micro review at

every step of the way has created an obstacle to progress or completion of work.

3. Valuing the differences in the college's, programs and/or instructional/student services aspects and not trying to standardize these.

1. Helping students to graduate, not just enroll and end up dropping.
2. We need more classes and shorter waiting lists.
3. Shared governance.

1. Increase funding to each of the colleges while reducing the budget of the district office
2. Development of a seamless curriculum for all district colleges
3. Development of district majors, in which students could seamlessly complete courses from any of the three colleges, and without 'transcript evaluations' and intradistrict bureaucracy issues.

1. Responsiveness to employee concerns, whatever they may be.
2. Physical infrastructure. Our buildings are atrocious.

1. Revise existing time blocks to support faculty and staff meetings, and make better use of our facilities.
2. More counselors needed to advise students, and they need to be available for students at least 2 weeks before school starts.
3. More staff to clean classrooms.

1. Too many problems with human resources dept. I frequently hear complaints.
2. Need more janitors. Campus and classrooms often look dirty. I believe we do not have enough help.
3. Textbooks are too expensive.

1. hiring faculty from within, not hiring a degree--many adjunct faculty want full-time positions that correspond with their years of dedication, loyalty, and, most of all, to their ability to seamlessly streamline right into the current full-time pool. Think about it--lower pay for new full-time faculty already knowledgeable of our unique student population, faculty, support services.
2. At least at BC, the bookstore needs a lot of attention. Every semester since Summer 2006 the bookstore experiences some sort of problems not just with my books but also with others' texts and supplies. You are losing a lot of money to Amazon.com--money that I'm sure we could use.
3. Rehire support staff for larger departments--the Humanities building desperately needs at least one full-time support person to organize and coordinate this section of Bakersfield College. And since I'm sure that we aren't the only ones feeling the pinch, the district should revisit these layoffs in order to better serve our students.

1. Communication
2. Staff Recognition/Development
3. Timeliness

1. Communication
2. Transparency

1. Communication across campus(s)

1. Communication.
2. Our apparent desire to litigate or sanction rather than problem solve and communicate—really, the sheer weight of our bureaucratic structure.
3. Accountability and professionalism among faculty. Too many professors do nothing but teach.

1. Continued Fiscal Responsibility and Accountability
2. Documentation of Processes and Protocols
3. Removal of Physical Barriers for increased Accessibility

1. Facilities dept. is overburdened with too much work for too few people. nothing gets done... important work orders cant be handled...and the campus is an embarrassing dump. it's amazing they still do their work for BC with a smile!
2. Redo how developmental is taught (ex online), and put the \$ towards our medium to best students, not the worst.
3. So much incredible red tape and bureaucracy, and none of us want to deal with the administrators at the district.

1. Facilities maintenance
2. Communication
3. Increased funding

1. Increased required training and service for adjunct faculty (so many of our classes are taught by adjuncts that we need more required in-service hours to assure consistency across programs)
2. Clearer communication of vital information (the capacities provided by the impending campus web portal will help remedy this problem... still waiting to see)
3. RiF process still allows bumping of faculty out of the disciplines for which they were hired and now according to the last negotiations report the district district only wants to provide return rights in the discipline the faculty bumped into. You can't have it both ways!

1. Infrastructure need serious repair.
2. The Bakersfield Campus needs at least two new buildings for classrooms.
3. Need to have a plan to handle technology and its advances.

1. Lack of faculty/instructor control over district.
2. Lack of (or threat of) faculty's academic freedom.
3. Removal (or threat of removal) of specialized programs that make us unique, even if these programs are not geared toward transferring

students or degree completion.

1. Maintaining, repairing, and renovating existing facilities
2. Focusing on and strengthening central services, like Human Resources, IT, and Business Services, while permitting autonomy at the campus level
3. A common course numbering system would go a long way to help students access pathways to completion and make it feel like one District

1. Modernization of the campuses
2. Communication
3. Funding

1. Restoration of Trust for District Office and it's Leadership - particularly the CTE Vice Chancellor
2. Communications and Visibility - Especially from the D.O. leadership - not just "spin"
3. Grants are being pursued without consulting and including faculty who would/could be impacted.

1. Security
2. Training
3. Listening to line staff

1. The KCCD BOT membership critically needs to be restructured and/or replaced. New members should be selected for whom the priority of the KCCD is supporting the colleges and students.
2. The District Office has become self-serving, self-sustaining and set itself as the KCCD's first priority unfortunately at the expense of the colleges and students they serve.
3. The KCCD is too large - includes three colleges (and their respective centers) serving three+ very diverse and expansive regions with divergent priorities and interest that ultimately segregate the colleges rather than co-exist and collaborate.

1. seeing ourselves as one district
2. better planning tied to budget
3. realistic assessment of what our resources will allow us to do

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Admissions standards for reading. Admissions standards for writing. Admissions standards for critical thinking.

Campus clean up /beautification!
better communication!
Technology for instructors

Communication
Organization (last minute stuff is crazy making)
the us-them attitude of many employees (focus on students and the reason we exist--students--would help)

Communication
True shared governance, not lip service
More staff to handle the work overload & improve morale(not administrators.)

Communication (between college leadership and middle managers (chairs/directors,between human resources and middle managers including deans/chairs are examples)
Training on KCCD/College Processes (such as evaluations for dean/chairs/directors, FT and PT evaluations are examples); Infrastructure (continued repair of buildings, upkeep of equipment such as IT and janitors are examples)

Communication between campuses. Improvements in physical buildings for safety and aesthetics.

Communication, Standardization, District Wide Culture of Cooperation.

Communication, communication, communication.
Common course numbering system between all three colleges.
More teaching faculty and support staff.

Communication, student retention, employee morale.

Communication.
Treating employees with dignity and respect.
Facilities on the campus are crumbling.

Communication. Showing that we accept all cultures Assuring the success of all students, regardless of the funding.

Communication/transparency across levels
True participation in the governance process
An effort to avoid employee burnout (we've lost all of the fun)

Communications between District and Campus

Too many management positions and not enough supportive staff

Consistent, clear procedures that are shared with all parties in writing, for example general HR requirements and hiring procedures.
More effective communication at all levels is needed.
Establish more effective, efficient systems for accomplishing the work that needs to be done in a timely manner.

De-centralization, redistribution/re-allocation of funding, de-micromanaging by District leadership

Decision makers don't listen to the expert people (staff) that work on the campuses and knows what works or don't work.

Efficient use of time and money at all levels
Accountability for lack of follow through, decision making etc.
Allow input for and from people who are working in the area of question.

Faculty and staff morale.
Cleanliness of campuses.
Availability of college-level classes (over academic prep) to students so that they can finish their degree/transfer.

Funding priorities: Too much money is spent on salaries of high-ranking district administrators while little is spent on college classroom needs such as supplies, upkeep of colleges such as maintenance and custodial. The result is a run-down looking campus at BC.

Communication with district administration: staff and faculty have little input on district decisions

Campus safety: Why do we lack trained police officers who are certified to carry guns?

Hold meetings with a purpose. Having correct lists of who should be evaluated.

Honesty
Pride in the action of leadership
Need to hire administration who are working not just for the money, but what is the best for the college.

Improve communication between District & Colleges
Improve communication between Administration and Faculty/Staff
Don't lay off people to balance the budget

Improve out-reach to students
Offer more courses for the growing baby boomers
The campus is looking old and worn

Increase student services faculty and staff to meet the needs of students
Increase student success in the classroom
Fair apportionment of dollars

Increasing allocation of funds for the laboratory classroom.
Improving transportation (more vehicles)of students to field trips and events.
Decreasing the costs of books for students.(E books?)

Infrastructure and adding classroom space.

Hiring more instructors to meet the demands of our students.

Culling the number of administrators.

Infrastructure and supplies
Reliability of funding
Clarity and uniformity of regulations at all levels

Job placement job application asking students if they have ever been convicted of a crime. WE are a COMMUNITY COLLEGE and are suppose to serve ALL students. When a student is looking for a job he/she may need this job to make away to show the change in them. He/She may very well need this money to support a family. If WE don't give them an opportunity to show change WHO will? This is a student job, not a classified position.

Lack of communication/respect between "leaders" and rank and file instructors who are not part of the ruling clique.
Overemphasis on the "new" as opposed to the "tried and true."
Focus on process and pedagogy over knowledge and intellectualism.

Leadership
Communcation
Communcation

NOT FOR RESALE

Leadership, counseling, technology

Making it easier for the students to get the courses they need; better communication with new employees/instructors More help in getting students

prepared for college before they arrive.

More workshops that teach students how to write, grammar and reading

More math tutoring and English

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Openness to programs meeting contemporary training needs
Fostering the mentality of excellence, high standards,
and success as a possibility for all Openness in
communication..... success stories as
well as problems
Streamlining and humanizing the hiring process

Over-emphasis on programs with
perceived community funding support
Maintenance of inefficient programs
Lack of personnel training at all levels

Quality up to date technology in the classroom
Janitorial and Maintenance of our classroom and buildings
Updating our campus and to upgrade or buildings and offices

Reorganization at the District Level
Better communication from the District Level

Streamline supply ordering process. If we need something right away we should be able to obtain it.
If a great price presents itself for a short period, we should be able to purchase at the great price.

When a financial commitment is made, the district needs to pay in a timely manner or all trust will be lost
and vendors and services will no longer be available.

The Administrations personal connection to ALL Instructors at BC. Creative ways to get required
textbooks in the hands of students BEFORE the first day of class.

The district office has doubled the amount administration in our district in the past seven or eight years -- I
would love to know why.
The district currently spends as close to the 50% law as possible for things that directly affect student
success. I would like to know why the district doesn't spend more for students

There is very little that I have seen or experienced that could be done at the local level to improve
KCCD. We are mandated by too many regulations and directives from the State level. We need more
direct local authority to act.

Too new to say at this point.

Trust amongst all stakeholders.
Better distribution of finances favoring education over administration.

adjunct faculty pay
department assistants (WE NEED THEM!)
interdepartmental communication and collegiality

assessment

scoring,

different at all

three colleges.

budget

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class sizes decreased, lack of funding for the arts,
counselors need to help students properly communication
beautification/cleanliness

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communication
teamwork
understanding each others roles

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communication among colleges
planning on colleges needs to drive district budget

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communication,improve

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campus appearance,work

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as a team employee

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morale
financial transparency
equity among employee groups

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employees to understand the value of
the district office and each college
employee morale

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excessive administrator layering
adequate
clerical
support for
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departmen
ts up-to-
date
computers
for faculty

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improved communication,improved trust,improved financial transparency

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inclusive participatory governance practices, better communication,

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improvement of employee morale maintenance of facilities
dealing with huge geographical area
serving the many students who cannot get classes

morale
communication
don't change the process without discussing with the end-user

morale and feelings of camaraderie are low
aesthetics are so crucial for students "sense of belonging" and have proven to have impact on academic performance. We need more trees, fresh paint, and replaced signs
need to improve marketing budget - why do Taft College, San Joaquin Valley College, Santa Barbara Business College, etc. all have better commercials?

online training for students

reduce

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staff
communication
trust

structural safety concerns at BC- poorly maintained walkways and some buildings
allocation to the colleges of budgets first and then the district should get a lessor share - not district first
always
aging faculty in some areas with no hope of appropriate hiring to mentor support smaller programs when
faculty retire

systematic changes to encourage faculty collaboration, increase faculty connection to campus
through more full time (fewer adjunct) positions, updates to facilities that are in disrepair

ways to handle difficult students, more staff development, budget

Cerro Coso Weaknesses

3. 2. List the three most critical areas needing improvement within the Kern Community College District as a whole.

3.1)

- 1) Funding
- 2) Maintaining existing structures & building
- 3) Improving the roads & parking Lot (Cerro Coso College)

1. Board of Trustees needs to understand and act on the student-centered learning mission
2. Administration needs to understand and act on the student-centered learning mission
3. Less centralization

1. Clear strategy for serving students with low academic skills
2. Linking budget decisions to district priorities
3. Providing latest technological tools to faculty and staff

1. unwillingness of the foundation to spend reserves to serve students
2. lack of classified staff
3. lack of faculty

1. Assistance for students who need further preparation for college courses.
2. Clearly stated performance guidelines given to students, across all curricular areas, so that students know what they must do to succeed no matter what class.
3. Added training support for faculty.

1. Better communication needed with prospective students beginning with Counseling.
2. Realistic expectations of college education standards versus high school.
3. Emphasizing the relative expenses to other states community colleges.

1. Communication - especially regarding how reserves were developed and how reserves will be used over the next few years.
2. Facilities are in need of updating.
3. Student retention and success.

1. Technology support in classrooms should be equal to the promises to faculty and students.
2. Maintenance and Operations should be supported and monitored to keep up with the needs of safety and maintenance of the facilities.
3. The Human Resources office needs to be supported and monitored to provide for an optimal working environment.

1. There needs to be more fairness in the allocation of new faculty hires to the colleges. One college seems to enjoy preferential treatment over the others in this regard--to the detriment of programs that only have adjunct expertise at the smaller colleges and of the entire faculty who must take on a much heavier committee workload at smaller colleges.

1. communication on several levels can fit into all 3

Accountability
Budget Transparency
Excess Administrative Structure

Better communication district wide
Increase staff within student services

Continue to increase moral during hard budget times

Budget
Libraries
Overall financial support

Budget Development. This process seems arbitrary and the fact that we are putting money in reserve while canceling classes, not hiring/ replacing classified staff and not hiring additional faculty is counter-productive.

Classified Staff Promotions. There needs to be a collegial way to promote classified staff in the area of Science. The current method uses an outdated system and decisions are made based upon trivial and outdated criteria.

Online/distance education needs a lot of work. There needs to be support staff to help with the technical aspects of this campus and not just an edict to put as many students into an online class as possible.

Campuses need to go green.
Security and safety on campus to match other district campus.
Classes online should have an on campus alternative not everyone can make it in online class.

Common course numbering; seamless enrollment - particularly with online classes; safety - door locks, phones in rooms, knowledge of dangerous students

Communities not aware of what is offered, high school students not adequately informed of the advantages of attending

Communication

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Administrator(s) lack of common sense

Communication
Building a stronger
internet/communication
technology
Maintaining
currency within job
parameters

Communication

Morale

Trust

Communication at all levels

Empowerment of individual faculty

members/professional development

College president should directly

speak to faculty

Commu

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betwee

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campus

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Respec

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action for IT support

Communication w/in and W/o district

Upper Level Micromanagement-

implies mistrust, decisions w/o

facts Outdated equipment in

classrooms

Communication.

Technology implementation.

Student preparation and expectations.

Continue to provide full

curriculum necessary to

graduate. Keep

excellent faculty and

staff.

Provide professional, knowledgeable support services at each site for students.

Could use more "trade skills" classes in

Bishop & Mammoth (eg: welding)

Better staffing @ critical hours eg:

more help @ A&R during registration

expand use and hours of iTV classes

Cutting services to students while

maintaining a healthy "reserve" budget.

Hire new faculty at college sites that

have lost faculty positions.

Increased integration of all campuses.

Devoting majority of resources and budget to the classrooms. Making cuts, when

necessary, furthest from students.

Diversity.

Accommodations.

Long Term Schedule commitment.

Equal access of individual colleges to resources. Those outside of Bakersfield are often

overlooked, due to needs not similar to Bakersfield.

Equipment, amount of personnel with respect to amount of work, cohesion.

I can't answer this question because I don't know the answer. When you work on the front line, you just

do your job the best you can and you don't necessarily know what the global issues are, if any.

I'd like to have the parking lot paved.

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Better communication between district and colleges

Making students number one priority
Management
Classes offered

Of the six goals in the strategic plan there is little obvious implementation of five of them and the focus seems to be largely on preparing under prepared students, however, that task/goal should rest with K-12 to a large extent and to absolve what appears to be a failing system of responsibility is irresponsible. What does the community expect of the district and the schools, collectively and individually? To be responsive we all need to have a clearer idea of the community's goals. The cost of textbooks is still way too high considering the high prices demanded by the publishers and then exacerbated by the outrageous markup at the school points-of-sale.

Regular dissemination of communication regarding

changes in processes and procedures. Shared

Governance - not that it really works
over all moral of all employee groups

We need more on ground
classes, including vocational
classes. We need more
classes for ESL students.

Financial aid needs to come through for students in a timely manner so they do not have to drop out of
classes due to lack of finances for textbooks.

improve trust between district and employees
make processes better codified and more transparent

participatory governance, reduction of management at district office and commitment to students

Porterville College Weaknesses

3. 2. List the three most critical areas needing improvement within the Kern Community College
District as a whole.

3.1)

- Classroom retention
- Need to offer more vocational training courses
- The colleges need more outside of classroom activities to keep students on campus.

- 1) Fair budget allocation model.
- 2)

1. Communication
2. Same rules/treatment for all 3 colleges
3. Accountability

1. The districts idea that efficiency (centralization) is best for the colleges. This assumes that what is
best for one college is the best for all three and considering the drastic differences in the colleges size,
student base and focus, this is just not the case most of the time.

2. The district needs to stop focusing on themselves and what is best for the district office and start
focusing on the colleges and what is best for the students.

3. Learning when to spend some of the reserve and what to spend it on.

1. There is a great need for monitoring student progress from lower English and math levels to higher levels.

2. College instructors must be open to the challenge of not only helping students academically, but
be instrumental in helping students mature and face life realistically.

1. A greater response to community needs
2. To Train students with the skills to be employed by community businesses.
3. Address changing needs of students and community.

1. Communication. The district office does not seem to see the necessity to communicate with anyone.

2. The largest reserve in the state. The district is choking the colleges.

3. Shared governance does not exist between the colleges and the district. The chancellor commands and
we obey.

1. District office not understanding economies of scale.
2. District office continuing hiring of more people during tough economic times when colleges cannot hire faculty to teach students.
3. District grows as a parasite, firing college employees and rehiring as district employees. More centralization means less knowledgeable district decisions.

1. Explaining to students why classes are impacted
2. Trying to give students a little more time for explanation
3. Keep courses that can be utilized by more students

1. Retention Efforts: making sure that we follow our students to the completion of their degree and ensuring that they leave the college within the given time frame
2. Services offered to our students: being able to see a counselor in a timely manner, EOPS/CARE, CalWORKs, other programs that help our students succeed
3. Staffing: In all areas

1. Upgrade facilities in order to maintain stability and comfort for all involved.
2. Address the needs of security at the campus. We are just lucky that nothing major has not happened.
3. Less interference from the district office. Each campus knows the needs of its area and should be able to address these issues.

1. Weekend library hours
2. Variety of courses offered
3. ?

- 1: DESPERATELY NEED greater recognition by the board and the district level administration that the colleges are and should be the real core of our mission.
- 2: Need the actual practice of the district to reflect the oft-repeated premise that the district level leadership's role is to serve and support the actual delivery of services to students at the campuses; the current practice seems more like a board and district leaders ruling as imperial center over campuses that function as satellites or vassals always expected to bend to the will of the empire.
- 3: Facilities that are out of date and/or in disrepair.

?

Adjunct instructors are not receiving pay for course planning and office hours...and there are many such hours. Adjunct instructors should have access to many of the conveniences afforded full time instructors...such as access to the "J" drive that houses course outlines.
"Adjunct only" flex days should be planned with mandated attendance and a stipend given for attending so all adjunct instructors can come together at the beginning of the semester and be informed by their "department chair" or by their "department dean" of what is needed to know and do for that semester.

Communication at all levels.

A Human Resources that has an attitude of helping and supporting the employee and the district not an attitude of we are going to get you or put as many barriers in place to make things difficult.
A review of our budgetary priorities and allocations.

Communication with part-time faculty

Giving part-time faculty the same tools to do their job (office space, computers, training, etc.)

Safety-campus safety is a problem, especially at night. At Porterville College we do not have administrators on duty and this puts our students and faculty/staff at risk.

Control administrative costs

Service to the local community

Efficiency, cooperation, and togetherness.

Fairness between all campuses and District Office

I think communication within the individual campuses needs improvement. Not necessarily from the kccd district but within the campus itself. Many times I don't find out about changes that are made until the first day of class or later. A few times I found out from my students. I'm rarely able to make flex day, but communication via email or phone in addition to flex day would make things better.

Improve facilities
Hire more faculty and staff
Conduct district wide activities

Salary scale for incoming
teachers not fair to accept only
7 years Need to update
electronics & technology in
classroom
More chances for teacher
workshops

communication
coordination
Participatory governance

District Office Weaknesses

3. 2. List the three most critical areas needing improvement within the Kern Community College District as a whole.

1 improvement of athletics to have a more well rounded campus and college life.
2 vocational course to get the students ready for green technology.
3 Some sites need dorms and community outreach with public relations.

1) Clear defined district goals and initiatives and communicating those goals from executives to managers and finally to classified staff. Be nice to understand your role in the big picture.
2) Continuing Education lacking. Be nice to have more classes for professionals that want to keep up with changes within their own field.
3) Morale. I've been here 5 years and i think morale is at it's lowest.

1) communication
2) budget review
3) understanding of contract language

1. Too new to tell.

1. A policy and procedure document that spells out processes and responsibilities. 2. A training process for new people with responsibilities for financial management, complete Banner training. (Currently they wait until you make a mistake or are out of compliance to teach you)
3. Make all departments realize that there is a greater purpose than just their narrow siloed one. We are all trying to benefit students.

1. Ability to react more quickly

2. Need to reduce inefficient processes which add time and cost and add little value.
3. Trust staff more on smaller decisions

1. Bigger classrooms and provide more of the same classes or offer more classes in the evening to reduce long waiting lists and students having to put off classes until future semesters. 2. Improve technology, computers so students can benefit from today's technology for better learning. 3. Security/Alert system improvements.

1. Communication
2. Ways to make things cheaper for students (book loaning instead of buying, gas vouchers, etc. - If Taft can do this why are we not able to?)
3. Advertising

1. Communications at all levels
2. Student Success
3. Program management

1. Conformity of all three campuses to one policy ie: student handbook, expulsion procedures, grievances, etc. We have board policies we should follow them.
2. Better communication between departments
3. Accountability

1. Coordination and consistency between campuses and the District Office.
2. Improved job training and technical skill training including the use of Banner.
3. Student Services coordination and automation to reduce the amount of running around a student is required to do between A&R, the Business Office, Financial Aid, Counseling, etc.

1. Internal communication with all employee groups.
2. Student outcomes.
3. Staff accountability.

1. Ongoing management leadership training, in-service training to improve our leaders' interpersonal skills and leadership skills to elicit a more "global" and cooperative mindset amongst the staff and faculty, instead of the isolationist, "us against them" tendencies that still persist in some. It's taking way too long to shed those old ways...
2. The world is going global with the Internet and KCCCD needs to "jump-on" and adjust our policies, our network architecture, our hardware, our software and our mindset to catch-up and make sure never to fall-behind. It's happening but, not fast enough. And, by the way, it's not just IT's fault, it's mainly management's fault. The decisions have be made first, made correctly, not constantly shifting priorities, and then the technical teams have to be given the proper resources to make it happen. This "do more with less" idea can go only so far...
3. More management team members need to recognize the usefulness and importance of Institutional Reporting and begin utilizing it to track and adjust things like productivity or cost effectiveness of the various programs, or to spot waste and abuse.

1. Student demographics does not match community in many areas.
2. Need to implement innovative (something different than what is currently occurring) programs to teach and accomplish student success

3.

1. Telecommunication- facebook and twitter usage in our system.
2. Computer and Technology -Employees need more learning and update usage in these areas we all need improvements.
3. Community-Our people are hungering to update themselves. We need to change our education demographically to expand growth.

1. The greed of the faculty.
2. Better communication between the Management, faculty and staff.
3. Trust amongst the employee groups.

Communication at all levels
 More streamlined hiring methods
 a golden handshake for aging employees
 Get the BC Foundation under control and making money

Employer/employee morale
 Workload
 Infrastructure (building modernization and cleanliness)

-
- Improve student success.
Offer the right classes, concentrating on basic skills.
 - Remember we are
here for the students,
not ourselves. Inter-
 - staff communications
mid-level management needs management training on how to treat staff
 - Less territorial mind set and more cooperation within the campuses.

■ Morale between campuses has improved but there is always room for more improvement, also between the Faculty and Classified staff members.

More communication, short staff

- Unions tie the College Districts hands to much

Preserving the District reserves

- Unity of the District Office and the the Colleges
Everyone working together for the good of th students

Student performance

Uniform and consistent practices
among the colleges Individual
accountability

Uninvolved or under-involved faculty and staff who do not view being informed of and engaged in addressing issues and challenges facing the district as a professional responsibility.

- Consistent communication link updated after every meeting with key issues and decisions being addressed in simplified format with links to more details. Current dissemination tree lengthens process and dilutes information

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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.

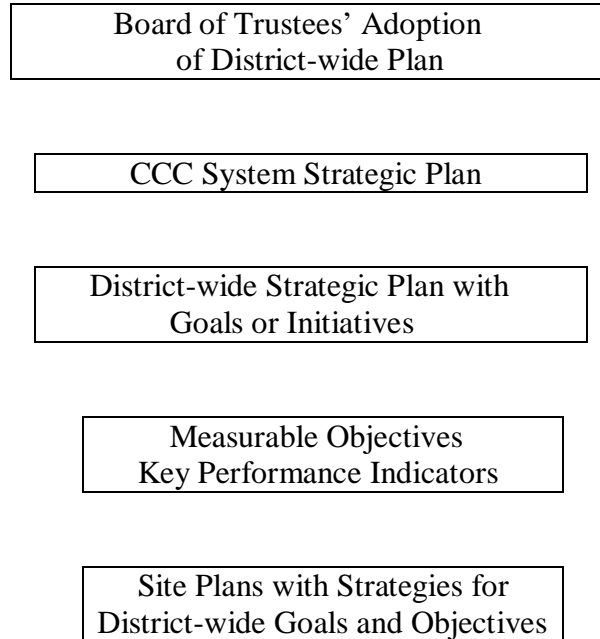
Fourth, the group stated agreement that all four District entities (colleges and District office) should develop or update their strategic plans to link to the District-wide plan, and where appropriate each entity should develop strategies to help accomplish the District goals. Rather than individual 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.

Slogan: “Moving Students Forward!”

All of our stated values focus on the same goal of having a positive impact on the lives of all of our students. Each of these values are stated in the form of pledges so that what we stand for as individuals and as an institution is clear.

Value Pledges

Pledge #1: Foster Learning

We pledge to promote and foster student learning that celebrates an array of diverse ideas, people, and approaches.

Pledge #2: Transcend Excellence

We pledge to recruit, retain, and promote the “Best and Brightest” employees.

Pledge #3: Establish Trust & Transparency

We pledge to establish a climate of trust through the proficient sharing of ideas and information.

Pledge #4: Fulfill Duty & Obligation

We pledge to uphold our obligation to meet the highest standards of performance, evaluation, and governance.

Kern Community College District

STRATEGIC GOALS 2011-2012 through 2013-2014

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 measures in the Accountability Report for Community Colleges (ARCC report). (Measures 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.

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

DIRECTIONS:

Each team is to draft possible objectives for us to consider on March 16th. Your assignments are listed on the previous page beside the goals. REMEMBER: Objectives are statements of the OUTCOMES we expect to achieve, not things to do. We don't write strategies or action steps into objectives.

The date (a measure) for each objective has already been decided and is at the top of the Goals – June 30, 2014 – so you don't have to write it into the objective. HOWEVER, you do have to write in a second measure: quantity – a number or percentage, or it could be words like “all” or “none;” quality – words that describe the quality indicators – if it's quality, what will it look like?; or money – actual dollar amounts % increase (or decrease, I suppose, if you're talking about debt or deficits).

For example, in the objectives we already wrote, the word “all” is in Objective 1.1 plus we will write in additional numbers or percentages after the colleges complete their Student Success plans. So, in addition to the date (time) we will have TWO additional measures.

In Objective 2.2 there is a blank line for us to write in a number or percentages – the second measure.

In Objective 2.2 there is another blank line for us to write in a number or percentages.

Quantity measures are the easiest to write and the most often used. Quality are the most difficult. An example would be to use words that are descriptive of quality like “honest, open and timely” to describe communication. When you measure quality, you're usually measuring peoples' perceptions, so a survey is the usual tool. As for revenues, you could give either an actual dollar amount or a % if you're looking at increasing revenues over a particular year, or if you want to lower debt or a deficit.

HAVE FUN! I bet you come up with some good ones!!

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 result 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 that you will use 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 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. 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
Collaboration	To work together sharing ideas and resources, especially in a joint intellectual effort
Constituency	A specific group within and 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 assessment 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.

Elements of Internal Scan Strategic Plan Update, Spring 2011

(Updated March 14, 2011)

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	FTEF	Sections	Census Enroll	Actual 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	FTEF	Sections	Census Enroll	Actual 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 Enrollment	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	CSU, Bakersfield
	UC, Santa Barbara	CSU, Fresno
	UC, Davis	CSU, Northridge
	UC, Irvine	Cal Poly, San Luis Obispo
	UC, Berkeley	San Diego State University
Cerro Coso Community College	UC, Los Angeles	CSU, Bakersfield
	UC, Santa Barbara	CSU, Chico
	UC, Santa Cruz	CSU, Fullerton
	UC, Riverside	CSU, Northridge
	UC, Irvine	CSU, Long Beach
Porterville College	UC, Santa Cruz	CSU, Fresno
	UC, Davis	CSU, Bakersfield
	UC, Santa Barbara	CSU, Sacramento
	UC, Berkeley	Cal Poly, San Luis Obispo
	UC, Los Angeles	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

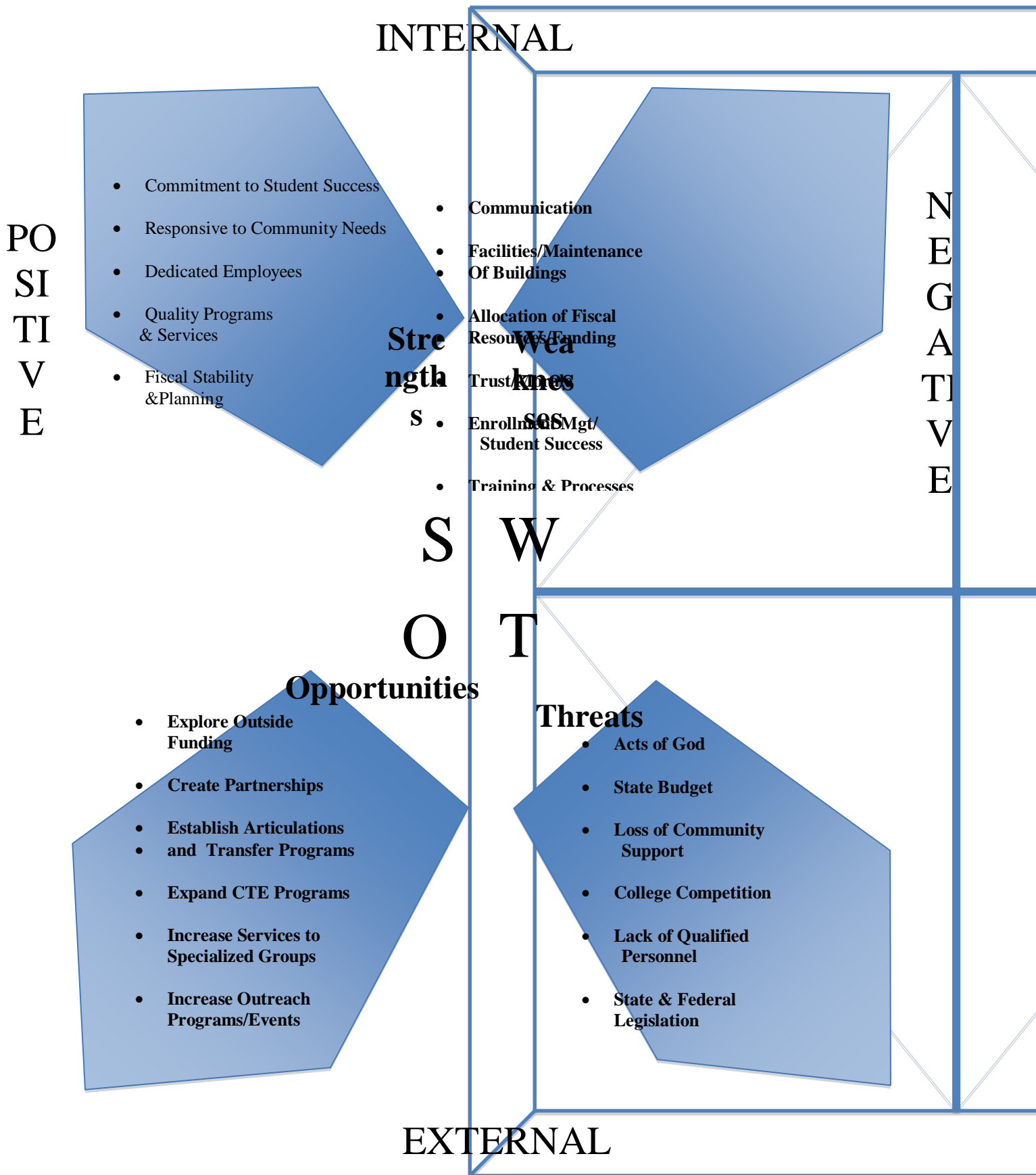
Employee Type	Ethnicity	Fall 2010 Employee Count ¹									
		Bakersfield College		Cerro Coso Community College		Porterville College		District Office		KCCD All	
		#	% of Type	#	% of Type	#	% of Type	#	% of Type	#	% of Type
Admin/Mgmt	African American	3	10.3%		0.0%	1	9.1%		0.0%	4	4.9%
	American Indian		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.

SWOT Analysis Layout



DRAFT

Goal 1: Become an Exemplary Model of Student Success

Student Success Achievement	Baseline (2008-2009)	2011-2012	2012-2013	2013-2014	2014-2015
1.1 Transfer Prepared	BC 805 CC 76 PC 108				
1.2 AA/AS degrees earned	BC 1034 CC 201 PC 252				
1.3 Certificates (18+ units) earned	BC 784 CC 36 PC 143				
1.4 Successfully completed 12 units	BC CC PC				
1.5 Successfully completed 24 units	BC CC PC				
1.6 Persisted (fall-fall)	BC 67.2% CC 53.8% PC 63.1%				
1.7 Basic skills Improvement	BC 44.8% CC 52.9% PC 57.7%				
a. Math	BC CC PC				
b. English	BC CC PC				
1.8 ESL Improvement	BC 63.5% CC 0.0% PC 66.7%				

Goal One: Become an exemplary model of Student Success

Objective 1.1 Increase number of Transfer-Prepared Students

Objective 1.2 Increase number of AA/AS degrees earned

Objective 1.3 Increase number of Certificates (18+ units) earned

Objective 1.4 Increase number of students who have successfully completed 12 unit

Objective 1.5 Increase number of students who have successfully completed 24 unit

Objective 1.6 Increase number of students who persisted fall to fall

Objective 1.7. Increase number of students who successfully transition from pre-college to college level within a 2 year period

- a. Math**
- b. English**

Objective 1.8 Increase the number of students who successfully transition from ESL to college level within a 3 year period

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.

~~SPWG members took their role as a “working” group very seriously. Not only did they engage in intense discussions at every meeting, but took on work assignments in between meetings. In between sessions, various members of the work group engaged in activities such as drafting revisions of the values; tallying and categorizing survey results; developing flow charts; developing a SWOT diagram; and drafting objectives.~~

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 ~~linked~~ 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 Lebsack, 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. These values are stated in the form of pledges so that what we stand for as individuals and as a District is clear.

Slogan: “Moving Students Forward”

Pledge #1: Elevate Student Success

We pledge to assist students achieve informed educational goals.

Pledge #2: Foster Learning

We pledge to foster a learning environment that celebrates the diversity of people, ideas learning styles and instructional methodologies.

Pledge #3: Transcend Excellence

We pledge to recruit and retain the best and brightest employees.

Pledge #4: Promote Trust and Transparency

We pledge to promote a climate of trust by sharing ideas and information.

Pledge #5: Fulfill Duty and Obligation

We pledge to meet 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

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

- Goal One: Become an exemplary model of Student Success
 - Objective 1.1 Each college will accomplish improvements on all District-wide determined measures as compared to baseline year 2010-2011.
~~(Measures for improvements to be decided by the colleges for their Student Success plans and then inserted into this objective.)~~
 - Objective 1.2 Using 2010-2011 as the baseline year, 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 3-5 over baseline 2010-2011 by June 30, 2015. thus increasing the spirit of a collaborative culture as measured by an employee satisfaction survey.~~

Objective 2.2 ~~Trust, morale, and communication will be improved over baseline 2011-2012 by as measured by climate surveys by June 30, 2015 . an annual employee satisfaction 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). Each College will increase their scores on all benchmarks by 2-10 percentage points as measured by the Community College Survey of Student Engagement (CCSSE) 3% per year as compared to previous results 2011 baseline.~~

Objective 3.2 ~~best practices in pedagogy will be applied in the classroom as measured by a mutually agreed upon rubric. Improve facilities infrastructure and maintenance and measure timely resolution through maintenance and operations reports and climate surveys.~~

Objective 3.3 ~~Improve students and employee safety as measured by CLERY and OSHA reports, and through Climate surveys.~~

Goal Four: Strengthen personnel and institutional effectiveness

Objective 4.1 Provide at least five annual professional development sessions that meet college and/or District-wide training needs and evaluate success of **defined** training outcomes ~~by using measures of institutional effectiveness that are written into the training plan.~~

Objective 4.2 Increase the efficiency of ~~at least four~~ **identified District-wide** internal processes: **1) common course numbering, 2) degree audit, 3) process for codifying and dissemination of information with on-line forms, and 4) improving data entry to improve data integrity** and measure **their** effectiveness annually.

Goal Five: **Maintain** ~~Manage~~ financial stability. ~~resources efficiently and effectively.~~

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

Objective 5.1**2** Using 2010-2011 as the baseline year, ~~accomplish an increase of unrestricted revenues~~ **(excluding apportionment, local taxes and enrollment fees) by of 5-10%** at ~~least 1% per year.~~

Objective 5.2**3** ~~During the first year of this plan, each College will increase grant, contract education, and other revenues by 5-10% over baseline year FY2011. over baseline year 2010-2011 and 5% per year thereafter (excluding ARRA funds).~~

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 Promote community connectedness by: 1.) increasing ~~District~~ the participation of college personnel in community organizations and K-12 and university relations by 5-10% over baseline year ~~2011-12 2010-2011~~, and 2) and increasing the number of community attendees ~~ance~~ at College and District events.

Objective 6.3 Actively pursue and create five (5) increase new community partnerships and collaborations over baseline year 2010-2011. ~~ve~~ by 5-10% over baseline year 2010-2011. (After the number of such partnerships and collaboratives in the baseline year is determined, a percentage will be added to this objective.)