INCOMPATIBILITY OF OFFICES

The doctrine of incompatibility of offices addresses the potential for divided loyalty that can occur when a person holds two public offices with overlapping jurisdiction.

What are incompatible offices? Public offices are incompatible where the performance of the duties of either office could have significant adverse effect on the other, such as where:

- One office has supervisory, auditory or removal power over the other.
- There is the potential for significant clash of duties or loyalties in the exercise of the official duties of the offices.
- An actual conflict is not required, and only one potential clash of duties triggers the application of the doctrine.

What happens if a person holds two incompatible offices? The consequence of an incompatibility of office is generally that the person, upon accepting the second office, is deemed to have forfeited the first office.

How is this enforced? The doctrine is typically enforced through a proceeding known as *quo warranto*. An interested member of the public can file this kind of proceeding, but must first obtain permission to do so from the California Attorney General's office, which determines whether the application presents a substantial issue of fact or law requiring judicial resolution and would serve the overall public interest.

One opinion by the Attorney General addressed a water district director who was subsequently elected to a school board seat at Baldwin Unified. The two agencies' jurisdictional boundaries overlapped. The Attorney General reviewed the statutory duties of a water district (sale of water, restriction of supply during shortages, improvement of infrastructure) and noted that a potential for a significant clash of loyalties existed, since a large portion of the school district's water was supplied by the water district. The opinion, which granted permission to sue in *quo warranto* stated, "In such circumstances, a person sitting on the governing board of both districts would have divided loyalties in acting in the best interests of the water seller and water purchaser."

Other examples of incompatible offices:

- Member of County Board of Education and State Board of Education
- Member of School Board and Planning Commission with common territory
- County Superintendent and State Board of Education Member

Ethics in Educational Governance

SCHOOLS LEGAL SERVICE presents a two-hour training designed to provide school and community college trustees and administrators with an overview of ethics laws pertaining to school officials, including:

- Transparency laws, such as the Brown Act and Public Records Act.
- Conflict of interest laws such as Government Code section 1090 and the Political Reform Act.
- Perks of office: laws relating to gift and travel restrictions, gifts of public funds, mass mailing prohibitions, etc.
- Laws relating to fair processes, such as competitive bidding requirements, incompatible offices, due process requirements.

A Certificate of Completion will be provided to each participant who completes the training.

DATE, TIME & LOCATION:

Wednesday, January 16, 2013 5:00-7:15 p.m. City Centre, 1300 17th Street, Rm. 1B, Bakersfield

COST: There is a charge of $20 per person to cover basic materials. KCCD will pay

WHO SHOULD ATTEND: Trustees, superintendents, assistant superintendents, chief business officials

HOW TO REGISTER: Return the registration form below with a check or purchase order to:

Schools Legal Service, P. O. Box 2445, Bakersfield, CA 93303, Attention Cheryl Philley,

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REGISTRATION FORM – ETHICS IN EDUCATIONAL GOVERNANCE

DISTRICT OR ENTITY: _____

NAMES OF PARTICIPANTS (attach a separate sheet if necessary):

_____

_____

_____

_____

_____

SCHOOLS LEGAL SERVICE

The $20 registration fee should be mailed to: Schools Legal Service. P. O. Box 2445, Bakersfield, CA 93303, attn. Cheryl Philley. Checks should be made payable to "*Schools Legal Service*." For further information call 661-636-4830.

NEW TRUSTEES: IT MAY BE BETTER TO GIVE THAN TO RECEIVE! A SHORT PRIMER ON GIFT LIMITATIONS FOR PUBLIC OFFICIALS

Newly elected trustees may experience for the first time educational vendors offering gifts of various kinds – travel, dining, seminars, tickets, etc. New trustees need to be aware that in their role as public officials, gifts often carry with them disclosure obligations and overall limitations on acceptance. Financial disclosure forms (the Fair Political Practices Commission's Form 700 Statement of Economic Interest) must be filed within 30 days after they assume office.

Many trustees attend workshops in the fall to learn about school governance and receive updates on a host of education topics. This bulletin is intended as a brief primer for new trustee on things to watch out for with respect to gifts while traveling on District business.[1]

1. *What is considered a gift?* A gift is something of value provided to you for your **personal benefit**, for which you have not provided goods or services of equal value in return.

From this basic definition, there are many, many exceptions and fine points in the law. However, any time you are offered a gift, you should stop and consider whether there may be a consequence in your role as a public employee or elected official. Even when it is lawful, a public servant has a personal decision to make when acceptance of the gift could reflect negatively on his or her district or undermine the integrity of its decision-making processes. Once you identify a potential issue, bring it to your Superintendent/ President/Chancellor's attention so that it can be reviewed with legal counsel, or contact the Fair Political Practice Commission's advice hotline.

The following are examples of common situations requiring an analysis of the applicable gift limitation rules and exceptions.

Example 1:	A friend treats you to a golf weekend in Santa Barbara. Your friend has conferred a personal benefit on you. You have received a gift which needs to be analyzed under the gift rules.
Example 2:	A software company offers free software, along with registration and lodging at a seminar on how to use the software, to the district's information technology director and board members.
Example 3:	At the community college trustees annual meeting, a board member attends a reception and dinner paid for by a law firm serving school and community college districts.

2. *Do I need to worry about gifts involving family members?* For the most part, gifts to a public official from immediate family are not a concern. If the family member is acting as an agent or intermediary for someone other than one of these family members, the gift is subject to the rules relating to gifts. For example, a gift from a relative which is in reality subsidized by a vendor will be subject to the legal limitations.

If Uncle Bernie gives you a shipment of roof shingles which are really provided on behalf of his employer, it will be subject to the gift rules even though from a family member.

[1] According to the nonprofit Institute for Local Government, "The goal underlying California's gift reporting and gift limits is to prevent either the perception or the reality of gift giving influencing public officials' actions. This is because public agency actions should always promote the public's interests, as opposed to narrow personal or political interests." Institute for Local Government website, www.ca-ilg.org/GiftCenter

Board of Trustees

Note: For inquiries contact the Chancellor's Office at (661) 336-5104 or ChancellorOffice@kccd.edu.

The Kern Community College District service area is divided into five segments for elected representation. Of the seven members of the KCCD Board of Trustees, two each represent central Bakersfield and southwest Bakersfield. One each represents Porterville, Ridgecrest and northeastern Kern County.

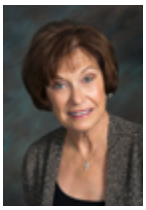
Mr. John Corkins -- President
Mr. Corkins represents the Porterville College service area and was elected in November 2006. He is the President of Research For Hire, Inc., a diversified Agri-Business Corporation; farms olives, kiwis, and citrus in Tulare and Kern Counties; and is a partner in developing commercial property in Tulare County. He serves as a Governor appointee to the 24th District Ag Association Board of Directors and the Central Valley Regional Water Quality Control Board. He is a member of the Board Finance and Audit Committee and the Legislation Committee.

Mr. John Rodgers -- Vice President
Mr. Rodgers is Vice President, Investments and Certified Financial Planner for Well Fargo Advisors in Bakersfield and a former elementary school teacher and administrator. He represents central Bakersfield and has been a member of the Board since December 1994. Mr. Rodgers also served as an elementary school board member and taught part-time at Bakersfield College. He currently chairs the KCCD Trustees' Finance and Audit Committee.

Mr. Beebe -- Clerk
Mr. Beebe represents the southwest Bakersfield service area and was elected December 2000. He is owner of a residential and business security firm. Mr. Beebe served as the Board President in 2005 and 2006. He chaired the Evaluation/Accreditation Committee and currently serves on the Legislation Committee.

Mr. Ruby Hill
Mr. Hill represents the northeastern portion of Kern County, a Bakersfield College service area. Trustee Ruben Hill is a former Bakersfield College student who comes to the Kern Community College District Board of Trustees with a wealth of leadership experience. A retired fire captain, Hill spent 16 years on the Delano High School District Board of Trustees. He also served eight years on the Delano City Council, two years of which included holding the position of Mayor of Delano. Hill said his focus on the KCCD Board of Trustees is to do what he can to assure that students continue to get a quality education.

Mrs. Pauline Larwood
Mrs. Larwood represents central Bakersfield and was elected in November 1998. She is a business consultant and served as a member of the Kern County Board of Supervisors for 12 years. She also taught part-time at Bakersfield College. In 2004, she was appointed by Governor Arnold Schwarzenegger to serve on the California Community Colleges Board of Governors. Mrs. Larwood chairs the KCCD Trustees' Legislation Committee and also serves on the Finance and Audit Committee.



Mrs. Kay Meek
Mrs. Meek represents the southwest Bakersfield service area and was provisionally appointed in January 2003 to fill a vacant seat. She served an earlier two-year term after being elected in a special election to fill a vacated seat. Mrs. Meek is a partner in a local automobile dealership and is a former Executive Director of the Bakersfield College Foundation. She was elected Board President in December 2006. She has served on the Legislation Committee and currently serves on the Evaluation/Accreditation Committee.

Mr. Stuart Witt
Mr. Stuart Witt represents the Ridgecrest area and was first elected in 2002 to the Board. Mr. Witt is General Manager of the East Kern Airport District in Mojave. He is former Executive Vice President of CTA, Incorporated, a nationwide engineering services firm, as well as a former United States Navy aviator and project and engineering test pilot. Mr. Witt brings a vast business perspective to the Board from Kern County's high technology region. He served on the Trustees' Legislation Committee and currently serves on the Evaluation/Accreditation Committee.

KERN COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
CALENDAR OF MEETINGS
FISCAL YEAR 2013-14

SECOND THURSDAY
1:00 P.M.

FORUMS, WEILL INSTITUTE,
2100 CHESTER AVENUE
BAKERSFIELD, CA 93301

REGULAR MEETING DATE	SPECIAL NOTES
JULY 11, 2013	
AUGUST 8, 2013	
SEPTEMBER 12, 2013**	PUBLIC HEARING AND ADOPTION, FINAL BUDGET, 2013-2014 MEETING TO BE HELD AT PORTERVILLE COLLEGE
OCTOBER 10, 2013	
NOVEMBER 14, 2013	
DECEMBER 19, 2013*	ORGANIZATIONAL AND REGULAR MEETING
JANUARY 16, 2014*	
FEBRUARY 13, 2014	
MARCH 13, 2014	
APRIL 10, 2014**	MEETING TO BE HELD AT BAKERSFIELD COLLEGE
MAY 1, 2014**	MEETING TO BE HELD AT CERRO COSO COMMUNITY COLLEGE
JUNE 12, 2014	WORK STUDY SESSION AND ADOPTION, TENTATIVE BUDGET, 2014-2015

*ALL MEETINGS ARE REGULARLY SCHEDULED ON THE SECOND THURSDAY OF EVERY MONTH UNLESS SO NOTED.
**EXCEPTION TO REGULAR MEETING PLACE AND/OR MEETING TIME/DATE.

Approved by the
Board of Trustees
December 20, 2012

KERN COMMUNITY COLLEGE DISTRICT
CLASSIFIED STAFF (Represented)
HOLIDAY CALENDAR
2012-2013

MONTHS	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
JULY	1	2	3	~~4~~	5	6	7	July 4 – Fourth of July Holiday
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					
AUGUST				1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31		
SEPTEMBER							1	
	2	~~3~~	4	5	6	7	8	Sept. 3– Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
	4	5	6	7	8	9	10	
	11	~~12~~	13	14	15	16	17	Nov. 12 – Veterans' Day Holiday
	18	19	20	21	~~22~~	~~23~~	24	Nov. 22-23 – Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	~~24~~	~~25~~	~~26~~	~~27~~	~~28~~	29	Dec. 24-25 -- Christmas Recess Dec. 26-28 - Operational Closure
	30	~~31~~						Dec. 31– New Year's Recess

2012-13 Classified Staff Holiday Calendar
Page 2

MONTHS	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
JANUARY			~~1~~	2	3	4	5	Jan. 1 – New Year's Day Holiday
15 days of instruction	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	~~21~~	22	23	24	25	26	Jan. 21 –Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			
FEBRUARY						1	2	
	3	4	5	6	7	8	9	
	10	11	12	13	14	~~15~~	16	Feb. 15 – Lincoln Day Holiday
	17	~~18~~	19	20	21	22	23	Feb. 18 – Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	
	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	~~22~~	23	March 22 – Spring Recess (CCCC)
	24	25	26	27	28	~~29~~	30	March 29 – Spring Recess (BC, DO, PC)
	31							
APRIL		1	2	3	4	5	6	
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY				1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	~~27~~	28	29	30	31		May 27 – Memorial Day Holiday
JUNE							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							

Each classified unit member having at least six (6) months of service is granted three (3) additional holidays designated as a *Floating Holiday* on a date selected by the employee and scheduled in advance with the concurrence of the supervisor.

6/22/12:av

KERN COMMUNITY COLLEGE DISTRICT
CLASSIFIED STAFF (Represented)
HOLIDAY CALENDAR
2013-2014

MONTHS	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
JULY		1	2	3	~~4~~	5	6	July 4 – Fourth of July Holiday
	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
AUGUST					1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
SEPTEMBER	1	~~2~~	3	4	5	6	7	Sept. 2– Labor Day Holiday
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						
OCTOBER			1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	31			
NOVEMBER						1	2	
	3	4	5	6	7	8	9	
	10	~~11~~	12	13	14	15	16	Nov. 11 – Veterans' Day Holiday
	17	18	19	20	21	22	23	
	24	25	26	27	~~28~~	~~29~~	30	Nov. 28-29 – Thanksgiving Holidays
DECEMBER	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	~~24~~	~~25~~	~~26~~	~~27~~	28	Dec. 24-25 – Christmas Recess Dec. 26-31- Operational Closure
	29	~~30~~	~~31~~					

2013-14 Classified Staff Holiday Calendar
Page 2

MONTHS	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
JANUARY				~~1~~	2	3	4	Jan. 1 – New Year's Day Holiday
15 days of instruction	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	~~20~~	21	22	23	24	25	Jan. 20 –Martin Luther King, Jr. Day Holiday
	26	27	28	29	30	31		
FEBRUARY							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	~~14~~	15	Feb. 14 – Lincoln Day Holiday
	16	~~17~~	18	19	20	21	22	Feb. 17 – Washington Day Holiday
	23	24	25	26	27	28		
MARCH							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	~~21~~	22	March 21 – Spring Recess (CCCC)
	23	24	25	26	27	28	29	
	30	31						
APRIL			1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	~~18~~	19	April 18 – Spring Recess (BC, DO, PC)
	20	21	22	23	24	25	26	
	27	28	29	30				
MAY					1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	~~26~~	27	28	29	30	31	May 26 – Memorial Day Holiday
JUNE	1	2	3	4	5	6	7	
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30						

Each classified unit member having at least six (6) months of service is granted three (3) additional holidays designated as a *Floating Holiday* on a date selected by the employee and scheduled in advance with the concurrence of the supervisor.

6/22/12:av

Approved by the Board of Trustees
April 14, 2011 (rev. 1-24-12)

BAKERSFIELD COLLEGE
KERN COMMUNITY COLLEGE DISTRICT
2012-2013 ACADEMIC CALENDAR

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST				1	2	3	4	
11 days of instruction	5	6	7	8	9	10	11	
2 flex days	12	13	14	15	~~16~~	~~17~~	18	Aug. 16-17– Flex Days
	19	20	21	22	23	24	25	Aug. 20 – Instruction Begins, Fall
	26	27	28	29	30	31		
SEPTEMBER							1	
24 days of instruction	2	~~3~~	4	5	6	7	8	Sept. 3– Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
27 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
23 days of instruction	4	5	6	7	8	9	10	
	11	~~12~~	13	14	15	16	17	Nov. 12 – Veterans' Day Holiday
	18	19	20	21	~~23~~	~~23~~	24	Nov. 22-23 – Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	Dec. 3-8 – Final Exams, Fall
7 days of instruction	2	3	4	5	6	7	8	Dec. 8 – End of Fall Semester
92 total semester days – Fall	9	10	11	12	13	14	15	Dec. 9-Jan. 13 – Winter Recess
2 flex days	16	17	18	19	20	21	22	Dec. 24-25 – Christmas Recess
94 total semester days – Fall	23	~~24~~	~~25~~	26	27	28	29	
	30	~~31~~						Dec. 31– Jan. 1 – New Year's Day Holidays
JANUARY			~~1~~	2	3	4	5	
15 days of instruction	6	7	8	9	10	~~11~~	12	Jan. 11 – Flex Day
1 flex day	13	14	15	16	17	18	19	Jan. 14 – Instruction Begins, Spring
	20	~~21~~	22	23	24	25	26	Jan. 21 –Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			

Bakersfield College
2012-13 Academic Calendar
Page 2

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY						1	2	
22 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	~~15~~	16	Feb. 15 – Lincoln Day Holiday
	17	~~18~~	19	20	21	22	23	Feb. 18 – Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	
20 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	March 25-29 – Spring Recess
	31							
APRIL		1	2	3	4	5	6	
26 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY – 10 days of instruction				1	2	3	4	May 6- 11 – Final Exams, Spring
1 flex day - Spring	5	6	7	8	9	10	11	May 11 – End of Spring Semester
93 total days of instruction – Spring	12	13	14	15	16	17	18	May 10 – Commencement
94 total semester days – Spring	19	20	21	22	23	24	25	May 20 – Instruction Begins, Summer*
188 total days – (2012-13)	26	~~27~~	28	29	30	31		May 27 – Memorial Day Holiday
9 days of instruction, Summer								
JUNE							1	
20 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
JULY		1	2	3	~~4~~	5	6	July 4 – Independence Day Holiday
22 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
AUGUST—7 days of instruction					1	2	3	
58 total days of instruction - Summer	4	5	6	7	8	9	10	August 9 – Summer Session Ends

*Summer session classes may run any dates within the twelve (12) weeks noted.

Approved by the Board of Trustees
April 14, 2011 (rev. 1-24-12)

CERRO COSO COMMUNITY COLLEGE
KERN COMMUNITY COLLEGE DISTRICT
2012-2013 ACADEMIC CALENDAR

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST				1	2	3	4	
11 days of instruction	5	6	7	8	9	10	11	
2 flex days	12	13	14	15	~~16~~	~~17~~	18	Aug. 16-17– Flex Days
	19	20	21	22	23	24	25	Aug. 20 – Instruction Begins, Fall
	26	27	28	29	30	31		
SEPTEMBER							1	
24 days of instruction	2	~~3~~	4	5	6	7	8	Sept. 3– Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
27 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
23 days of instruction	4	5	6	7	8	9	10	
	11	~~12~~	13	14	15	16	17	Nov. 12 – Veterans' Day Holiday
	18	19	20	21	~~22~~	~~23~~	24	Nov. 22-23 – Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	Dec. 3-8 – Final Exams, Fall
7 days of instruction	2	3	4	5	6	7	8	Dec. 8 – End of Fall Semester
92 total semester days – Fall	9	10	11	12	13	14	15	Dec. 9-Jan. 13 – Winter Recess
2 flex days	16	17	18	19	20	21	22	Dec. 24-25 – Christmas Recess
94 total semester days – Fall	23	~~24~~	~~25~~	26	27	28	29	
	30	~~31~~						Dec. 31– Jan. 1 – New Year's Day Holidays
JANUARY			~~1~~	2	3	4	5	
15 days of instruction	6	7	8	9	10	~~11~~	12	Jan. 11 – Flex Day
1 flex day	13	14	15	16	17	18	19	Jan. 14 – Instruction Begins, Spring
	20	~~21~~	22	23	24	25	26	Jan. 21 – Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			

Cerro Coso Community College
2012-13 Academic Calendar
Page 2

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY						1	2	
22 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	~~15~~	16	Feb 15 – Lincoln Day Holiday
	17	~~18~~	19	20	21	22	23	Feb. 18 – Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	
20 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	March 18-23 – Spring Recess
	24	25	26	27	28	29	30	
	31							
APRIL		1	2	3	4	5	6	
26 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY – 10 days of instruction				1	2	3	4	May 6- 11 – Final Exams, Spring
1 flex day - Spring	5	6	7	8	9	10	11	May 11 – End of Spring Semester
93 total days of instruction – Spring	12	13	14	15	16	17	18	May 10 – Commencement
94 total semester days – Spring	19	20	21	22	23	24	25	May 20 –Instruction Begins, Summer*
188 total days – (2012-13)	26	~~27~~	28	29	30	31		May 27 – Memorial Day Holiday
9 days of instruction, Summer								
JUNE							1	
20 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
JULY		1	2	3	~~4~~	5	6	July 4 – Independence Day Holiday
22 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
AUGUST--7 days of instruction					1	2	3	
58 total days of instruction - Summer	4	5	6	7	8	9	10	August 9 –Summer Session Ends

*Summer session classes may run any dates within the twelve (12) weeks noted.

Approved by the Board of Trustees
April 14, 2011 (rev. 1-24-12)

PORTERVILLE COLLEGE
KERN COMMUNITY COLLEGE DISTRICT
2012-2013 ACADEMIC CALENDAR

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
AUGUST				1	2	3	4	
11 days of instruction	5	6	7	8	9	10	11	
2 flex days	12	13	14	15	~~16~~	~~17~~	18	Aug. 16-17– Flex Days
	19	20	21	22	23	24	25	Aug. 20 – Instruction Begins, Fall
	26	27	28	29	30	31		
SEPTEMBER							1	
24 days of instruction	2	~~3~~	4	5	6	7	8	Sept. 3– Labor Day Holiday
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
OCTOBER		1	2	3	4	5	6	
27 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
NOVEMBER					1	2	3	
23 days of instruction	4	5	6	7	8	9	10	
	11	~~12~~	13	14	15	16	17	Nov. 12 – Veterans' Day Holiday
	18	19	20	21	~~22~~	~~23~~	24	Nov. 22-23 – Thanksgiving Holidays
	25	26	27	28	29	30		
DECEMBER							1	Dec. 3-8 – Final Exams, Fall
7 days of instruction	2	3	4	5	6	7	8	Dec. 8 – End of Fall Semester
92 total semester days – Fall	9	10	11	12	13	14	15	Dec. 9-Jan. 13 – Winter Recess
2 flex days	16	17	18	19	20	21	22	Dec. 24-25 – Christmas Recess
94 total semester days – Fall	23	~~24~~	~~25~~	26	27	28	29	
	30	~~31~~						Dec. 31– Jan. 1 – New Year's Day Holidays
JANUARY			~~1~~	2	3	4	5	
15 days of instruction	6	7	8	9	10	~~11~~	12	Jan. 11 – Flex Day
1 flex day	13	14	15	16	17	18	19	Jan. 14 – Instruction Begins, Spring
	20	~~21~~	22	23	24	25	26	Jan. 21 – Martin Luther King, Jr. Day Holiday
	27	28	29	30	31			

Porterville College
2012-13 Academic Calendar
Page 2

MONTHS OF INSTRUCTION	SUN	MON	TUE	WED	THU	FRI	SAT	NOTATIONS
FEBRUARY						1	2	
22 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	~~15~~	16	Feb. 15 – Lincoln Day Holiday
	17	~~18~~	19	20	21	22	23	Feb. 18 – Washington Day Holiday
	24	25	26	27	28			
MARCH						1	2	
20 days of instruction	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	March 25-29 – Spring Recess
	31							
APRIL		1	2	3	4	5	6	
26 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30					
MAY – 10 days of instruction				1	2	3	4	May 6-11 – Final Exams, Spring
1 flex day - Spring	5	6	7	8	9	10	11	May 11 – End of Spring Semester
93 total days of instruction – Spring	12	13	14	15	16	17	18	May 10 – Commencement
94 total semester days – Spring	19	20	21	22	23	24	25	May 20 – Instruction Begins, Summer
188 total days –2012-13	26	~~27~~	28	29	30	31		May 27 – Memorial Day Holiday
9 days of instruction, Summer								
JUNE							1	
20 days of instruction	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30							
JULY		1	2	3	~~4~~	5	6	July 4 – Independence Day Holiday
22 days of instruction	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
AUGUST—7 days of instruction					1	2	3	
58 total days of instruction - Summer	4	5	6	7	8	9	10	August 9 – Summer Session Ends

*Summer session classes may run any dates within the twelve (12) weeks noted.

Kern Community College District
District Goals Established by the Board of Trustees
2012-2014

1. Become an exemplary model of student success.

   - Improve Student Achievement rates to lead the California Community Colleges by 2015
   - Increase by 3% percent the students whom within a one-year successfully complete English or Math one level below college level

2. Develop and implement an Educational Master Plan that focuses on Core mission: general education, transfer, CTE and Basic Skills. By 2013:

   - Define eight career pathways
   - Increase by 5% the number of conferred AA/AS Degrees and Certificates

3. Create a collaborative culture and positive climate; promote unifying the colleges and district office into an integrated system that operates cooperatively, efficiently, and effectively as one entity of three colleges serving diverse service areas and student populations, as measured by a climate survey.

4. Strengthen personnel and institutional effectiveness to achieve and sustain excellence as measured by student outcomes and institutional climate.

   - Student and community demands
   - Enrollment growth or reduction
   - Adult participation rate
   - Population and student demography
   - Productivity / FTES per FTEF
   - Number of conferred Associate Degrees and Certificates of Achievement

5. Maintain fiscal stability by retaining a reserve of at least 10% and by reducing unfunded debt.

Approved by the
Board of Trustees
Developed April 2012

Kern Community College District
District Goals Established by the Board of Trustees
2012-2014

1. Improve Student Achievement rates to lead the California Community Colleges by 2015.

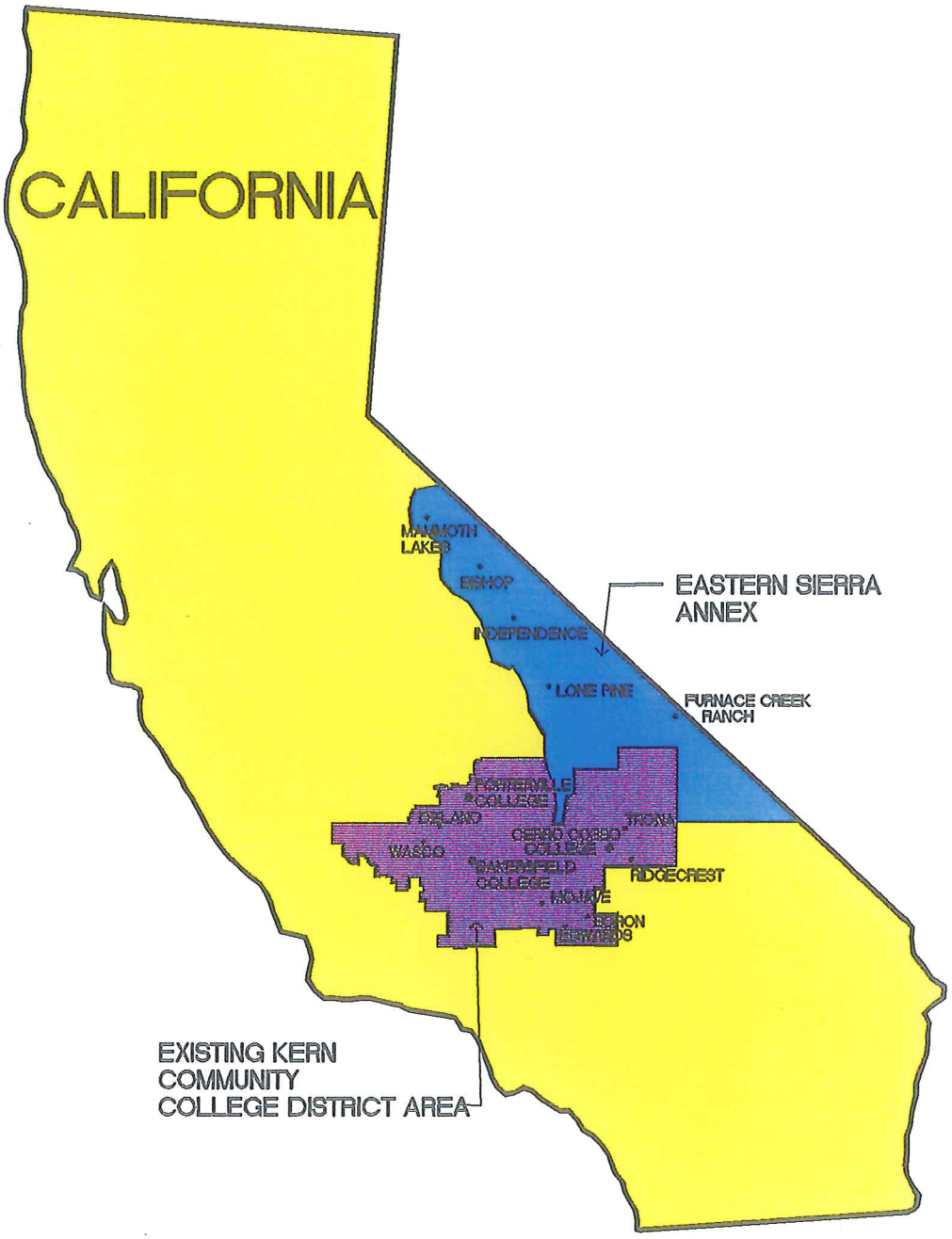
2. Develop and implement an Educational Master Plan that is focused on supporting students with preparation for transfer, Career & Technical Education (CTE), and developmental education (Basic Skills & support services) by 2013.

3. Promote unifying the colleges and district office into an integrated system that operates cooperatively, efficiently, and effectively as a collective of three colleges serving a diverse service area and student population.

4. Strengthen personnel and institutional effectiveness to achieve and sustain excellence as measured by student outcomes and institutional climate.

5. Retain fiscal stability by maintaining a reserve of at least 10% and reducing unfunded debt.

Approved by the
Board of Trustees
March 1, 2007; Affirmed January 8, 2009
Affirmed January 7, 2010
Revised April 2012



EXISTING DISTRICT AREA	12,800 SQ. MILES
ANNEX SERVICE AREA	12,000 SQ. MILES
TOTAL DISTRICT AREA	24,800 SQ. MILES

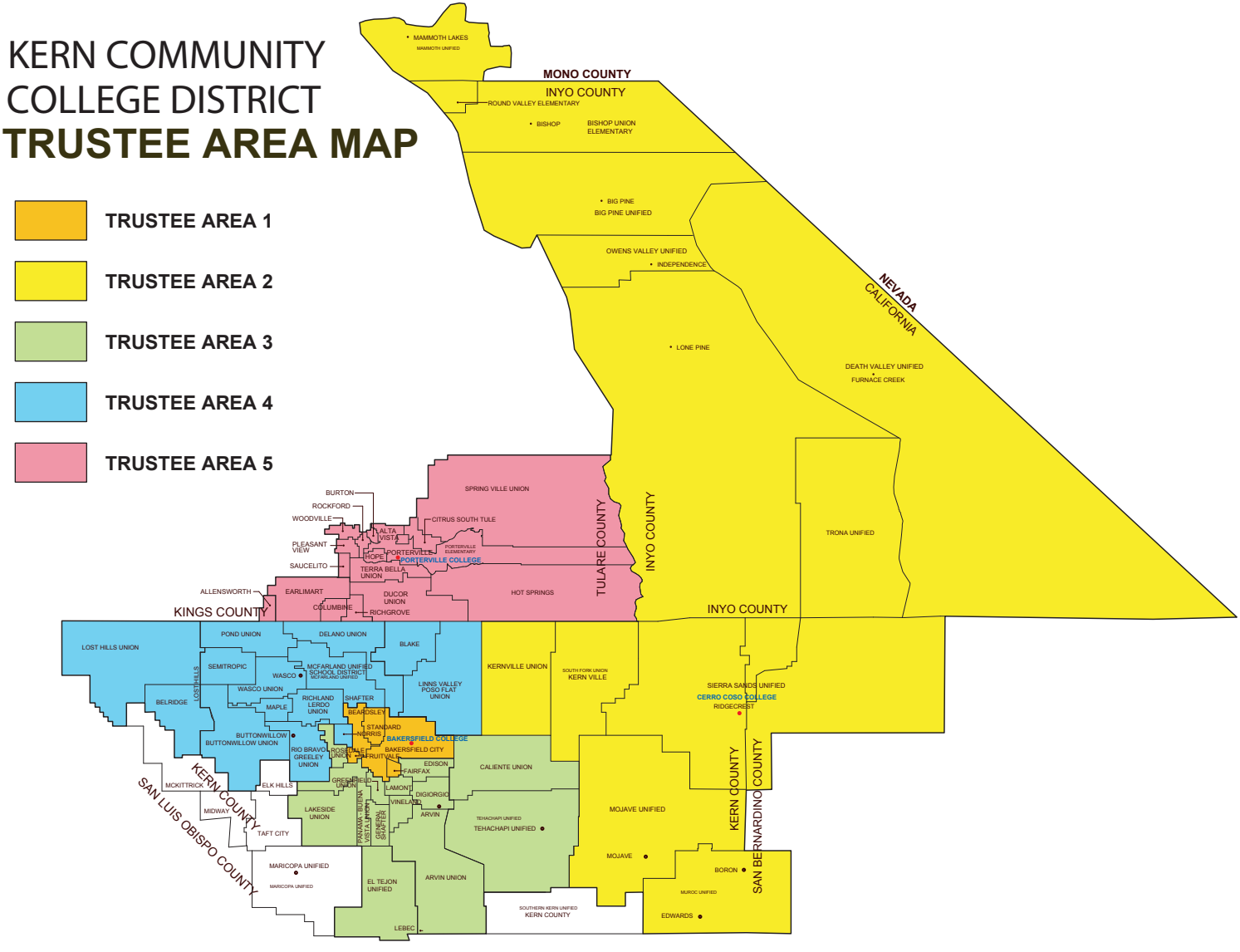
DISTANCES

BAKERSFIELD TO FURNACE CREEK RANCH	310 MILES
BAKERSFIELD TO MAMMOTH LAKES	390 MILES
BAKERSFIELD TO BISHOP	320 MILES
RIDGECREST TO FURNACE CREEK RANCH	200 MILES
RIDGECREST TO MAMMOTH LAKES	280 MILES
RIDGECREST TO BISHOP	210 MILES
FURNACE CREEK RANCH TO MAMMOTH LAKES	320 MILES

KERN COMMUNITY COLLEGE DISTRICT

dickinson associates
ARCHITECTURAL DESIGN TEAM / AIA / ARA / NCARB
C-9093
3434 truxtun ave suite 240 bakersfield ca 93301 805/327-1690 fax 327-7204
e-mail: 104072,515@compuserve.com

KERN COMMUNITY COLLEGE DISTRICT
TRUSTEE AREA MAP



BOARD OF TRUSTEE AREAS
BY ELEMENTARY SCHOOL DISTRICT

Trustee Area I *-Mrs. Larwood/Mr. Rodgers*
(Two Trustees)
Bakersfield City
Beardsley
Fairfax
Fruitvale
Standard

Trustee Area II*-Mr. Witt*
(One Trustee)

Big Pine Unified
Bishop Unified School District
Death Valley Unified
Kernville Union
Lone Pine Unified
Mammoth Unified
Mojave Unified
Muroc Joint Unified
Owens Valley Unified
Round Valley
South Fork Union
Sierra Sands Joint Unified
Trona Joint Unified

Trustee Area III*-Mrs. Meek/Mr. Beebe*
(Two Trustees)

Arvin Union
Caliente Union
DiGiorgio
Edison
El Tejon Unified
General Shafter
Greenfield Union
Lakeside Union
Lamont
Panama/Buena Vista Union
Rosedale Union
Tehachapi Unified
Vineland

Trustee Area IV *-Mr. Hill*
(One Trustee)
Belridge
Blake
Buttonwillow
Delano
Linns Valley/Poso Flat
Lost Hills Union
Maple
McFarland Unified
Norris
Pond Union
Richland-Lerdo Union
Rio-Bravo/Greeley Union
Semitropic
Wasco Union

Trustee Area V*-Mr. Corkins*
(One Trustee)

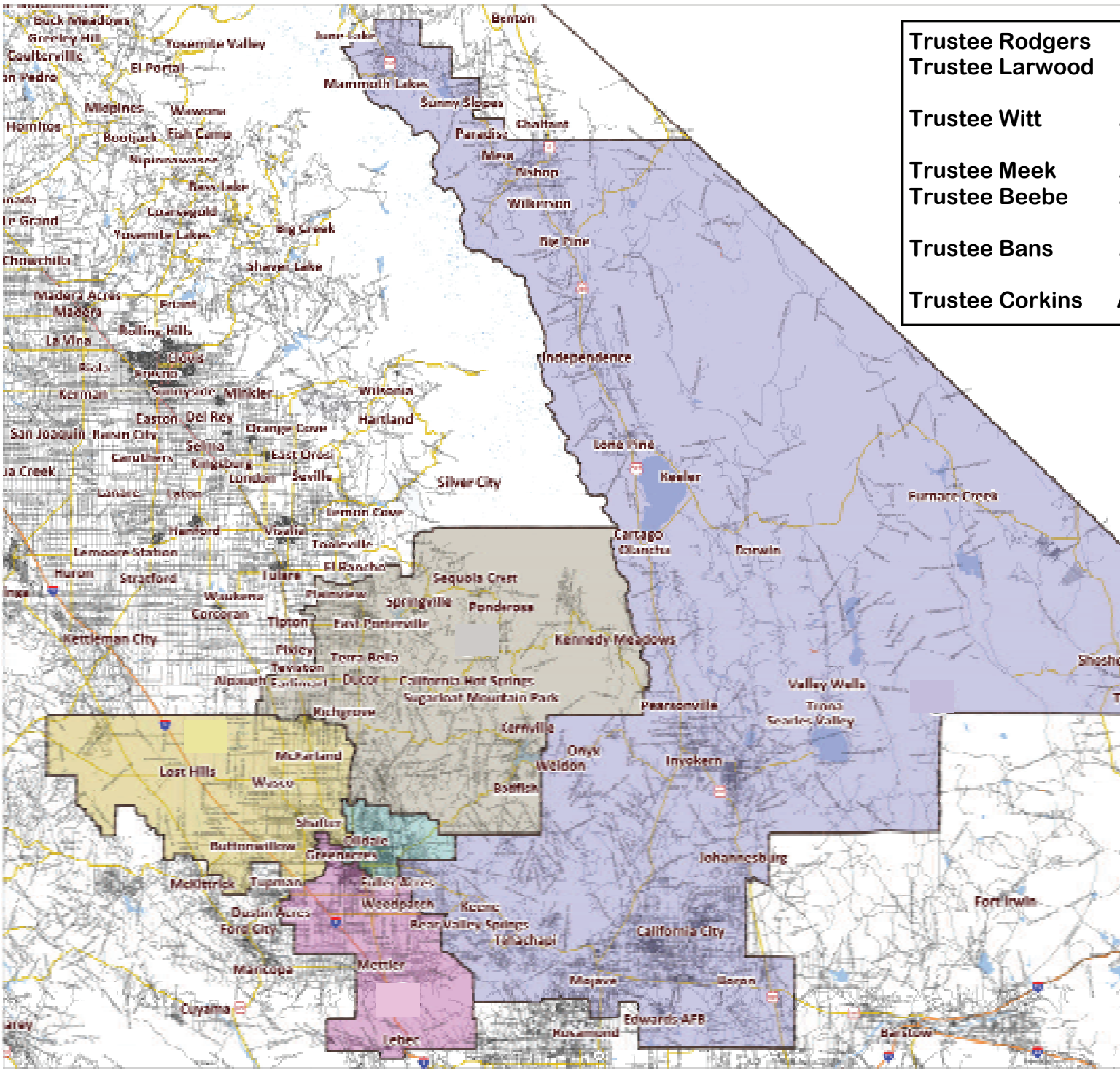
Allensworth
Alta Vista
Burton
Citrus/South Tule
Columbine
Ducor
Earlimart
Hope
Hot Springs
Pleasant View
Porterville
Richgrove
Rockford
Saucelito
Springville
Strathmore Union
Sunnyside Union
Terra Bella
Woodville

KERN COMMUNITY COLLEGE DISTRICT
Board of Trustees

Term Expiration

Trustee Area	Board Member	Term Expires
Area I	Pauline F. Larwood John A. Rodgers	2014 2014
Area II	Stuart O. Witt	2014
Area III	Kay S. Meek Dennis L. Beebe	2016 2016
Area IV	Ruben Hill	2016
Area V	John S. Corkins	2014

Revised 12/12


Trustee Rodgers
Trustee Larwood
Trustee Witt
Trustee Meek
Trustee Beebe
Trustee Bans
Trustee Corkins
Benton
Mammoth Lakes
Sunny Slopes
Paradise
Chalfant
Mesa
Bishop
Wilkerson
Big Pine
Independence
Lone Pine
Keeler
Furnace Creek
Cartago
Olancha
Darwin
Kennedy Meadows
Sequoia Crest
Ponderosa
Springville
Silver City
Lemon Cove
Hartland
Wilsonia
Orange Cove
Minkler
Del Rey
Easton
Selma
Kingsburg
Fowler
Parlier
Reedley
Dinuba
Visalia
Tulare
Tooleville
Exeter
Lindsay
Strathmore
Porterville
Terra Bella
Ducor
California Hot Springs
Sugarloaf Mountain Park
Pearsonville
Valley Wells
Trona
Searles Valley
Ridgecrest
Kernville
Onyx
Weldon
Inyokern
Johannesburg
Fort Irwin
California City
Mojave
Boron
Edwards AFB
Rosamond
Barstow
Tehachapi
Keene
Bear Valley Springs
Woodford
Pine Mountain Club
Frazier Park
Maricopa
Taft
Lost Hills
McFarland
Wasco
Shafter
Buttonwillow
Greenacres
Oildale
Bakersfield
McKittrick
Tupman
Dustin Acres
Fort City
Cuyama
Lebec
Arvin
Lamont
Weedpatch
Edison
Kern Valley
Kernville
Wofford Heights
Lake Isabella
Bodfish
Glennville
Caliente
Tehachapi
Mojave
Rosamond
Edwards AFB
Lancaster
Palmdale
Littlerock
Pearblossom
Acton
Agua Dulce
Santa Clarita
Valencia
Newhall
Saugus
Canyon Country
Sylmar
San Fernando
Pacoima
Sunland
Tujunga
La Crescenta
Glendale
Burbank
Pasadena
Altadena
Arcadia
Monrovia
Duarte
Azusa
Irwindale
West Covina
Baldwin Park
El Monte
South El Monte
Rosemead
San Gabriel
Alhambra
Monterey Park
Montebello
Pico Rivera
Whittier
La Habra
Brea
Fullerton
Anaheim
Buena Park
Cypress
Los Alamitos
Seal Beach
Huntington Beach
Westminster
Garden Grove
Santa Ana
Orange
Tustin
Irvine
Lake Forest
Mission Viejo
Laguna Niguel
Dana Point
San Clemente
Rancho Santa Margarita
Aliso Viejo
Laguna Hills
Laguna Woods
Laguna Beach
Yorba Linda
Placentia
Fountain Valley
Costa Mesa
Newport Beach
Corona
Norco
Eastvale
Jurupa Valley
Riverside
Moreno Valley
Perris
Menifee
Hemet
San Jacinto
Lake Elsinore
Canyon Lake
Murrieta
Temecula
Wildomar
Homeland
Romoland
Sun City
Quail Valley
Winchester
Beaumont
Banning
Cabazon
Desert Hot Springs
Palm Springs
Cathedral City
Rancho Mirage
Palm Desert
Indian Wells
La Quinta
Indio
Coachella
Thermal
Mecca
North Shore
Oasis
Salton City
Bombay Beach
Niland
Calipatria
Westmorland
Brawley
Imperial
El Centro
Holtville
Calexico
Seeley
Heber
Ocotillo
Plaster City
Ocotillo Wells
Borrego Springs
Julian
Santa Ysabel
Ramona
Poway
Rancho Bernardo
Escondido
San Marcos
Vista
Carlsbad
Oceanside
Camp Pendleton North
Camp Pendleton South
Fallbrook
Bonsall
Valley Center
Pauma Valley
Pala
Rainbow
Temecula
Murrieta
Wildomar
Lake Elsinore
Canyon Lake
Menifee
Perris
Sun City
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Carlsbad
Oceanside
Camp Pendleton North
Camp Pendleton South
Fallbrook
Bonsall
Valley Center
Pauma Valley
Pala
Rainbow

KERN COMMUNITY COLLEGE DISTRICT

Process of Decision Making

Introduction

The Chancellor, through delegated authority of the Board of Trustees, has numerous committees, councils, and other groups who provide advice, recommendations, and/or formal proposals related to Policies and Procedures, and other decisions necessary to the operation of the District. This participatory governance structure provides the Chancellor with advice and recommendations, but it is the Chancellor who has the responsibility for deciding on the route a proposal will take, and for its final disposition. A description of this existing governance procedure follows:

1. Development of Board Policy and Procedures

    a. Existing Policies and Procedures appear in the Board Policy and Procedures Manual with dates of adoption of Policies by the Board of Trustees, and approval of Procedures by the Chancellor. These Policies and Procedures, in large measure, govern the operation of the Kern Community College District. The Chancellor's role and responsibilities provide for wide participation in decision making. The Chancellor's Office makes many decisions on a daily basis within the framework of decision making described in this document, and in the accompanying Functional Mapping for Decision Making Chart.

    b. Policies pertain to broad directions for the administration of the District as specified by the California Education Code, Title 5 Regulations, and other state and federal agencies. Policies are adopted by the Board of Trustees after consideration and recommendations by appropriate participatory governance groups cited in this document.

    c. Procedures pertain to the details of the administration of policies adopted by the Board of Trustees, or of Title 5 Regulations adopted by the Board of Governors of the California Community Colleges. Procedures are approved by the Chancellor of the District after consideration and recommendations by appropriate participatory governance groups cited in this document.

b. Role of Chancellor's Cabinet in Decision Making

i. The Chancellor's Cabinet is the clearing house for the consideration of all proposals for creation of or amendments to Board Policies and Procedures as well as considering other issues that may require decisions. This body has a broader representation than the Chancellor's Administrative Council including the College Presidents, the Vice Chancellors, and other District Administrators. The Cabinet, after due research and consideration makes its recommendations to the Chancellor.

ii. The Chancellor may refer the proposed changes in policy or procedures recommended by the Cabinet to the District Consultation Council for further consideration, and for recommendations from that body. The Chancellor, in the consideration of proposals takes into account whether the subject under consideration is governed by a union agreement by "reliance primarily on the advice and judgment of the Academic Senate", or by the "obligation to reach mutual agreement" with the Academic Senate. The Board of Trustees may decide which of these two options will be used in the decision making process according to its own discretion, or as is cited in existing Board Policy.

iii. With respect to Board Policies, following District Consultation Council considerations and recommendations, the Chancellor may recommend the proposed changes to the Board of Trustees for adoption. Once adopted, these Policies are incorporated into the Board Policies and Procedures Manual.

iv. With respect to Procedures, it is the Chancellor's responsibility to seek the advice and recommendations of the Chancellor's Cabinet and District Consultation Council, if deemed appropriate, and to give final approval to these procedures prior to incorporation into the Board Policies and Procedures Manual.

c. Role of the District Consultation Council in Decision Making

i. The District Consultation Council is a collegial consultative body designed to serve the good of the District. The group facilitates timely, factual, and clear communication between constituents and the Chancellor as a means to help make informed District-wide decisions.

iv. It is through the Consultation Council that the academic senates and the administration "consult collegially" in the development of recommendations related to policies and procedures. This consultation provides time for Senates on the campuses to review the matter under consideration before a final recommendation is made to the Chancellor for Board of Trustees decision.

e. Role of District-wide Committees in Decision Making

i. There are currently fourteen (14) District-wide Committees that the Chancellor depends on for advice and recommendations in the governance process. The history, purposes, composition, and frequency of meetings of these 14 Committees are a matter of record in the Chancellor's Office. The Chancellor designates the Chair of these Committees. Membership on the Committees is described under composition, and in all instances includes representations from the Colleges and the District.

ii. With respect to decisions having District-wide application, the District-wide Committees channel their suggestions and/or recommendations to the Chancellor for consideration and disposition.

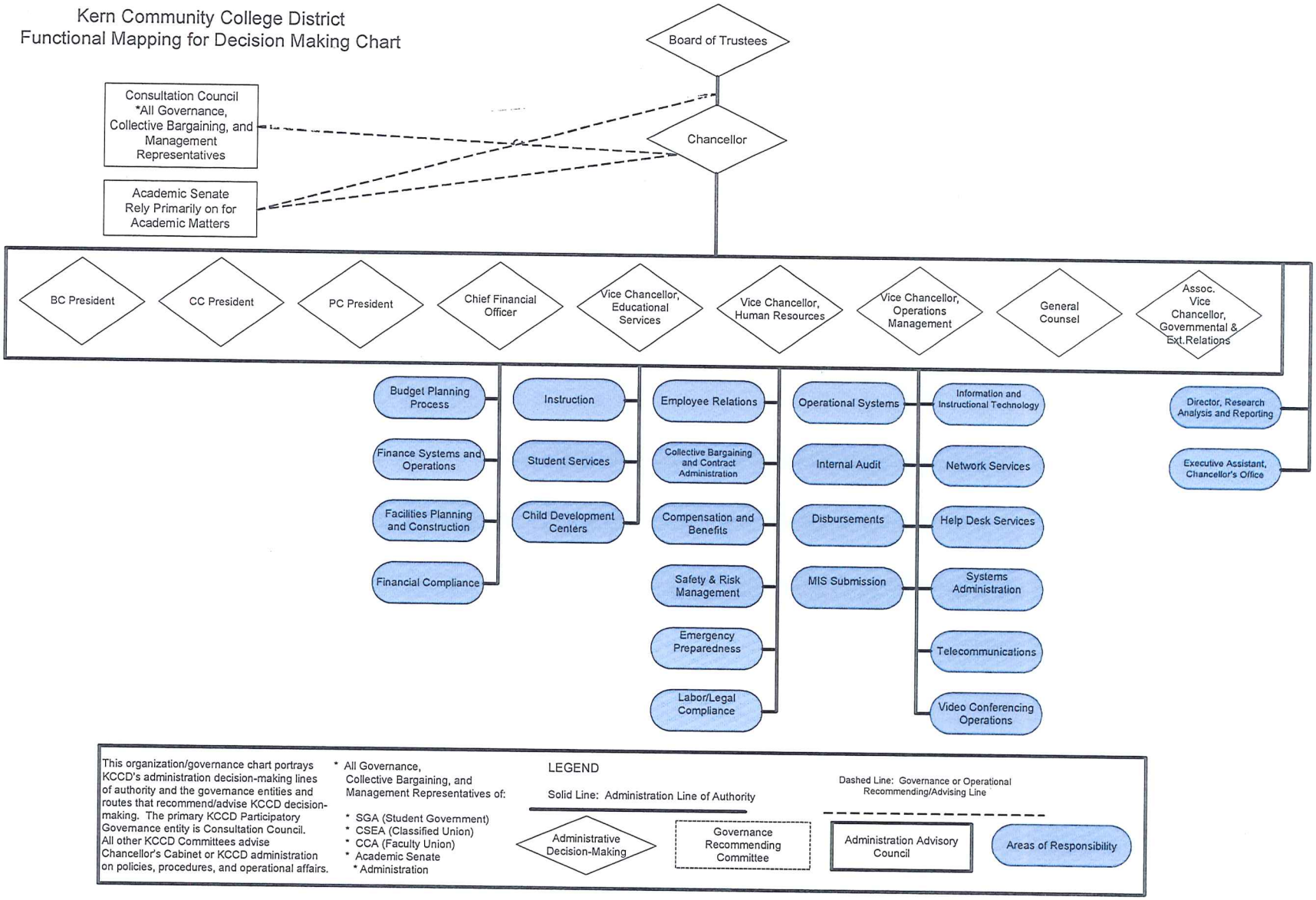
f. Role of Collective Bargaining Agreement in Decision Making

i. Collective Bargaining agreements concluded through negotiations with the respective recognized employee groups are governed by statutes and memoranda of agreement. These agreements, once concluded, are taken to the Board of Trustees for approval. These agreements must be within the scope of collective bargaining as determined by State statutes, and once adopted by the Board of Trustees are binding as they relate to conditions of work.

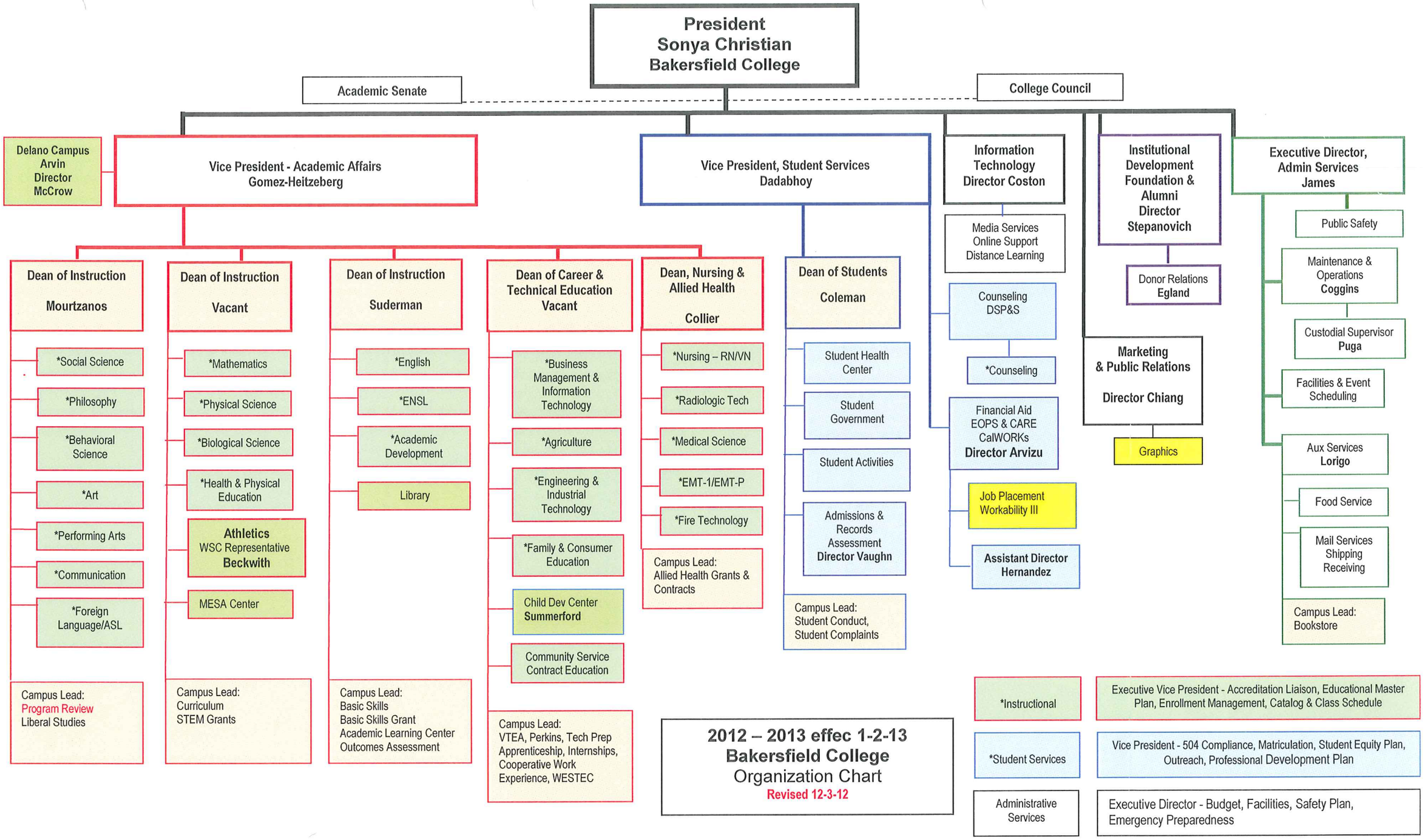
3. Summary

a. The participatory governance commitment is reflected in the decision making process described above.

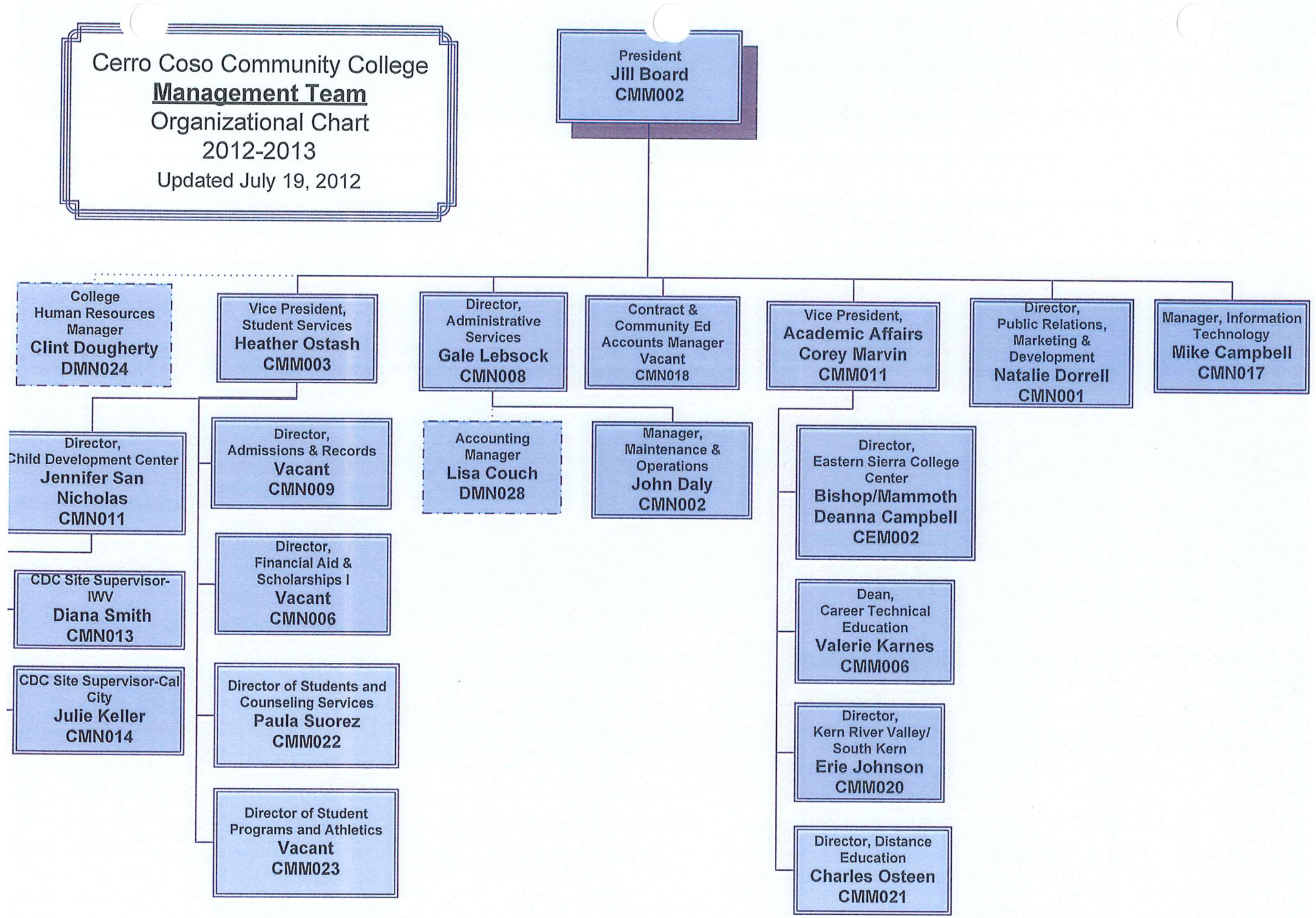
b. The Chancellor of the Kern Community College District participates actively in the decision making process described above, and in doing so is fully conversant with the recommendations that are forwarded to the Chancellor level for decisions to be made in a timely manner.



The decision-making charts for each College are included at the end of this document.


President
Sonya Christian
Bakersfield College
Academic Senate
College Council
Delano Campus
Arvin
Director
McCrow
Vice President - Academic Affairs
Gomez-Heitzeberg
Vice President, Student Services
Dadabhoy
Information Technology
Director Coston
Institutional Development Foundation & Alumni
Director
Stepanovich
Executive Director, Admin Services
James
Dean of Instruction
Mourtzanos
*Social Science
*Philosophy
*Behavioral Science
*Art
*Performing Arts
*Communication
*Foreign Language/ASL
Campus Lead:
Program Review
Liberal Studies
Dean of Instruction
Vacant
*Mathematics
*Physical Science
*Biological Science
*Health & Physical Education
Athletics
WSC Representative
Beckwith
MESA Center
Campus Lead:
Curriculum
STEM Grants
Dean of Instruction
Suderman
*English
*ENSL
*Academic Development
Library
Campus Lead:
Basic Skills
Basic Skills Grant
Academic Learning Center
Outcomes Assessment
Dean of Career & Technical Education
Vacant
*Business Management & Information Technology
*Agriculture
*Engineering & Industrial Technology
*Family & Consumer Education
Child Dev Center
Summerford
Community Service Contract Education
Campus Lead:
VTEA, Perkins, Tech Prep
Apprenticeship, Internships,
Cooperative Work
Experience, WESTEC
Dean, Nursing & Allied Health
Collier
*Nursing – RN/VN
*Radiologic Tech
*Medical Science
*EMT-1/EMT-P
*Fire Technology
Campus Lead:
Allied Health Grants & Contracts
Dean of Students
Coleman
Student Health Center
Student Government
Student Activities
Admissions & Records Assessment
Director Vaughn
Campus Lead:
Student Conduct,
Student Complaints
Media Services
Online Support
Distance Learning
Counseling
DSP&S
*Counseling
Financial Aid
EOPS & CARE
CalWORKs
Director Arvizu
Job Placement
Workability III
Assistant Director
Hernandez
Donor Relations
Egland
Marketing & Public Relations
Director Chiang
Graphics
Public Safety
Maintenance & Operations
Coggins
Custodial Supervisor
Puga
Facilities & Event Scheduling
Aux Services
Lorigo
Food Service
Mail Services
Shipping
Receiving
Campus Lead:
Bookstore
2012 – 2013 effec 1-2-13
Bakersfield College
Organization Chart
Revised 12-3-12
*Instructional
Executive Vice President - Accreditation Liaison, Educational Master Plan, Enrollment Management, Catalog & Class Schedule
*Student Services
Vice President - 504 Compliance, Matriculation, Student Equity Plan, Outreach, Professional Development Plan
Administrative Services
Executive Director - Budget, Facilities, Safety Plan, Emergency Preparedness

Cerro Coso Community College
Management Team
Organizational Chart
2012-2013
Updated July 19, 2012



Cerro Coso Community College

Academic Affairs:

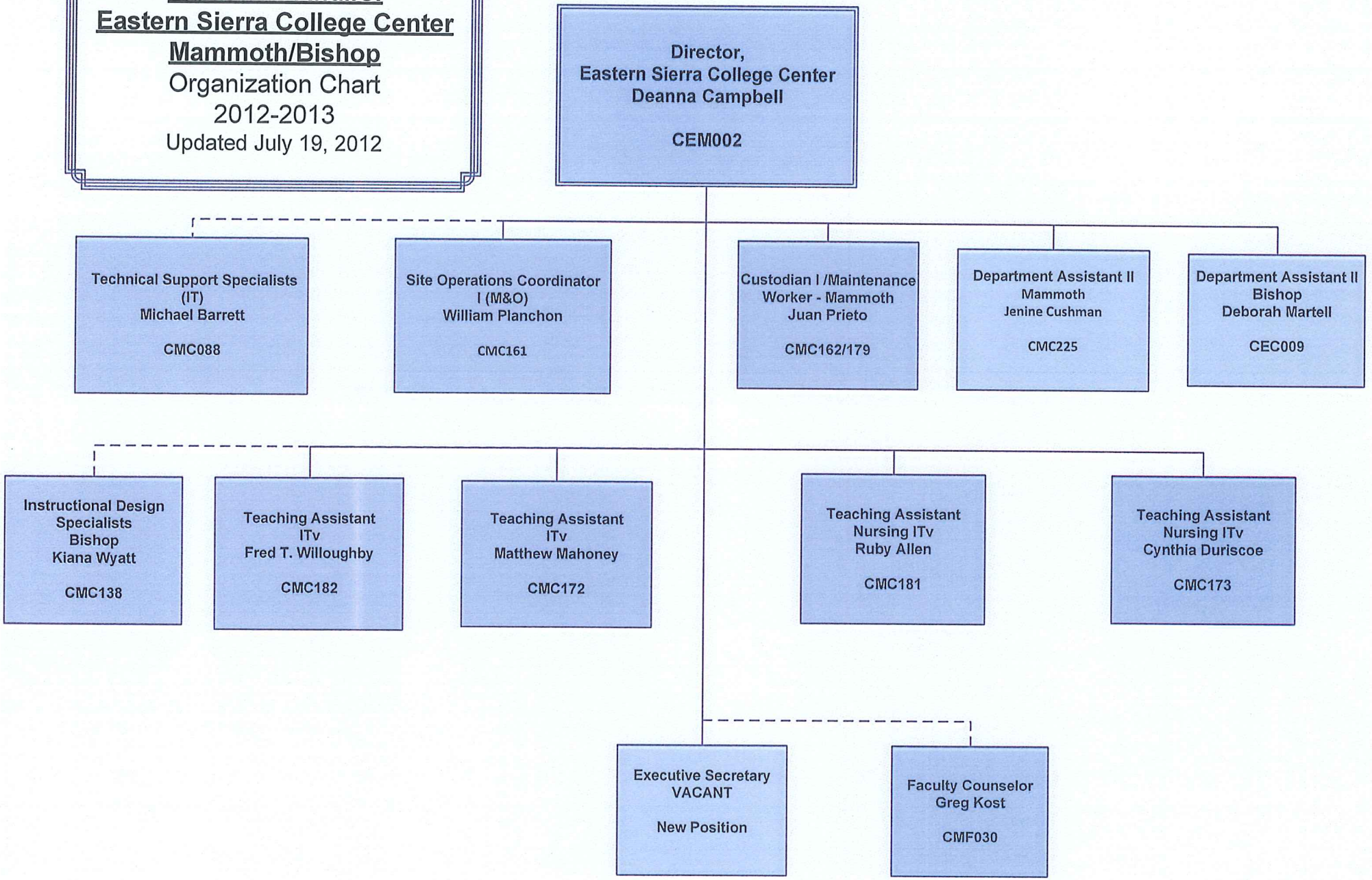
Eastern Sierra College Center

Mammoth/Bishop

Organization Chart

2012-2013

Updated July 19, 2012



Cerro Coso Community College

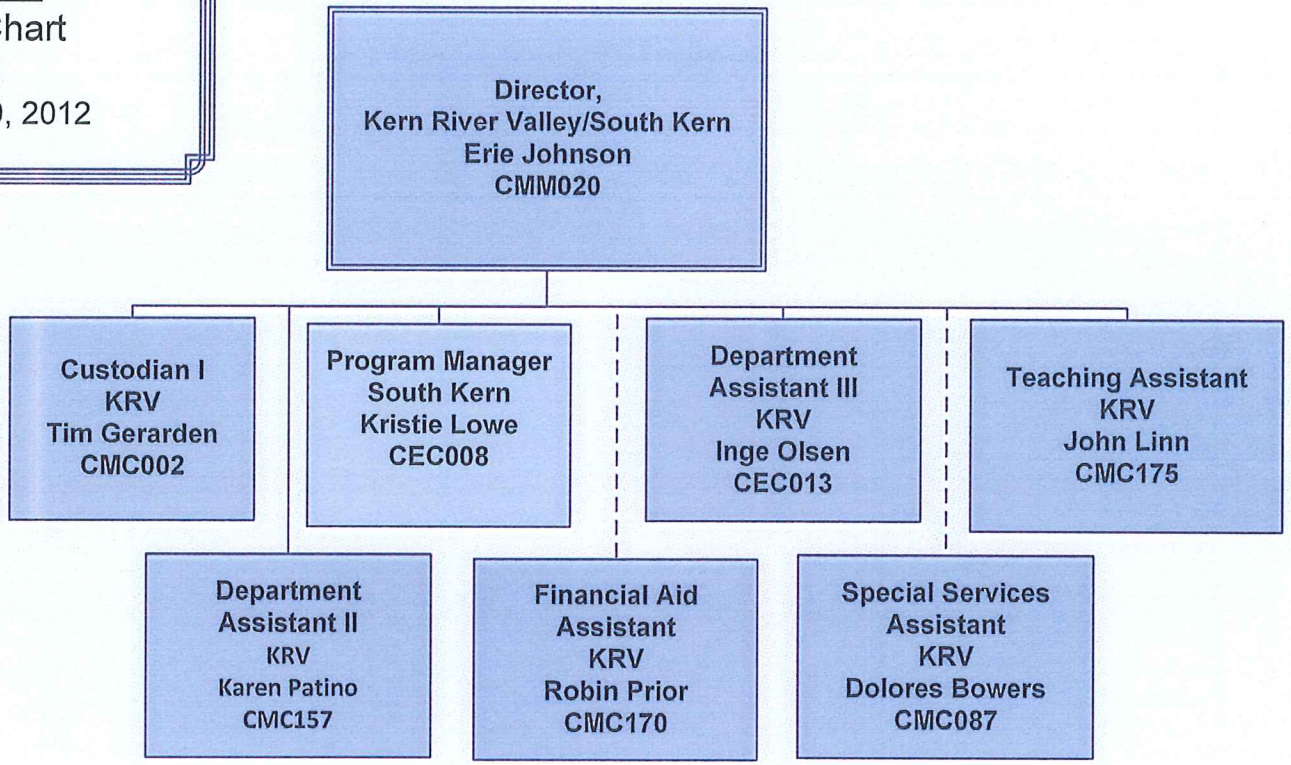
Academic Affairs:

Kern River Valley / South Kern College Center

Organization Chart

2012-2013

Updated on July 19, 2012



Fall, 2012

(District)
Manager, PC Human Resources
Resa Hess

(District)
Accounting Manager, PC Business Services
Sonia Huckabay

PRESIDENT
Dr. Rosa F. Carlson

Administrative Council
PC Foundation

Public Relations, Marketing & Development Manager
Maureen Montgomery
(Part-time)

Administrative Assistant, President
Carol Brown

Institutional Research
Michael Carley
(Faculty)

Vice President, Academic Affairs
Bill Henry

- ***Instructional Program Reviews***
- ***Instruction Faculty Evaluations***
- ***Educational Master Plan***
- ***Perkins***
- ***Safety / Security***
- ***Health Careers Division***
- ***Athletics***

Dean, Academic Affairs
Dr. Antonia Ecung

- ***DIVISIONS (6)***
- ***Basic Skills***
- ***Porterville Developmental Center***

Dean, Academic Affairs
VACANT

Associate Dean, Health Careers
Kim Behrens

- **College Nurse,** Marlis Brownfield

Director, Student Programs / Athletics
Eric Mendoza

Program Manager, CTE
Diane Thompson

Vice President, Student Services
Steven Schultz

- ***Student Services Program Reviews***
- ***Student Services Faculty Evaluations***
- ***Accreditation***
- ***LRC / Library***
- ***DRC, Counseling***
- ***CDC***

Director, Admissions & Records / Financial Aid / Matriculation
Virginia Gurrola

- **Director Financial Aid,** *(Interim)*
  Erin Cruz

Director, Student Programs / Athletics
Eric Mendoza

Manager, Child Devel. Center (CDC)
Karen Ball

Director, EOPS / CalWORKs
Maria Roman *(faculty)*

Director, Finance & Admin/ Services
Arlitha Williams-Harmon

Manager, Maintenance & Operations
John Word

Director, Information Technology
Chris Craig

- **IT Department**
- **Computer Commons**
- **Graphics**
- **Educational Media Design Specialist**

Administration Structure

District Office Staff
VACANT Position

PORTERVILLE COLLEGE
Kern Community College District

Kern Community College District

STRATEGIC PLAN

2011/12 – 2014/15

Approved by the Board of Trustees
November 10, 2011

Dear Colleagues,

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

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

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

Sincerely,

Sandra V. Serrano
Chancellor

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

STRATEGIC PLANNING PROCESS

The Strategic Planning Process began with the naming of the Strategic Planning Work Group (SPWG) representatives from each of the colleges and the district office. Members represented faculty; classified staff; confidential employees; college administrators, including all three college presidents; district administrators; and one student.

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

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

The first survey asked respondents to review and indicate the relevancy and importance of the current mission, vision, values, and initiatives. The second survey asked respondents to participate in a SWOT analysis by indicating their perceptions of the district-wide strengths, weaknesses, opportunities and threats or critical issues. The third survey asked them to list the top three issues that must be addressed district-wide in the next three to five 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, outdated initiatives, no measures, and not enough emphasis on student success. SPWG members also determined a strategic planning glossary was needed.

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 three-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 goal 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 for implementation to be manageable.

SPWG members 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 felt it accomplished both desires.

The SPWG also wanted to assure a student success emphasis. The goals and objectives have accomplished this as well.

Descriptions of various planning activities and elements are found in the Strategic Plan's appendix section. This includes the strategic planning glossary, flow charts for developing the strategic and operational plans, and the district planning cycle.

Strategic Planning Work Group Membership
Spring 2011

Bakersfield College
Greg Chamberlain, 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, Digital Media Arts Professor
Jill Board, President
Kim Blackwell, Educational Advisor
Natalie Dorrell, Bookstore Manager
Gale Lebsock, Director, Administrative Services
Heather Ostash, Vice President, Student Services

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

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

We value:

- Assisting students to achieve informed educational goals.
- Fostering a learning environment that celebrates the diversity of people, ideas, learning styles and instructional methodologies.
- Recruiting and retaining the best and brightest employees.
- Promoting a climate of trust by sharing ideas and information.
- Meeting the highest standards of performance in everything we do.

Vision

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

Mission

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

Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.

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

Strategic Goals

Goal One: Become an exemplary model of student success

Goal Two: Create a collaborative culture and a positive climate

Goal Three: Foster a comprehensive and rich learning environment

Goal Four: Strengthen personnel effectiveness

Goal Five: Manage financial resources efficiently and effectively

Goal Six: Respond to community needs

Strategic Objectives

Goal One: Become an exemplary model of student success

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

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

Goal Two: Create a collaborative culture and a positive climate

Objective 2.1 The number of district-wide collaboratives will increase by 3-5 over baseline 2010-2011 by June 30, 2014. Each collaborative will be evaluated for effectiveness.

Objective 2.2 Trust, morale, and communication will improve over baseline 2011-2012 as measured by climate surveys by June 30, 2014.

Goal Three: Foster a comprehensive and rich learning environment

Objective 3.1 Each college will increase its scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.

Objective 3.2 Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.

Objective 3.3 Improve student and employee safety as measured by CLERY and OSHA reports and through climate surveys as compared to 2011 baseline.

Goal Four: Strengthen personnel and institutional effectiveness

Objective 4.1 Provide at least five district-wide annual professional development sessions that meet college and/or district-wide training needs and evaluate success of defined training outcomes.

Objective 4.2 Implement or improve the following district-wide internal processes and measure their effectiveness annually: 1) tagging similar courses, 2) degree audit, 3) codification of processes and dissemination of procedural information, and 4) data integrity.

Goal Five: Maintain financial stability

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

Objective 5.2 Actively pursue college and district-wide grants that align with the district mission and Strategic Plan as measured by the application for a minimum of one new grant per college annually.

Goal Six: Respond to community needs

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

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

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

Appendix A

Strategic Planning Glossary

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

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

Values	Enduring, core beliefs or principles that KCCD'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 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; and 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 the information 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 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 (cost).
Key Performance Indicators	Measures used to determine if the goal or initiative has been accomplished. Examples: student retention rates, dollars raised, employee satisfaction.

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

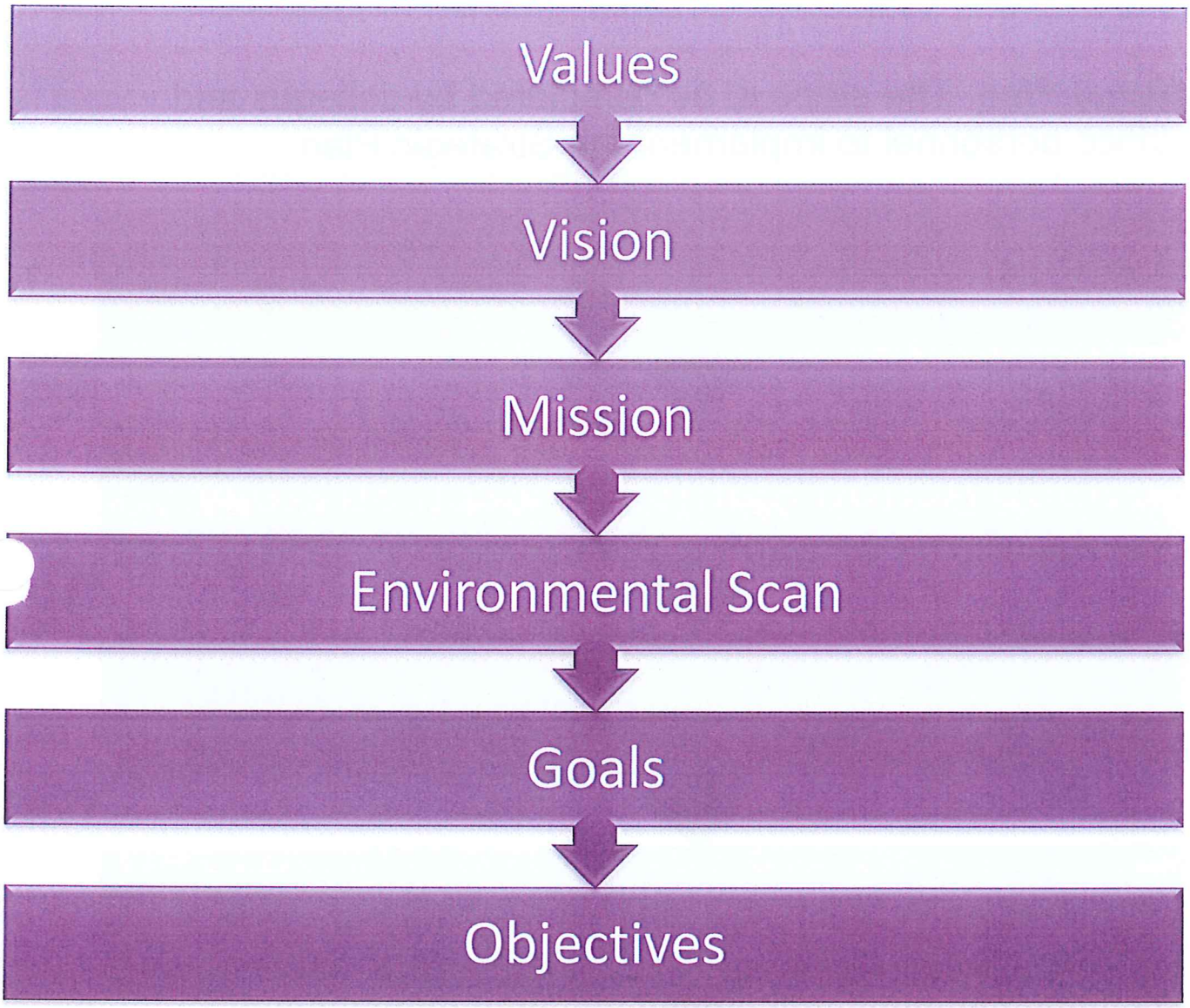
Action Plans	Action plans spell out the specific steps to be taken to accomplish the strategy that was decided upon to reach the goal. They are the "who, what, when, how, and how much" of the operational plan. They are detailed with no "plans to plan." They make the strategic plan operational.

Accountability	The demonstration to the public that the programs, services and management of the district are responsible and effective. Often provided in an annual report or institutional effectiveness report.
Assessment	The collection, review and use of data and information about progress of the action plans in order to determine if the goals and objectives are being accomplished, and the impact of that accomplishment. Assessment goes hand in hand with evaluation.
Baseline	A level of previous or current performance that can be used to set improvement goals and targets.
Benchmarking	The process of regularly comparing and measuring the district against its peers (similar in size, demographics, etc.) to gain information that will help it to take action to improve performance.
Collaboration	To work together, sharing ideas and resources, especially in a joint intellectual effort.
Collaboratives	Groups that come together to solve problems, share best practices, implement a project, or address issues or ideas of value to the district.
Constituency	A specific group within an organization or served by an organization.
Demographics	The characteristics of human populations and population segments, e.g. race, gender, age.
Evaluation	A study to determine the extent to which the district reached its goals. Put simply, going back to determine: Did we do what we said we were going to do? What evidence do we have that we were successful? Does the data collected in the study show that we accomplished our goals and objectives? Did they have the intended effect?
Implementation	Making the steps in an action plan happen.
Outcomes	The actual results achieved, as well as the impact or benefit of the action.
Proactive	Acting in advance to do deal with an expected difficulty.

Resource Allocation	The determination and allotment of resources – financial, human, physical and time – necessary to carry out the strategies and achieve the objectives within a priority framework.
Stakeholder	Any person or group with a vested interest in the outcome of the plan.
Strategic Management	Assuring that the right people and positions are in place to implement the plan. Assignments are made and performance monitored.
Strategy	Broadly stated means of deploying resources to achieve the strategic goals and objectives. In general, what the district and/or its colleges must do to accomplish an objective attached to a goal. Each objective has an action plan, and each action plan starts with a strategy, followed by the action steps (tasks) that must be implemented to accomplish the strategy, and therefore accomplish the goal and objective.

Appendix B

Steps for Developing the Strategic Plan



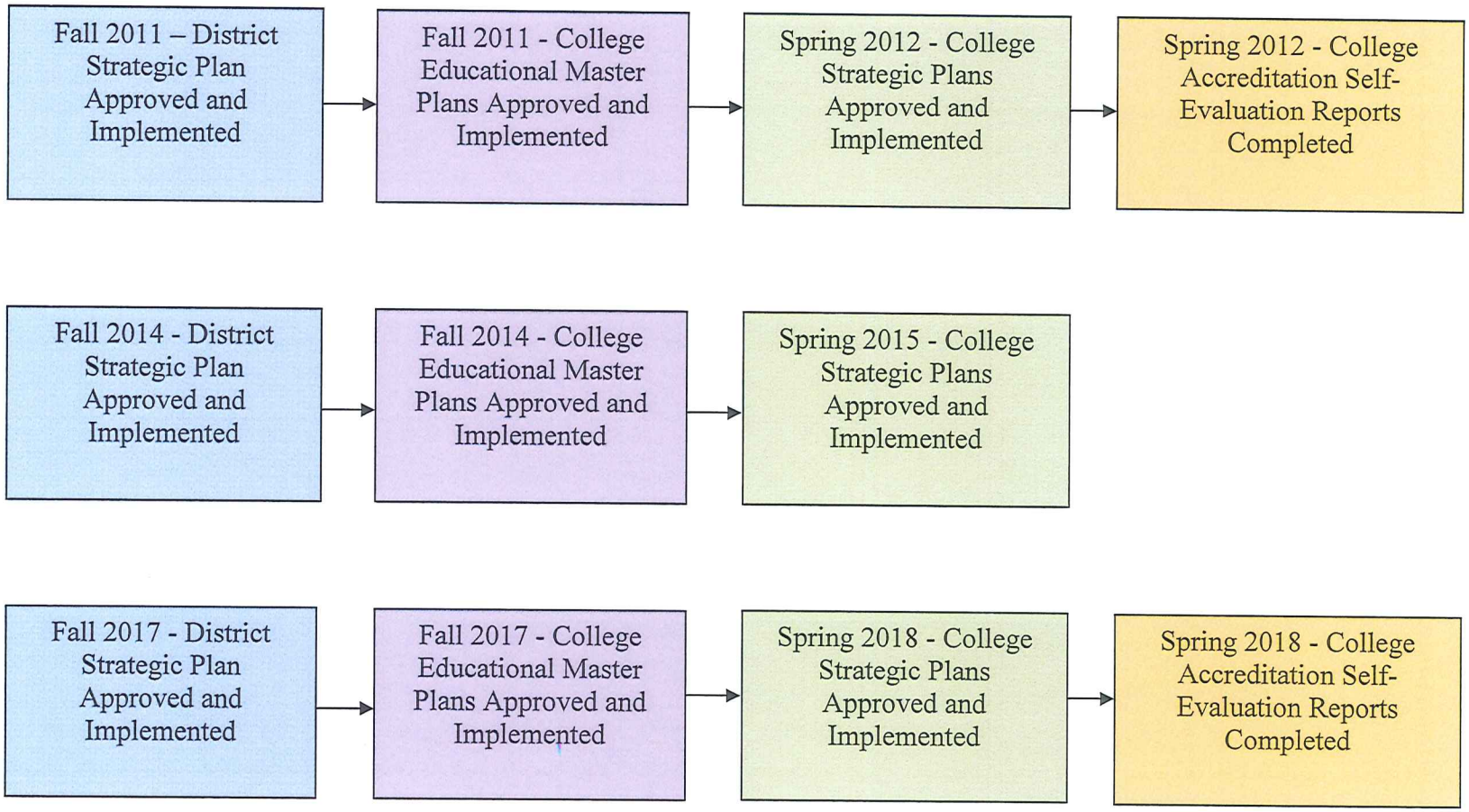
Appendix C

Steps for Developing the Operational Plan

Operational Plan: The steps to be completed by colleges and district office personnel to implement the Strategic Plan.

Appendix D

KCCD Planning Cycle



Fast Facts 2012

KERN COMMUNITY COLLEGE DISTRICT

Sandra V. Serrano, Chancellor (661) 336-5104

2011-12 Student Demographics

Gender	
Female	56.8%
Male	42.8%
Unknown	0.4%
Age	
19 or Younger	22.9%
20-24	33.8%
25-29	14.3%
30-39	15.3%
40-49	8.5%
50 or Older	5.2%
Unknown	0.0%
Ethnicity	
African American	6.3%
Asian	4.9%
Hispanic	48.7%
Native American	1.1%
White	35.1%
Two or More Races	2.9%
Other/Unknown	1.0%

Fall 2012 Employees

Type	Headcount	% of All
Full-time Faculty	370	29.0%
Adjunct Faculty	385	30.1%
Classified Staff	436	34.1%
Administrators	87	6.8%
Total	1,278	

Enrollment Related Trends

	Fall 2010	Fall 2011	Fall 2012
Student Headcount	29,334	26,600	25,403
Enrollments at Census	82,702	76,572	72,469
Sections Offered	2,734	2,460	2,411
FTES (FT Equivalent Students)	9,537	8,814	8,611
Productivity (FTES/FTEF)	16.6	16.8	16.9

Student Outcomes

	2009-10	2010-11	2011-12
Transfers	940	1,039	1,034
Degrees (AA/AS)	1,440	1,410	1,411
Certificates	907	865	1,061

Top Five Awards in 2011-12

AA/AS	Certificates
Liberal Arts/Science	Child Dev. Teacher (all)
Registered Nursing	Nurse Assistant
Business Admin./Mgmt.	Emergency Medical Tech.
Biological Science (all)	Basic Mach Tool Op
Social Science	Automotive (all)

Rate of Successful Course Completion (Grades of C or Better)

Course Type	2009-10	2010-11	2011-12
Basic Skills	51.1%	52.1%	55.7%
Vocational	73.9%	73.2%	73.3%
Transfer	65.2%	64.1%	65.4%
Online	54.9%	53.9%	54.2%
All Courses	**65.3%**	**64.5%**	**65.9%**

2011-12 Student Financial Aid

	Undupl Students	Award Amount	Pct of Students Receiving Aid
Grants (Fed & ST)	14,326	$46,341,945	37.0%
Fee Waivers	22,981	$12,889,417	59.4%
Workstudy	267	$475,898	0.7%
Loans to Students	899	$3,475,309	2.3%
Total Financial Aid	23,269	$63,182,569	60.2%

Annual FTES

	2010-11	2011-12
Actual FTES	21,017	19,165
Funded FTES	19,733	18,221
Unfunded FTES	1,284	944
Funding per FTES	$5,344	$5,115

KCCD 2012-13 General Fund Budget

Unrestricted	$117,045,985
Restricted	$19,695,952

Bakersfield College
Dr. Sonya Christian
President

Cerro Coso Community College
Jill Board
President

Porterville College
Dr. Rosa Carlson
President

- Serving Kern, Tulare, Inyo, Mono, and San Bernardino Counties
- Serving approximately 38,000 students annually
- 24,800 square miles in size

Fast Facts 2012
Bakersfield College

Founded in 1913

Dr. Sonya Christian
President
(661) 395-4211

Enrollment Related Trends

	Fall 2010	Fall 2011	Fall 2012
Student Headcount	19,673	17,726	17,741
Enrollments at Census	55,888	52,111	50,784
Sections Offered	1,670	1,554	1,588
FTES (FT Equivalent Students)	6,389	5,804	5,940
Productivity (FTES/FTEF)	16.9	17.0	17.7
Delano FTES	519	444	455
Weill/Stockdale FTES	137	153	96
On-line FTES	450	369	362

Student Awards

	2009-10	2010-11	2011-12
Degrees (AA/AS)	972	932	867
Certificates	735	699	890

Top Three Awards, 2011-12

AA/AS	Certificates
Registered Nursing	Child Dev. Teacher (all)
Liberal Arts/Science	Nurse Assistant
Liberal Studies	Emergency Medical Tech.

Student Transfers

	2009-10	2010-11	2011-12
UC	48	65	48
CSU	746	762	783
Total	**794**	**827**	**831**

Top Three Transfer Colleges, 2011-12

UC	CSU
UC Davis	CSU Bakersfield
UC Los Angeles	CSU Fresno
UC Berkeley	CSU Northridge

Rate of Successful Course Completion (Grades of C or Better)

Course Type	2009-10	2010-11	2011-12
Basic Skills	50.9%	51.0%	54.5%
Vocational	75.9%	75.1%	75.1%
Transfer	65.9%	64.1%	65.9%
Online	50.4%	47.5%	48.0%
All Courses	**65.7%**	**64.3%**	**66.0%**

2011-12 Student Demographics

Gender	
Female	54.6%
Male	44.9%
Unknown	0.5%
Age	
19 or Younger	24.3%
20-24	36.4%
25-29	14.1%
30-39	13.9%
40-49	7.2%
50 or Older	4.1%
Ethnicity	
African American	7.7%
Asian	4.9%
Hispanic	53.6%
Native American	0.8%
White	29.5%
Two or More Races	2.4%
Unknown	1.1%

Fall 2012 Employees

Type	Headcount	% of All
Full-time Faculty	251	35.0%
Adjunct Faculty	207	28.9%
Classified Staff	230	32.1%
Administrators	29	4.0%
Total	717	

2011-12 Student Financial Aid

	Undupl Students	Award Amount	Pct of Students Receiving Aid
Grants (Fed & ST)	10,287	$32,089,391	40.9%
Fee Waivers	15,769	$8,890,491	62.6%
Workstudy	135	$261,769	0.5%
Loans to Students	899	$3,475,309	3.6%
Total Financial Aid	15,979	$44,716,960	63.5%

Annual FTES

	2010-11	2011-12
Actual FTES	14,052	12,598
Funded FTES	13,158	12,152
Unfunded FTES	894	446
Funding per FTES	$5,344	$5,115

BC 2012-13 General Fund Budget

Unrestricted	$50,473,334
Restricted	$10,523,431

Fast Facts 2012

Cerro Coso Community College

Established in 1973

Jill Board
President (760) 384-6212

KCCD
KERN COMMUNITY COLLEGE DISTRICT

Enrollment Related Trends

	Fall 2010	Fall 2011	Fall 2012
Student Headcount	6,482	5,803	4,564
Enrollments at Census	13,867	12,275	10,117
Sections Offered	641	534	453
FTES (FT Equivalent Students)	1,556	1,465	1,204
Productivity (FTES/FTEF)	15.0	14.9	13.9
Bishop/Mammoth FTES	151	133	140
KRV/South Kern FTES	151	141	102
On-line FTES	727	664	560

Student Awards

	2009-10	2010-11	2011-12
Degrees (AA/AS)	223	299	211
Certificates	26	38	60

Top Three Awards, 2011-12

AA/AS	Certificates
Liberal Arts/Science	Welding (all)
Business Admin./Mgmt.	Child Dev. Teacher (all)
Nursing, LVN	Computer Studies (all)

Student Transfers

	2009-10	2010-11	2011-12
UC	8	13	14
CSU	44	57	63
Total	**52**	**70**	**77**

Top Three Transfer Colleges, 2011-12

UC	CSU
UC Riverside	CSU Bakersfield
UC Irvine	CSU Northridge
UC Davis	CSU Channel Islands

Rate of Successful Course Completion (Grades of C or Better)

Course Type	2009-10	2010-11	2011-12
Basic Skills	49.2%	53.5%	56.6%
Vocational	68.9%	67.2%	68.7%
Transfer	63.9%	63.0%	62.6%
Online	57.8%	58.0%	58.0%
All Courses	**65.2%**	**64.6%**	**64.5%**

2011-12 Student Demographics

Gender	
Female	61.9%
Male	37.9%
Unknown	0.2%
Age	
19 or Younger	15.0%
20-24	26.6%
25-29	16.5%
30-39	20.7%
40-49	12.6%
50 or Older	8.6%
Ethnicity	
African American	6.5%
Asian	5.0%
Hispanic	26.4%
Native American	2.3%
White	55.3%
Two or More Races	3.5%
Other/Unknown	1.0%

Fall 2012 Employees

Type	Headcount	% of All
Full-time Faculty	57	22.5%
Adjunct Faculty	100	39.5%
Classified Staff	81	32.0%
Administrators	15	5.9%
Total	253	

2011-12 Student Financial Aid

	Undupl Students	Award Amount	Pct of Students Receiving Aid
Grants (Fed & ST)	1,318	$4,200,381	12.9%
Fee Waivers	2,640	$1,404,423	25.7%
Workstudy	54	$53,800	0.5%
Loans to Students	0	$0	0.0%
Total Financial Aid	2,677	$5,658,604	26.1%

Annual FTES

	2010-11	2011-12
Actual FTES	3,656	3,319
Funded FTES	3,373	3,114
Unfunded FTES	283	205
Funding per FTES	$5,344	$5,115

CC 2012-13 General Fund Budget

Unrestricted	$18,843,456
Restricted	$2,647,570

Fast Facts 2012
Porterville College

Porterville College

Founded in 1927

Dr. Rosa Carlson
President (559) 791-2315

KCCD
KERN COMMUNITY COLLEGE DISTRICT

Enrollment Related Trends

	Fall 2010	Fall 2011	Fall 2012
Student Headcount	4,345	4,188	3,887
Enrollments at Census	12,947	12,186	11,568
Sections Offered	423	372	370
FTES (FT Equivalent Students)	1,591	1,546	1,468
Productivity (FTES/FTEF)	17.0	17.8	17.0
On-line FTES	107	104	100

Student Awards

	2009-10	2010-11	2011-12
Degrees (AA/AS)	245	179	333
Certificates	146	128	111

Top Three Awards, 2011-12

AA/AS	Certificates
Social Science	Psychiatric Technician
Liberal Arts/Sciences	Administration of Justice
Biological & Physical Science	Preschool Teacher/Instrl Aide

Student Transfers

	2009-10	2010-11	2011-12
UC	7	11	16
CSU	87	131	110
Total	**94**	**142**	**126**

Top Three Transfer Colleges, 2011-12

UC	CSU
UC Merced	CSU Fresno
UC Berkeley	CSU Bakersfield
UC Los Angeles	CSU Northridge

Rate of Successful Course Completion (Grades of C or Better)

Course Type	2009-10	2010-11	2011-12
Basic Skills	53.7%	57.9%	62.8%
Vocational	72.8%	74.0%	72.4%
Transfer	63.6%	65.5%	66.8%
Online	53.7%	50.2%	51.7%
All Courses	**63.9%**	**65.1%**	**66.6%**

2011-12 Student Demographics

Gender	
Female	63.2%
Male	36.5%
Unknown	0.3%
Age	
19 or Younger	26.8%
20-24	36.2%
25-29	12.9%
30-39	13.8%
40-49	7.2%
50 or Older	3.1%
Ethnicity	
African American	2.4%
Asian	5.8%
Hispanic	63.2%
Native American	0.7%
White	25.6%
Two or More Races	1.9%
Other/Unknown	0.5%

Fall 2012 Employees

Type	Headcount	% of All
Full-time Faculty	63	28.4%
Adjunct Faculty	79	35.6%
Classified Staff	66	29.7%
Administrators	14	6.3%
Total	222	

2011-12 Student Financial Aid

	Undupl Students	Award Amount	Pct of Students Receiving Aid
Grants (Fed & ST)	2,721	$10,052,173	46.5%
Fee Waivers	3,835	$2,447,686	65.5%
Workstudy	78	$160,329	1.3%
Loans to Students	0	$0	0.0%
Total Financial Aid	3,876	$12,660,188	66.2%

Annual FTES

	2010-11	2011-12
Actual FTES	3,309	3,247
Funded FTES	3,203	2,954
Unfunded FTES	106	293
Funding per FTES	$5,344	$5,115

PC 2012-13 General Fund Budget

Unrestricted	$18,019,669
Restricted	$4,063,365

Bakersfield College

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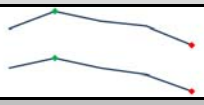
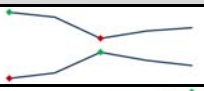
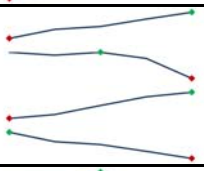
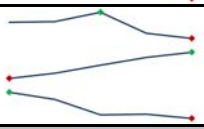
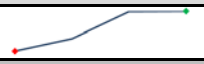
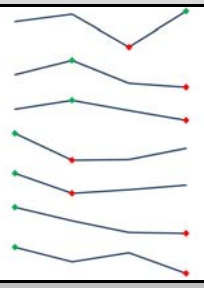
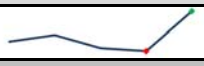
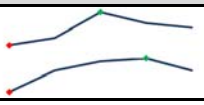
Key Elements		Trend Timeframe					Trendlines
1	**Student Headcount and Participation Rate**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: ***Annual Student Headcount*** includes an unduplicated count of students enrolled at census. ***Participation Rate*** equals college enrollment per 1,000 adults (age 18 to 65) in the service area.						
	Annual Student Headcount	27,370	29,709	28,355	27,700	25,172	
	Participation Rate	65.1	69.3	64.9	62.4	55.3	
2	**Student Demographics vs. College Service Area Population**	Note: Comparison results are detailed in the full report, only student demographic trends are shown below.					
	Student Demographics Only	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Gender: Female	56%	55%	54%	54%	55%	
	Male	44%	44%	46%	45%	45%	
	Ethnicity: Hispanic/ Latino	45%	48%	49%	51%	54%	
	Other Race	14%	14%	14%	14%	13%	
	Two or More Races	1%	1%	2%	2%	2%	
	White	36%	34%	33%	31%	30%	
	Age: 19 or Younger	26%	26%	26%	25%	24%	
	20-29	45%	46%	48%	49%	50%	
	30 or Older	29%	28%	26%	26%	25%	
3	**Employee Demographics**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Trendlines**
	Notes: Additional employee demographics are in the full report. This information comes from the Fall MIS Employee data.						
	Percent of Faculty 55 or Older	-	36%	36%	38%	38%	
4	**Successful Course Completion Rates**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Course success is defined by grades: A, B, C, P divided by A, B, C, P, D, F, I, NP, W, DR. Rates for 2007-08 are not provided since the calculation methods were changed when DR grades were introduced in Summer 2008. Grades changes over time are incorporated.						
	Success Rate in All Courses	-	65.5%	65.8%	64.3%	65.9%	
	Online Course Success Rate	-	48.7%	50.6%	47.7%	47.2%	
	Ratio of Online Course Success to All	-	*0.74*	*0.77*	*0.74*	*0.72*	
	Basic Skills Course Success Rate	-	58.4%	50.9%	51.1%	54.2%	
	Ratio of Basic Skills Course Success to All	-	*0.89*	*0.77*	*0.79*	*0.82*	
	Career Technical Ed (CTE) Course Success	-	77.0%	76.0%	75.1%	75.0%	
	Ratio of CTE Course Success to All	-	*1.18*	*1.15*	*1.17*	*1.14*	
5	**Student Persistence (2012 ARCC Definition)**	**Fall 2005 to Fall 2006**	**Fall 2006 to Fall 2007**	**Fall 2007 to Fall 2008**	**Fall 2008 to Fall 2009**	**Fall 2009 to Fall 2010**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Defined as the percentage of students earning six or more units in their first fall term who return to enroll in the next fall.						
	Percentage who Persist	68.6%	69.6%	67.6%	67.1%	73.2%	
6	**Student Progress**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The percentage of first-time students who complete 12 units in their first term and 30 units in their first year.						
	Complete 12 Units in First Term	15.1%	16.2%	20.2%	18.5%	17.8%	
	Complete 30 Units in First Year	3.6%	4.3%	4.6%	4.7%	4.3%	

Bakersfield College

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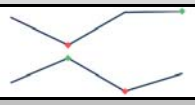
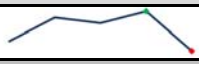
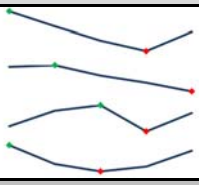
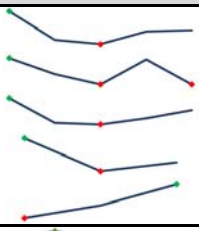
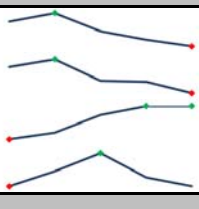
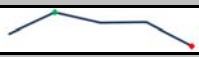
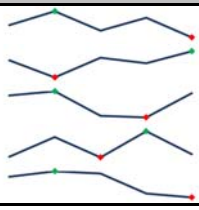
7	**Course Progression**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The percentage of students who after successfully completing a Math and English course one-level below transfer, continue to successfully complete the corresponding transfer level course within one year. The benchmark is the 2008-09 academic year.						
	English Progression (Within One Year)	-	16.6%	12.7%	17.3%	17.4%	
	Math Progression (Within One Year)	-	8.7%	10.1%	8.2%	9.2%	
8	**Student Progress and Achievement Rate (SPAR)**	**2001-02 to 2006-07**	**2002-03 to 2007-08**	**2003-04 to 2008-09**	**2004-05 to 2009-10**	**2005-06 to 2010-11**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Percentage of first-time students who achieve any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).						
	Percentage w/ Successful SPAR Outcome	47.0%	49.2%	48.7%	49.7%	46.1%	
9	**Associate Degrees and Certificates Awarded**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Count of all awards by type. This is not an unduplicated count of students receiving an award since a student may have received more than one award during the time period.						
	Total Awards (Any Type)	1,937	1,823	1,712	1,633	1,781	
	AA/AS Degrees	1,029	1,039	977	935	884	
	Certificates of Achievement	185	233	250	169	226	
	Job Skills Certificates	723	551	485	529	671	
10	**Student Transfers**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**Trendlines**
	Notes: The number of students who transfer to a four-year college after taking the majority of their CCC units at this community college. The Transfer Rate is based on the CA Community College Chancellor's Office Transfer Velocity project, a six year cohort study tracking students who demonstrate intent to transfer.						
	Number who Transfer to CSU/UC	881	805	794	827	831	
	California State University	815	750	746	762	783	
	University of California	66	55	48	65	48	
	Transfers to In-State Private Institutions	496	364	399	n/a	n/a	
	Transfers to Out-of-State Institutions	159	169	186	n/a	n/a	
	Transfer Rate	40.1%	41.0%	40.0%	37.5%	40.6%	
11	**Schedule and Productivity**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Courses Offered	875	906	840	810	786	
	Total Active Sections Scheduled	4,113	4,307	3,761	3,730	3,445	
	Students per Section (Adjusted for Cross-listing)	29	30	32	33	33	
	Annual Productivity (FTES/FTEF)	16.9	17.5	18.2	17.2	16.9	
12	**FTES and Target** (Target is on the Full report)	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Annual Fulltime Equivalent Students (FTES)	13,354	14,656	14,007	14,052	12,598	
13	**Full-time Equivalent Faculty Workload**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Faculty Workload (Annual)	790.6	838.9	770.7	815.4	748.0	
	Contract Workload as % of All Workload	55.9%	52.1%	56.5%	55.2%	57.9%	
	Overload Workload as % of All Workload	8.4%	8.7%	7.5%	7.4%	8.6%	
	Adjunct Workload as % of All Workload	26.3%	29.2%	26.3%	30.1%	26.7%	
	Summer Workload as % of All Workload	9.3%	10.0%	9.7%	7.3%	6.8%	

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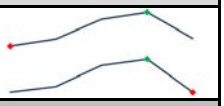
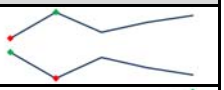
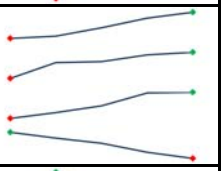
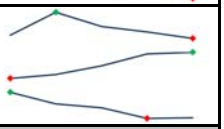
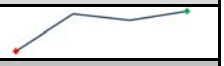
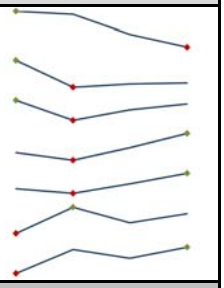
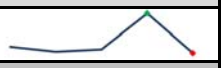
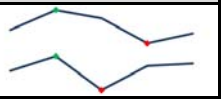
1	**Student Headcount and Participation Rate**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: ***Annual Student Headcount*** includes an unduplicated count of students enrolled at census. ***Participation Rate*** equals college enrollment per 1,000 adults (age 18 to 65) in the service area.						
	Annual Student Headcount	9,937	10,235	11,053	11,341	10,257	
	Participation Rate	148.6	151.2	161.7	164.8	148.5	
2	**Student Demographics vs. College Service Area Population**	Note: Comparison results are detailed in the full report, only student demographic trends are shown below.					
	Student Demographics Only	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Gender: Female	59%	62%	60%	61%	62%	
	Male	41%	37%	40%	39%	38%	
	Ethnicity: Hispanic/ Latino	15%	16%	20%	24%	26%	
	Other Race	11%	13%	13%	13%	14%	
	Two or More Races	1%	2%	2%	3%	4%	
	White	68%	65%	62%	58%	55%	
	Age: 19 or Younger	15%	18%	16%	16%	15%	
	20-29	34%	35%	38%	43%	43%	
	30 or Older	51%	47%	45%	42%	42%	
3	**Employee Demographics**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Trendlines**
	Notes: Additional employee demographics are in the full report. This information comes from the Fall MIS Employee data.						
	Percent of Faculty 55 or Older	-	39%	43%	42%	43%	
4	**Successful Course Completion Rates**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Course success is defined by grades: A, B, C, P divided by A, B, C, P, D, F, I, NP, W, DR. Rates for 2007-08 are not provided since the calculation methods were changed when DR grades were introduced in Summer 2008. Grades changes over time are incorporated.						
	Success Rate in All Courses	-	65.3%	65.2%	64.7%	64.3%	
	Online Course Success Rate	-	59.3%	57.8%	58.0%	58.0%	
	Ratio of Online Course Success to All	-	*0.91*	*0.89*	*0.90*	*0.90*	
	Basic Skills Course Success Rate	-	52.5%	50.9%	53.5%	56.6%	
	Ratio of Basic Skills Course Success to All	-	*0.80*	*0.78*	*0.83*	*0.88*	
	Career Technical Ed (CTE) Course Success	-	66.1%	68.9%	67.2%	68.2%	
	Ratio of CTE Course Success to All	-	*1.01*	*1.06*	*1.04*	*1.06*	
5	**Student Persistence (2012 ARCC Definition)**	**Fall 2005 to Fall 2006**	**Fall 2006 to Fall 2007**	**Fall 2007 to Fall 2008**	**Fall 2008 to Fall 2009**	**Fall 2009 to Fall 2010**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Defined as the percentage of students earning six or more units in their first fall term who return to enroll in the next fall.						
	Percentage who Persist	54.2%	53.3%	53.7%	60.0%	53.1%	
6	**Student Progress**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The percentage of first-time students who complete 12 units in their first term and 30 units in their first year.						
	Complete 12 Units in First Term	13.7%	14.9%	14.4%	12.9%	13.5%	
	Complete 30 Units in First Year	2.0%	2.6%	1.2%	2.2%	2.3%	

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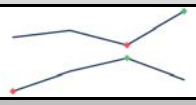
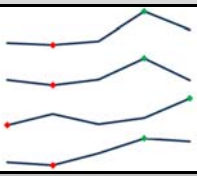
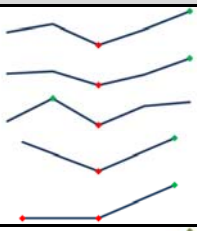
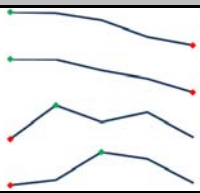
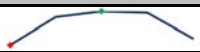
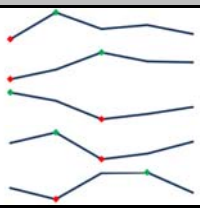
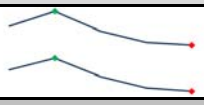
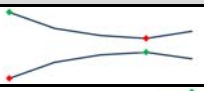
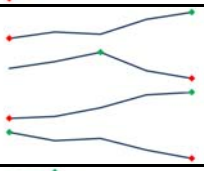
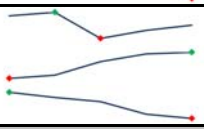
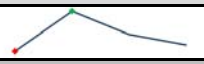
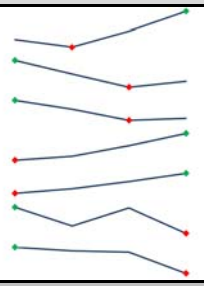
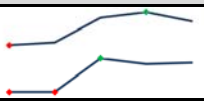
	Notes: The percentage of students who after successfully completing a Math and English course one-level below transfer, continue to successfully complete the corresponding transfer level course within one year. The benchmark is the 2008-09 academic year.						
	English Progression (Within One Year)	-	16.7%	18.2%	15.1%	22.1%	
	Math Progression (Within One Year)	-	10.2%	15.3%	18.8%	13.3%	
8	**Student Progress and Achievement Rate (SPAR)**	**2001-02 to 2006-07**	**2002-03 to 2007-08**	**2003-04 to 2008-09**	**2004-05 to 2009-10**	**2005-06 to 2010-11**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Percentage of first-time students who achieve any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).						
	Percentage w/ Successful SPAR Outcome	48.5%	50.6%	50.5%	52.9%	50.5%	
9	**Associate Degrees and Certificates Awarded**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Count of all awards by type. This is not an unduplicated count of students receiving an award since a student may have received more than one award during the time period.						
	Total Awards (Any Type)	245	239	250	341	285	
	AA/AS Degrees	222	203	223	301	221	
	Certificates of Achievement	22	36	23	31	56	
	Job Skills Certificates	1	0	4	9	8	
10	**Student Transfers**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**Trendlines**
	Notes: The number of students who transfer to a four-year college after taking the majority of their CCC units at this community college. The Transfer Rate is based on the CA Community College Chancellor's Office Transfer Velocity project, a six year cohort study tracking students who demonstrate intent to transfer.						
	Number who Transfer to CSU/UC	67	76	52	70	91	
	California State University	58	61	44	57	77	
	University of California	9	15	8	13	14	
	Transfers to In-State Private Institutions	87	80	88	n/a	n/a	
	Transfers to Out-of-State Institutions	136	136	153	n/a	n/a	
	Transfer Rate	41.3%	42.3%	41.9%	39.7%	46.4%	
11	**Schedule and Productivity**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Courses Offered	511	506	470	386	343	
	Total Active Sections Scheduled	1,636	1,629	1,509	1,422	1,270	
	Students per Section (Adjusted for Cross-listing)	25	28	26	27	25	
	Annual Productivity (FTES/FTEF)	14.2	14.4	15.4	15.1	14.3	
12	**FTES and Target** (Target is on the Full report)	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Annual Fulltime Equivalent Students (FTES)	3,289	3,608	3,674	3,656	3,366	
13	**Full-time Equivalent Faculty Workload**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Faculty Workload (Annual)	231.6	250.7	238.8	241.6	235.4	
	Contract Workload as % of All Workload	29.5%	31.3%	34.6%	32.9%	32.7%	
	Overload Workload as % of All Workload	14.8%	13.1%	9.5%	10.5%	11.9%	
	Adjunct Workload as % of All Workload	41.9%	43.2%	40.1%	40.8%	42.1%	
	Summer Workload as % of All Workload	13.8%	12.3%	15.8%	15.9%	13.2%	

Porterville College

The College in Review: Key Elements of Access and Success

Summary Version

The College in Review is available in two versions: summary and full. This is the summary version.
The Key Elements reviewed are the same in both versions, but the full version contains greater detail and more graphics.

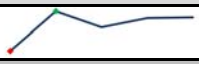
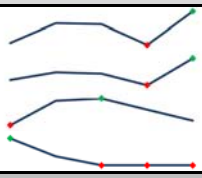
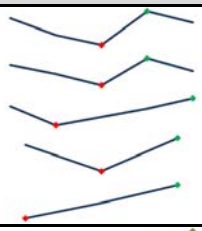
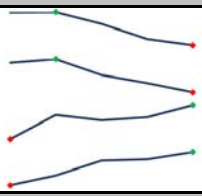
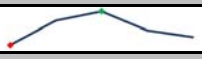
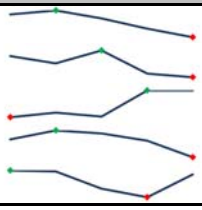
Key Elements		Trend Timeframe					Trendlines
1	**Student Headcount and Participation Rate**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: ***Annual Student Headcount*** includes an unduplicated count of students enrolled at census. ***Participation Rate*** equals college enrollment per 1,000 adults (age 18 to 65) in the service area.						
	Annual Student Headcount	6,811	7,573	6,565	5,998	5,856	
	Participation Rate	112.1	123.4	105.4	94.8	91.4	
2	**Student Demographics vs. College Service Area Population**	Note: Comparison results are detailed in the full report, only student demographic trends are shown below.					
	Student Demographics Only	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Gender: Female	66%	64%	63%	62%	63%	
	Male	34%	36%	37%	37%	37%	
	Ethnicity: Hispanic/ Latino	55%	57%	56%	61%	63%	
	Other Race	9%	10%	11%	9%	9%	
	Two or More Races	1%	1%	1%	2%	2%	
	White	32%	30%	30%	27%	25%	
	Age: 19 or Younger	28%	29%	25%	26%	27%	
	20-29	39%	40%	45%	48%	49%	
	30 or Older	33%	31%	30%	25%	24%	
3	**Employee Demographics**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Trendlines**
	Notes: Additional employee demographics are in the full report. This information comes from the Fall MIS Employee data.						
	Percent of Faculty 55 or Older	-	42%	47%	44%	42%	
4	**Successful Course Completion Rates**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Course success is defined by grades: A, B, C, P divided by A, B, C, P, D, F, I, NP, W, DR. Rates for 2007-08 are not provided since the calculation methods were changed when DR grades were introduced in Summer 2008. Grades changes over time are incorporated.						
	Success Rate in All Courses	-	64.5%	63.9%	65.1%	66.5%	
	Online Course Success Rate	-	59.0%	53.7%	48.7%	50.9%	
	Ratio of Online Course Success to All	-	*0.91*	*0.84*	*0.75*	*0.77*	
	Basic Skills Course Success Rate	-	52.2%	53.7%	57.9%	62.8%	
	Ratio of Basic Skills Course Success to All	-	*0.81*	*0.84*	*0.89*	*0.94*	
	Career Technical Ed (CTE) Course Success	-	74.1%	72.9%	74.0%	72.4%	
	Ratio of CTE Course Success to All	-	*1.15*	*1.14*	*1.14*	*1.09*	
5	**Student Persistence (2012 ARCC Definition)**	**Fall 2005 to Fall 2006**	**Fall 2006 to Fall 2007**	**Fall 2007 to Fall 2008**	**Fall 2008 to Fall 2009**	**Fall 2009 to Fall 2010**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Defined as the percentage of students earning six or more units in their first fall term who return to enroll in the next fall.						
	Percentage who Persist	57.3%	59.2%	63.2%	66.9%	70.3%	
6	**Student Progress**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The percentage of first-time students who complete 12 units in their first term and 30 units in their first year.						
	Complete 12 Units in First Term	15.8%	16.7%	25.3%	27.2%	24.0%	
	Complete 30 Units in First Year	2.7%	2.7%	5.0%	4.6%	4.7%	

Porterville College

The College in Review: Key Elements of Access and Success

Summary Version

The College in Review is available in two versions: summary and full. This is the summary version.
The Key Elements reviewed are the same in both versions, but the full version contains greater detail and more graphics.

Key Elements		Trend Timeframe					Trendlines
7	**Course Progression**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The percentage of students who after successfully completing a Math and English course one-level below transfer, continue to successfully complete the corresponding transfer level course within one year. The benchmark is the 2008-09 academic year.						
	English Progression (Within One Year)	-	22.4%	27.1%	27.5%	32.1%	
	Math Progression (Within One Year)	-	19.5%	17.8%	13.4%	20.8%	
8	**Student Progress and Achievement Rate (SPAR)**	**2001-02 to 2006-07**	**2002-03 to 2007-08**	**2003-04 to 2008-09**	**2004-05 to 2009-10**	**2005-06 to 2010-11**	**Trendlines**
	Notes: This information comes from the 2012 Accountability Reporting for Community Colleges (ARCC). Percentage of first-time students who achieve any of five outcomes within six years: transfer prepared, transfer directed, transfer to 4-year institution, earn AA/AS or certificate (18 or more units).						
	Percentage w/ Successful SPAR Outcome	43.4%	52.8%	49.0%	51.2%	51.3%	
9	**Associate Degrees and Certificates Awarded**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: Count of all awards by type. This is not an unduplicated count of students receiving an award since a student may have received more than one award during the time period.						
	Total Awards (Any Type)	316	395	391	307	444	
	AA/AS Degrees	209	252	245	179	333	
	Certificates of Achievement	104	142	146	128	111	
	Job Skills Certificates	3	1	0	0	0	
10	**Student Transfers**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Notes: The number of students who transfer to a four-year college after taking the majority of their CCC units at this community college. The Transfer Rate is based on the CA Community College Chancellor's Office Transfer Velocity project, a six year cohort study tracking students who demonstrate intent to transfer.						
	Number who Transfer to CSU/UC	132	108	94	142	126	
	California State University	120	105	87	131	110	
	University of California	12	3	7	11	16	
	Transfers to In-State Private Institutions	99	73	106	n/a	n/a	
	Transfers to Out-of-State Institutions	40	46	53	n/a	n/a	
	Transfer Rate	34.5%	33.3%	31.8%	34.3%	36.6%	
11	**Schedule and Productivity**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Courses Offered	390	391	359	318	301	
	Total Active Sections Scheduled	1,105	1,141	981	899	806	
	Students per Section (Adjusted for Cross-listing)	30	34	33	33	35	
	Annual Productivity (FTES/FTEF)	14.8	15.5	16.6	16.7	17.2	
12	**FTES and Target** (Target is on the Full report)	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Annual Fulltime Equivalent Students (FTES)	3,172	3,402	3,489	3,309	3,247	
13	**Full-time Equivalent Faculty Workload**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**Trendlines**
	Total Faculty Workload (Annual)	215.1	220.0	210.7	198.7	188.8	
	Contract Workload as % of All Workload	59.7%	58.2%	60.8%	56.1%	55.4%	
	Overload Workload as % of All Workload	0.8%	1.8%	0.9%	7.3%	7.2%	
	Adjunct Workload as % of All Workload	30.4%	31.1%	30.9%	30.3%	29.2%	
	Summer Workload as % of All Workload	8.5%	8.4%	7.0%	6.2%	8.2%	

Section Two

Board of Trustees

Section Two
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Section Two—Board of Trustees
Governance Processes Relative to the
District Board Policy Manual
and Collegial Consultation
With Academic Senates

Employ the Process of Mutual Agreement

Policies: None

Procedures: None

Appendices: None

Rely Primarily Upon the Advice and Judgment

Policies: None

Procedures: None

Appendices: None

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Policy

SECTION TWO

BOARD OF TRUSTEES

2A General Functions

2A1 Authority - The Board of Trustees of the Kern Community College District is the governing body of the District.

The Board of Trustees exists by virtue of and derives its powers from the Constitution and the Acts of the Legislature of the State of California and the Rules and Regulations of the Board of Governors of the California Community Colleges.

The Board of Trustees as the controlling body of the District is charged with: (1) approving and adopting the policies for the operation of the District, (2) determining that adequate funds are available to enable the staff to execute these policies, and (3) acting as a board of appeals.

The Board shall exercise all the powers, duties, responsibilities and obligations given to it by law. Its primary function is the determination of general policies for and exercise of general supervision of the District. The details and administration thereof shall be carried out by its officers and employees.

2A2 Management of the District - The Board shall determine the administrative organization necessary to execute District policies. It shall elect a Chancellor and such other officers as may be required and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor.

The administration of the Kern Community College District is that of line and staff. Employees should conduct College or District business according to this organizational arrangement.

The College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level.

2A2A When a change in organizational structure is being considered at a College, discussions shall be held with Academic Senate and classified representatives. *(Added June 10, 1999)*

2A2B When a change in organizational structure is being considered at the District Office, discussions shall be held with representatives of the Academic Senates and classified representatives. *(Added June 10, 1999)*

2B Organization of the Board of Trustees

2B1 Composition - The Board of Trustees is composed of seven (7) members representing the District on the basis of trustee areas as follows. See **Appendix 2B1(a)** of this Manual for a map of the Kern Community College District trustee areas. **Appendix 2B1(b)** of this Manual includes a listing of the members of the Board of Trustees and term expiration date by trustee areas.

Trustee Area #1 .....Two (2) Board members
Trustee Area #2 .....One (1) Board member
Trustee Area #3 .....Two (2) Board members
Trustee Area #4 .....One (1) Board member
Trustee Area #5 .....One (1) Board member

2B1A In accordance with Education Code Section 72023.5 one (1) student shall be a non-voting member of the Board of Trustees. Upon request, the student member's advisory position on measures before the Board shall be noted in the official minutes of the meeting. The procedures for selection are prescribed by the governing board and are outlined in **Procedure 2B1A** of this Manual.

2B1A1 The student member shall serve for a one-year (1-year) term as provided by law. A student member may be afforded the opportunity to attend closed sessions at the invitation of the Board of Trustees except for matters dealing with personnel and collective bargaining.

2B1A2 Student members are entitled to the same travel allowance as voting members and shall be compensated for attendance at Board meetings at the same rate as regular members.

2B1A3 In accordance with Education Code Section 72023.7(c), the Board shall, by May 15 of each year, review and adopt rules and regulations implementing this section.

2B2 Election of Members of the Board of Trustees - A candidate must be an elector residing in and registered to vote in the area to be represented. Members of the Board of Trustees shall be elected by the electors of the area in which the member(s) resides.

2B2A A statement filed by a candidate for inclusion in the sample ballot for distribution to the voters shall be limited to two hundred (200) words. A charge for such statement shall be levied against the candidate by the County Clerk.

2B2B If a tie vote occurs, the candidates who have received the tie votes shall be notified to appear before the Board either personally or by a representative at a designated time and place. The Board of Trustees shall at that time and place determine the winner or winners by lot.

2B3 Election of Officers - The Board of Trustees, at its annual organization meeting on a day within the period December 1 to December 31, inclusive, shall organize by electing from among its members a President, Vice President, and Clerk. Said officers shall hold office for two (2) years or until their successors shall have been elected and qualified. Newly elected members shall be seated on the Board at a scheduled meeting after the election is certified. *(November 8, 2012)*

2B4 Secretary to the Board - The Chancellor shall serve as Secretary to the Board of Trustees.

2B5 Duties of Officers - It shall be the duty of the President of the Board to preside at all meetings of the Board, to enforce the usual parliamentary rules and to appoint all special committees not otherwise provided for. The President shall sign all papers and documents as required by law or as authorized by action of the Board. The President shall be authorized and it shall be his/her duty to call special meetings of the Board as provided by the California Education Code. In the absence of the President, these duties shall be performed by the Vice President. *(Revised July 1, 1999)*
The Clerk shall sign all papers and documents as required by law or as authorized by action of the Board.

2B6 Committees - The Board shall act as a committee of the whole in all matters. The President of the Board shall appoint such subcommittees as are deemed necessary. Such committees shall not have executive power

but shall serve in an investigative and advisory capacity only, reporting all findings and recommendations to the Board for action.

2C Meetings (*revised December 20, 2012)*

2C1 Schedule - Unless there is Board action to the contrary, regular meetings of the Board of Trustees shall be held once each month. Dates, time and place shall be determined at the annual organization meeting. Special meetings may be called as provided by law. See **Appendix 2C1** of this Manual for a schedule of meetings of the Board of Trustees.

2C2 Quorum and Rules of Proceedings - A majority of all the members shall constitute a quorum for the transaction of business. If less than a majority is in attendance at any regular meeting they shall have the power to adjourn. The Board may determine the rules of its proceedings; the ayes and noes shall be taken and recorded upon the call of any member. Any matter of procedure not governed by law or covered by this section shall be governed by Roberts Rules of Order.

2C3 Agendas - An agenda shall be posted adjacent to the place of meeting at least seventy-two (72) hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. Upon request, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

No business may be acted on or discussed which is not on the agenda, except when one (1) or more of the following apply:

2C3A A majority decides there is an “emergency situation” as defined for emergency meetings.

2C3B Two-thirds (2/3) of the members [or all members if less than two-thirds (2/3) are present] determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted.

2C3C An item appeared on the Board of Trustees agenda and was continued from a meeting held not more than five (5) days earlier.

2C4 Order of Business - The order of business at all regular meetings shall be as follows: (1) Preliminary and Communications, (2) Hearing of Citizens, (3) Work Study Session, (4) Business Services, (5) Educational Services, (6) Human Resources, (7) Reports, and (8) Adjournment. Closed Sessions may be called in accordance with the provisions of the California Education Code. The order of business may be changed by consent of the Board.

2C5 Securing Board Action - The Board shall provide opportunities for members of the general public to participate in the business of the

Board. Procedures and forms for securing Board action are included in **Procedure 2C5** of this Manual.

2C5A Members of the public may bring matters directly related to the business of the District to the attention of the Board in one-of-two ways:

2C5A1 There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda.

Members wishing to present such items shall submit a written request at the beginning of the meeting to the President of the Board that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken by the Board on such items.

2C5A2 Members of the public may place items that are within the jurisdiction of the Board on the prepared agenda in accordance with **Policy 2C5**.

A written summary of the item must be submitted to the Chancellor at least fourteen (14) days prior to the Board meeting. The summary must be typed and signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

2C5A3 Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.

2C5B Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.

2C5C The Board may direct the Chancellor to refer the matter to staff for response.

2C5D The Chancellor may make a recommendation to the Board, as appropriate.

2C6 Speakers

2C6A Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

2C6B Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item.

2C6C Persons wishing to speak to matters not on the agenda shall do so at the time designed at the meeting for public comment.

2C6D Those wishing to speak to the Board are subject to the following:

2C6D1 A speaker shall complete a written request to address the Board at the beginning of the meeting at which they wish to speak.

2C6D2 The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.

2C6D3 No member of the public may speak without being recognized by the President of the Board.

2C6D4 Each speaker will be allowed a maximum of five (5) minutes per topic. Twenty minutes shall be the maximum time allotment for public speakers on any one (1) subject regardless of the number of speakers at any one (1) Board meeting. At the discretion of a majority of the Board, these times limits may be extended.

2C6D5 Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

2C6D6 The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.

2C6E Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the Board meeting. Written communications regarding items on the Board's agenda should reach the office of the Chancellor not later than three (3) working days prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

2C6F Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District.

2C6G In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meetings unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue in session.

2C6G1 Only matters appearing on the agenda may be considered in such a session.

2C6G2 Duly accredited representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section

2C6G3 At the discretion of the Board, an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting shall be readmitted.

2C7 Minutes of Meetings - The Secretary to the Board shall keep minutes of all Board meetings and shall maintain a journal of its proceedings by recording every official action taken.

2C7A The names of Board members who make and second motions shall be recorded.

2C7B Minutes shall be written in unadopted form, duplicated and mailed to Board members before the next meeting.

2C7C Minutes shall be copied in the official minutes book only after they have been approved as written or as corrected.

2C7D The minutes shall be indexed to facilitate finding actions that have been taken at previous meetings.

2C7E Each action shall have headings for quick reference.

2C8 Public Access to Materials to be Discussed at Public Board Meeting (Government Code Section 54957.5) --The Board of Trustees shall provide, upon request, agendas of public meetings and copies of public records to be discussed at public meetings to members of the general public including representatives of newspapers, television and radio. Procedures governing public requests for copies of written material discussed at Board meetings are outlined in **Procedure 2C8** of this Manual.

2C8A If requested, writings that are public records shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

2D Board Meetings, Employee Representatives, Personnel Negotiations, Public Notice

2D1 Procedures for Public Notice and Negotiations

2D1A The Board of Trustees shall adhere to the requirement of Public Notice as set forth in Article 8, Section 3547, of Chapter 10.7 of the Government Code.

2D1B The Chancellor shall notify the exclusive representative organization(s) of the District that the Board of Trustees is prepared at any regular meeting of the Board scheduled in the months of February or March to hear the initial proposal(s) of the exclusive representative organization(s) relating to the scope of representation in Chapter 10.7 of the Government Code and to include the proposal(s) by title as a published agenda item.

2D1C The Board of Trustees shall at the meeting selected by the exclusive representative organization(s), receive the proposal(s) and shall make it available to public review and study at a known and designated place in the District [Government Code 3547(a)]. These places are the Chancellor's Office and the President's Office at each College.

In order to comply with the above section, the Chancellor shall request that the exclusive representative organization(s) furnish the Board of Trustees an appropriate number of copies of the proposal(s) at the time of the public presentation.

2D1D After the passage of not less than seven (7) calendar days following the public presentation by the exclusive representative organization(s), the Board shall then, at a regular meeting or at a called special meeting, provide the public with an opportunity to express itself regarding the proposal(s) [Government Code 3547(b)].

2D1E The Board shall then make a public presentation of its initial proposal(s) and make it available for public review and study at a known and designated place (or places) in the District [Government Code 3547(a)].

After the passage of not less than seven (7) calendar days, the Board shall provide an opportunity for public input at a regular or called special meeting.

The Board shall then adopt its initial proposal [Government Code 3547(c)].

2D1F Then the Board or its designated representatives shall begin meeting and negotiating with the exclusive representative organization(s) [Government Code 3547(b)].

2D1G Within twenty-four (24) hours of its presentation, the Board shall make any new subject matter proposal(s) within the scope of negotiations made by either party during meeting and negotiating available in printed form for public study and review at a known and designated place (or places) in the District [Government Code 3547(d)].

The Board shall request from the exclusive representative organization(s) sufficient copies of its proposal(s) to be able to comply with this section.

2D1H If any vote is taken by the Board on a new subject of negotiations, the Board shall make the roll call vote available as a matter of public record within twenty-four (24) hours of the time of the vote [Government Code 3547(d)].

2E **Board Self-Evaluation** *(Added October 4, 2007)*

2E1 The evaluation process is designed to provide constructive feedback to individual Board members about the performance of the Board as a whole, not individual Board members. It is the evaluation process of the overall effectiveness of the Board as a group making decisions and the results of those decisions. During the evaluation process, the integrity and rights of individuals must be respected and as such, the product of this evaluation process and all instruments attendant thereto shall be confidential.

2E2 To this end, the Board has established the following process:

2E2A The Board shall review and approve procedures for self-evaluation every five (5) years in the fall of every odd numbered year.

2E2B In the month of October, in each odd numbered year, the Secretary of the Board shall provide an agreed upon evaluation instrument.

2E2C All Board members will be asked to complete the evaluation instrument and submit responses to the Secretary of the Board.

2E2D A summary of the evaluations will be presented to the Board in a written communication by December of each odd numbered year.

2E2E The Board shall take appropriate action in response to the evaluation summary, during a public meeting.

2E3 Goals of the evaluation process are to:

- Identify past accomplishments
- Identify annual goals
- Clarify roles
- Enhance harmony and understanding
- Improve effectiveness and efficiency of Board meetings
- Set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District

2F Standards of Good Practice *(Added October 4, 2007)*

2F1 In support of effective community college governance, the Board believes that:

- It derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- It must clearly define and articulate its role;
- It is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- It always strives to differentiate between external and internal processes in the exercise of its authority;
- Its Trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- Its Trustee members come to each meeting prepared and ready to debate issues fully and openly;
- Its Trustee members vote their conscience and support the decision or policy made;
- Its behavior, and that of its members exemplify ethical behavior and conduct that is above reproach;
- It endeavors to remain always accountable to the community; and
- It honestly debates the issues affecting its community and speaks with one (1) voice once a decision or policy is made.

2G Statement of Ethics *(Revised October 4, 2007)*

2G1 Standards of Practice--The members of the Board of Trustees shall comply with the legal and ethical requirements of the State of California. In fulfilling their roles as members of the Board, they shall: *(Added April 20, 1995)*

- Hold the educational welfare of the students of the District as their primary concern,
- Maintain confidentiality on District matters as appropriate,
- Base individual decisions on available facts, and uphold the final decisions of the Board,
- Take no action as a member of the Board for personal gain, and
- Conduct personal relationships with District staff and members of the community based on the fact that they have no legal authority outside the meetings of the Board.

2G2 Violations of Standards *(Added October 4, 2007)*

2G2A Charges by any person that a Board Member has violated laws and regulations governing Board behavior or the Board's Statement of Ethics will be directed to the Chancellor. The Chancellor shall deliver the charges to the Board President or Vice President for appropriate action.

2G2B Charges filed will be investigated in a manner that provides professional assessment and confidentiality.

2G2C If the alleged behavior violates Board Policy on ethical conduct the Board President or Vice President shall alert the Board Member in question regarding the violation of policy and seek corrective action.

2G2D If further action is deemed necessary, the Board President or Vice President may appoint an ad-hoc committee of the Board officers to examine the matter and recommend a course of action to the Board.

The Board may discuss the violation at the Board meeting and affirm its policy expectations, and/or the Board may move to censure the Trustee.

2G2E If alleged behavior violates laws governing Board behavior, the President or Vice President of the Board and Chancellor are authorized to consult with legal counsel and refer the matter to appropriate authorities as provided by law.

2H **Conflict of Interest Statement**--Each member of the Board of Trustees must file a conflict of interest statement as determined by law and the Board of Trustees' Policy. Members of the Board should avoid any situation that may constitute a conflict of interest and should inform the Board when a matter under consideration might involve or appear to involve a conflict of interest.

2I **Benefits for Members of the Board of Trustees** *(Revised December 12, 2002)*

2I1 Members of the Board of Trustees and dependents are eligible for and shall receive the District comprehensive health, dental, and vision plans. Eligible members of the Board of Trustees shall be enrolled in a life insurance plan. The District's contribution for the health, dental, vision, and life insurance plans shall be determined annually by the Board of Trustees.

2I2 Members of the Board of Trustees and dependents are eligible for and shall receive the District comprehensive health plan and dental plan upon retirement from the Board of Trustees until age sixty-five (65) with the following provisions.

2I2A The retired member of the Board of Trustees must have reached age sixty (60).

2I2B The retiree must exceed twelve (12) years of service on the Kern Community College District Board.

2I2C The retired member of the Board of Trustees must have been first elected to a term of office that began prior to January 1, 1995.

2I2D The level of benefits and the District's contribution for the health and dental plans shall be the same as for active confidential and management employees.

2I3 For Board Members elected prior to July 1, 1991, health insurance, excluding dental will be provided Board retirees beyond age sixty-five (65) and dependents with the following provisions in addition to **Policies 2I2A** and **2I2B**.

2I3A The retiree [and eligible dependent(s), if dependent coverage is taken] must be eligible for Medicare Part A or purchase Medicare Part A as a condition of continuing with the District health plan.

2I3B At age sixty-five (65), the retiree [and eligible dependent(s), if dependent coverage is taken] must apply for and purchase Medicare Part B.

2I3C Medicare must provide primary coverage.

2I3D A surviving eligible dependent(s) of a Board retiree may continue the District health plan at his/her expense. Failure to make timely payments for two (2) consecutive months shall cause the right to continue coverage under this provision to cease.

2I3E The level of benefits and the District's monthly contribution for the health plan shall be the same as for active confidential and management employees.

2I4 Board members elected after July 1, 1991, who retire, may continue the health plan at his/her expense under the following conditions.

2I4A At age sixty-five (65), the retiree (and spouse, if dependent coverage is taken) must be qualified through Social Security eligibility for Medicare Part A and shall apply for and accept Medicare Part A.

2I4B At age sixty-five (65), the retiree (and spouse, if dependent coverage is taken) must apply for and purchase Medicare Part B.

2I4C Medicare must provide primary coverage.

2J Compensation/Travel Allowance for Members of the Board of Trustees

(Revised February 3, 2005)

2J1 Members of the Board of Trustees will be compensated for services rendered, not to exceed four hundred dollars ($400) per month, according to Education Code Section 72425.

2J1A A Trustee who does not attend all regular, special, or annual meetings held by the Board in any month may receive, as compensation for his or her services, an amount not greater than a pro rata share of the number of meetings actually attended based upon the maximum compensation authorized. Participation by a Board member by telephone/videoconference does not constitute an absence.

2J1B A Trustee may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill, or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. The resolution will either be acted upon at the meeting missed by the Trustee, or the subsequent meeting depending upon the timeliness of the notification of absence.

2J1B1 The following hardships have been deemed acceptable:

- Death of a family member and/or close acquaintance
- Serious illness of a family member
- Serious accident involving self or a family member
- Accident involving property
- Any appearance in any court or before any administrative tribunal as a litigant, party, or witness
- Religious activities

2J2 Members of the Board of Trustees are entitled to receive a travel allowance at the Board approved rate.

2J3 The student member is entitled to a travel allowance and shall be compensated as provided for in **Policy 2J1**, above.

Procedure

Procedure 2B1A

Student Member of the Board of Trustees

Section 72023.5 of the Education Code provides for a student to be a non-voting member of the Board of Trustees. The procedures for selection are to be prescribed by the governing board. The following are included in the Board Policy Manual procedures.

(1) One (1) student will serve as the member of the Board of Trustees. Membership will be rotated annually as follows: Cerro Coso Community College, Porterville College, and Bakersfield College, beginning with Cerro Coso Community College in 1994-95.

(2) The College student body shall designate the student representative to be the official member of the Board of Trustees during the College's year of representation after an appropriate election.

(3) In the event an associated student body does not select a student member of the Board of Trustees, the next College in alphabetical order will be asked to provide a student board member and the annual rotation will continue.

(4) The Student Board member shall be selected during March and commence the term of office at a Board meeting in June.

(5) Should the student board member resign or be ineligible for office prior to the expiration of the term of office, the associate student body at the campus being represented shall select a replacement.

(6) Students must be in good standing (enrolled in a minimum of six (6) semester units and not on academic probation) at their respective Colleges to be eligible as representatives to the Student Trustee Advisory Committee. Procedures for checking eligibility will be the responsibility of each campus. Employees of the District, other than student employees, are not eligible to serve as student representatives.

Approved by Chancellor's Cabinet
September 9, 1981

Revised 11/11/86
Revised 3/06/91
Revised 10/08/91
Revised 7/26/94
Revised 10/27/98
Revised 12/6/12

Procedure 2C5

See Following Pages for Request for Board Action and Formatting Guidelines.

KERN COMMUNITY COLLEGE DISTRICT

2100 Chester Avenue
Bakersfield, CA 93301-4099

☐ Business Services
☐ Educational Services
☐ Human Resources
☐ Administrative

☐ Bakersfield College
☐ Cerro Coso Community College
☐ Porterville College
☐ District Office

Request for Board Action

Board of Trustees	Date
1. Action Requested	
2. Background/Purpose/Analysis	

3. Type of Agreement	**4. Contractor or Grantor**

5. Contract or Grant Number	**6. Term**	**7. Fund that financial activity will be accounted for/in incl title**	**8. Amount of Agreement** ☐ Income $ _____ ☐ Expense$ _____ **NOTES:**

9. Bid Process

Required Signatures

Initiator - Please print or type	**Signature**	Date
Initiator Supervisor - Please print or type	**Signature**	Date
Vice President - Please print or type	**Signature**	Date
Director, Administrative Services - Please print or type	**Signature**	Date
College President - Please print or type	**Signature**	Date
Vice Chancellor, Educational Services - Please print or type	**Signature**	Date
Vice Chancellor, Operations – Please print or type	**Signature**	Date
Chief Financial Officer - Please print or type	**Signature**	Date

Recommended for Board Action

_____
Chief Financial Officer / Vice Chancellor

1/31/12
DO/BUS_SERVS
Document Format Instructions

Format for Agenda Items for the Board of Trustees

Regarding Contractual Agreements

In an effort to provide complete and accurate information to the members of the Board of Trustees regarding proposed agenda items for action, the following information elements must be included for each agreement and/or contract. **Incomplete Board actions will not be processed for approval and will be returned to the initiator. If returned to the initiator, the process of approvals must be re-done. All sections must be filled out. If non-applicable, please put N/A.**

1. **Action Requested:** (Statement stating what action you are asking to be taken.)

2. **Background/Purpose/Analysis:** (Statement indicating the purpose for the Board action (who is providing what) and the analysis, i.e., bidding, etc., conducted with associated results.)

3. **Type of Agreement:** (Grant, Contract for Professional Services, MOU, Agreement, etc.)

4. **Contractor or Grantor:** (Name of Contractor, Grantor, or Agency)

5. **Contract or Grant No.:** (Please list contract or grant number if provided on contract or agreement.)

6. **Term:** (7/1/05 – 6/30/2010)

7. **Fund** that financial activity will be accounted for/in including title (RP 527-Psych Tech Program)

8. **Amount of Agreement:** ($$$) Indicate dollar amount and whether it is income or expense to the District.

9. **Bid Process:** (if utilized) Formal Request For Proposals; or Request For Qualifications, Informal, etc. See Purchasing Manual, Chapter 4, at www.kccd.edu, Business Services, Purchasing Manual.

10. **Required Signatures: If agreements/contracts directly involve instructional activities then the Vice-Chancellor, Educational Services' signature is also required. If agreements/ contracts involve computer hardware/software, communications or tele/video equipment then the Vice-Chancellor, Operations' signature is also required.**

SAMPLE

1. **Action Requested:** Authorization for the Chief Financial Officer to (approve, execute, enter into, renew) agreement between the Kern Community College District, on behalf of Porterville College, and the State of California, Department of Developmental Services.

2. **Background/Purpose/Analysis:** Porterville College to provide a program of instruction including, but not limited to, classrooms and instructors for six or seven individual classes. Three semester modules will run concurrently utilizing two instructors each for a total of six instructors per semester.

3.	**Type of Agreement:**	Program of Instruction for Psychiatric Technicians at Porterville College
4.	**Contractor or Grantee:**	State of California, Department of Developmental Services
5.	**Contract or Grant No.:**	Contract No. PR059012
6.	**Term:**	July 1, 2005 through June 30, 2006
7.	**Fund that financial activity will be accounted for/in incl title**	RP 527 – Psych Tech Program
8.	**Amount of Agreement:**	☑ Income $559,254
9.	**Bid Process:**	N/A

Procedure 2C8

Public Request for Copies of Written Information To Be Discussed at Board Meetings

1) Agendas of public meetings and copies of public records to be discussed at public meetings shall be provided, upon request, to members of the general public including representatives of newspapers, television and radio.

2) Copies of public records distributed to Trustees prior to a public meeting for consideration in that public meeting shall be available for public inspection at the District Office at the start of the next business day following such distribution.

3) Copies of public records distributed at a public meeting prior to their discussion shall be available for public inspection at the public meeting.

4) Copies of public records distributed at the time of their discussion shall be available for public inspection as soon as practicable.

5) A fee of five (5) cents per page, payable in advance, may be charged to all persons requesting copies of information pursuant to item one. In the event the requested material exceeds twenty-five (25) pages, an additional fee of five (5) cents per page may be charged for labor.

6) Written material to be discussed in closed session, or written memoranda or legal opinions from attorneys or labor negotiators retained by the Board of Trustees whether they are to be discussed in closed **or** open sessions, are not subject to the provisions of **Policy 2C8** of the Board Policy Manual. The Board of Trustees, at its discretion, **may** by majority vote provide to the public copies of material discussed in closed session or written memoranda or legal opinions from attorneys and labor negotiators.

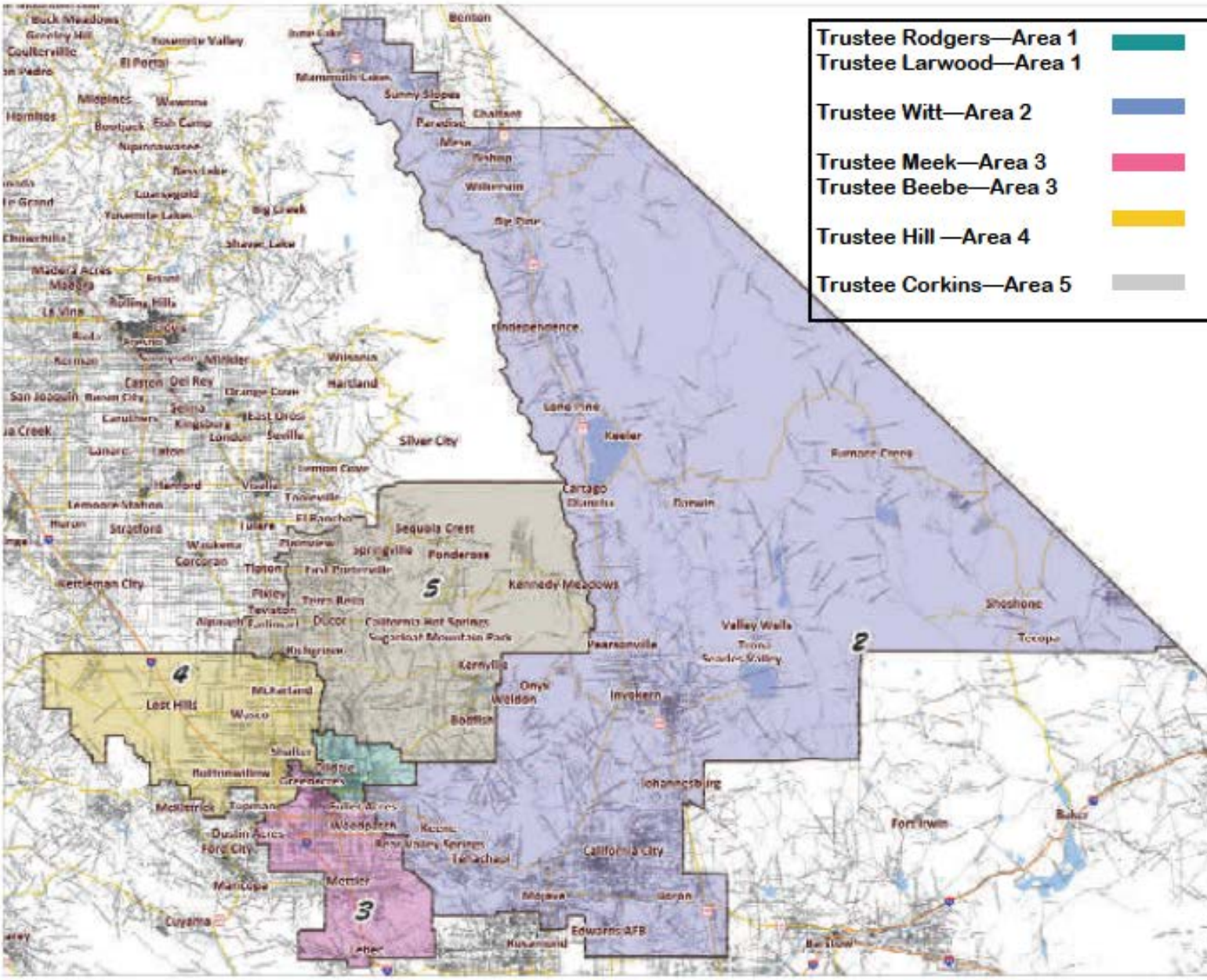
Approved by the Chancellor's Cabinet
May 12, 1981

Renumbered August 3, 2006

Appendix

Appendix 2B1(a)

Kern Community College District
Trustee Area



Appendix 2B1(b)

Board Of Trustees
Term Expiration

Trustee Area	Board Member	Term Expires
Area I	Pauline F. Larwood	2014
	John A. Rodgers	2014
Area II	Stuart O. Witt	2014
Area III	Kay S. Meek	2016
	Dennis L. Beebe	2016
Area IV	Ruben Hill	2016
Area V	John S. Corkins	2014

Revised 1/2013

Appendix 2C1

KERN COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES CALENDAR OF MEETINGS FISCAL YEAR 2012-13

SECOND THURSDAY
1:00 P.M.

FORUMS, WEILL INSTITUTE,
2100 CHESTER AVENUE
BAKERSFIELD, CA
93301

REGULAR MEETING DATE	SPECIAL NOTES
JULY 12, 2012	
AUGUST 9, 2012	
SEPTEMBER 13, 2012	PUBLIC HEARING AND ADOPTION, FINAL BUDGET, 2012-2013
OCTOBER 11, 2012**	MEETING TO BE HELD AT PORTERVILLE COLLEGE
NOVEMBER 8, 2012	
DECEMBER 20, 2012*	ORGANIZATIONAL AND REGULAR MEETING
JANUARY 17, 2013*	
FEBRUARY 14, 2013	
MARCH 14, 2013	
APRIL 11, 2013**	MEETING TO BE HELD AT BAKERSFIELD COLLEGE
MAY 2, 2013**	MEETING TO BE HELD AT CERRO COSO COMMUNITY COLLEGE
JUNE 13, 2013	WORK STUDY SESSION AND ADOPTION, TENTATIVE BUDGET, 2013 - 2014

*ALL MEETINGS ARE REGULARLY SCHEDULED ON THE SECOND THURSDAY OF EVERY MONTH UNLESS SO NOTED.
**EXCEPTION TO REGULAR MEETING PLACE AND/OR MEETING TIME/DATE.

Approved by the Board of
Trustees December 15, 2011
Revised August 1, 2012

KERN COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

CALENDAR OF MEETINGS
FISCAL YEAR 2013-14

SECOND THURSDAY
1:00 P.M.

FORUMS, WEILL INSTITUTE,
2100 CHESTER AVENUE
BAKERSFIELD, CA 93301

REGULAR MEETING DATE	SPECIAL NOTES
JULY 11, 2013	
AUGUST 8, 2013	Canceled
SEPTEMBER 12, 2013	PUBLIC HEARING AND ADOPTION, FINAL BUDGET, 2013-2014 MEETING TO BE HELD AT THE WEILL INSTITUTE
OCTOBER 10, 2013	
NOVEMBER 14, 2013**	
DECEMBER 19, 2013*	ORGANIZATIONAL AND REGULAR MEETING
JANUARY 16, 2014*	
FEBRUARY 13, 2014	
MARCH 13, 2014	
APRIL 10, 2014**	MEETING TO BE HELD AT BAKERSFIELD COLLEGE
MAY 1, 2014**	MEETING TO BE HELD AT CERRO COSO COMMUNITY COLLEGE
JUNE 12, 2014	WORK STUDY SESSION AND ADOPTION, TENTATIVE BUDGET, 2014-2015

*ALL MEETINGS ARE REGULARLY SCHEDULED ON THE SECOND THURSDAY OF EVERY MONTH UNLESS SO NOTED.
**EXCEPTION TO REGULAR MEETING PLACE AND/OR MEETING TIME/DATE.

Approved by the
Board of Trustees
December 20, 2012
Revised August 8, 2013

SENATE BILL No. 1456

Introduced by Senator Lowenthal
(Coauthor: Senator Liu)

February 24, 2012

An act to amend Sections 76300, 78210, 78211, 78211.5, 78212, 78213, 78214, 78215, 78216, and 78218 of, and to repeal Section 78212.5 of, the Education Code, relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

SB 1456, as introduced, Lowenthal. Community colleges: Seymour-Campbell Student Success Act of 2012.

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state.

Existing law requires community college district governing boards to charge students an enrollment fee of $46 per unit per semester, effective with the summer term of the 2012 calendar year. Existing law also authorizes the board of governors to waive this fee under certain circumstances related to the income status of the student.

This bill would further require that a student qualifying for a fee waiver identify a degree, certificate, transfer, or career advancement goal and meet academic and progress standards determined by the board of governors.

(2) Existing law, known as the Seymour-Campbell Matriculation Act of 1986, defines "matriculation" as a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. The act specifies the matriculation services that community colleges are required to provide, including the processing of the application for admission, orientation

and preorientation services, assessment and counseling upon enrollment, and postenrollment evaluation of a student's progress.

This bill would revise and recast the act, and rename it the Seymour-Campbell Student Success Act of 2012. The act would state its purpose as increasing California community college access and success by providing effective core matriculation services of orientation, assessment and placement, counseling and education planning, and academic interventions. The bill would specify the responsibilities of students and institutions in entering into the matriculation process.

The bill would require the board of governors to develop a formula for allocating funding for the Student Success and Support Program that would be implemented under the act. The bill would specify that, in the 2012–13 fiscal year and each fiscal year thereafter, the act would be operative only if funds are specifically appropriated for its purposes.

To the extent that the bill would impose new duties on community college districts, it would constitute a state-mandated local program.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes.

The people of the State of California do enact as follows:

SECTION 1. Section 76300 of the Education Code, as amended by Section 4 of Chapter 15 of the first Extraordinary Session of the Statutes of 2011, is amended to read:

76300. (a) The governing board of each community college district shall charge each student a fee pursuant to this section.

(b) (1) The fee prescribed by this section shall be forty-six dollars ($46) per unit per semester, effective with the summer term of the 2012 calendar year.

(2) The board of governors shall proportionately adjust the amount of the fee for term lengths based upon a quarter system, and also shall proportionately adjust the amount of the fee for summer sessions, intersessions, and other short-term courses. In

making these adjustments, the board of governors may round the per unit fee and the per term or per session fee to the nearest dollar.

(c) For the purposes of computing apportionments to community college districts pursuant to Section 84750.5, the board of governors shall subtract, from the total revenue owed to each district, 98 percent of the revenues received by districts from charging a fee pursuant to this section.

(d) The board of governors shall reduce apportionments by up to 10 percent to any district that does not collect the fees prescribed by this section.

(e) The fee requirement does not apply to any of the following:

(1) Students enrolled in the noncredit courses designated by Section 84757.

(2) California State University or University of California students enrolled in remedial classes provided by a community college district on a campus of the University of California or a campus of the California State University, for whom the district claims an attendance apportionment pursuant to an agreement between the district and the California State University or the University of California.

(3) Students enrolled in credit contract education courses pursuant to Section 78021, if the entire cost of the course, including administrative costs, is paid by the public or private agency, corporation, or association with which the district is contracting and if these students are not included in the calculation of the full-time equivalent students (FTES) of that district.

(f) The governing board of a community college district may exempt special part-time students admitted pursuant to Section 76001 from the fee requirement.

(g) (1) The fee requirements of this section shall be waived for any student who~~, at~~ *meets all of the following requirements:*

(A) Identifies a degree, certificate, transfer, or career advancement goal.

(B) Meets academic and progress standards, including a maximum unit cap, as defined by the board of governors.

(C) Meets one of the following criteria:

(i) At the time of enrollment, is a recipient of benefits under the Temporary Assistance to Needy Families program, the Supplemental Security Income/State Supplementary Program, or a general assistance program~~ or has demonstrated~~.

(ii) Demonstrates eligibility according to income standards established by regulations of the board of governors.

(iii) Demonstrates financial need in accordance with the methodology set forth in federal law or regulation for determining the expected family contribution of students seeking financial aid.

~~(2) The governing board of a community college district also shall waive the fee requirements of this section for any student who demonstrates eligibility according to income standards established by regulations of the board of governors.~~

(2) The board of governors shall develop and adopt policies for the determination of the conditions specified in subparagraphs (A) and (B) of paragraph (1). These policies shall be phased in over a reasonable period of time as determined by the board of governors.

(3) ~~Paragraphs~~ *Paragraph* (1) ~~and (2)~~ may be applied to a student enrolled in the 2005–06 academic year if the student is exempted from nonresident tuition under paragraph (3) of subdivision (a) of Section 76140.

(h) The fee requirements of this section shall be waived for any student who, at the time of enrollment, is a dependent or surviving spouse who has not remarried, of any member of the California National Guard who, in the line of duty and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state. "Active service of the state," for the purposes of this subdivision, refers to a member of the California National Guard activated pursuant to Section 146 of the Military and Veterans Code.

(i) The fee requirements of this section shall be waived for any student who is the surviving spouse or the child, natural or adopted, of a deceased person who met all of the requirements of Section 68120.

(j) The fee requirements of this section shall be waived for any student in an undergraduate program, including a student who has previously graduated from another undergraduate or graduate program, who is the dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center and the Pentagon or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if that dependent meets the financial

need requirements set forth in Section 69432.7 for the Cal Grant A Program and either of the following applies:

(1) The dependent was a resident of California on September 11, 2001.

(2) The individual killed in the attacks was a resident of California on September 11, 2001.

(k) A determination of whether a person is a resident of California on September 11, 2001, for purposes of subdivision (j) shall be based on the criteria set forth in Chapter 1 (commencing with Section 68000) of Part 41 of Division 5 for determining nonresident and resident tuition.

(*l*) (1) "Dependent," for purposes of subdivision (j), is a person who, because of his or her relationship to an individual killed as a result of injuries sustained during the terrorist attacks of September 11, 2001, qualifies for compensation under the federal September 11th Victim Compensation Fund of 2001 (Title IV (commencing with Section 401) of Public Law 107-42).

(2) A dependent who is the surviving spouse of an individual killed in the terrorist attacks of September 11, 2001, is entitled to the waivers provided in this section until January 1, 2013.

(3) A dependent who is the surviving child, natural or adopted, of an individual killed in the terrorist attacks of September 11, 2001, is entitled to the waivers under subdivision (j) until that person attains 30 years of age.

(4) A dependent of an individual killed in the terrorist attacks of September 11, 2001, who is determined to be eligible by the California Victim Compensation and Government Claims Board, is also entitled to the waivers provided in this section until January 1, 2013.

(m) (1) It is the intent of the Legislature that sufficient funds be provided to support the provision of a fee waiver for every student who demonstrates eligibility pursuant to subdivisions (g) to (j), inclusive.

(2) From funds provided in the annual Budget Act, the board of governors shall allocate to community college districts, pursuant to this subdivision, an amount equal to 2 percent of the fees waived pursuant to subdivisions (g) to (j), inclusive. From funds provided in the annual Budget Act, the board of governors shall allocate to community college districts, pursuant to this subdivision, an amount equal to ninety-one cents ($0.91) per credit unit waived

pursuant to subdivisions (g) to (j), inclusive. It is the intent of the Legislature that funds provided pursuant to this subdivision be used to support the determination of financial need and delivery of student financial aid services, on the basis of the number of students for whom fees are waived. It also is the intent of the Legislature that the funds provided pursuant to this subdivision directly offset mandated costs claimed by community college districts pursuant to Commission on State Mandates consolidated Test Claims 99-TC-13 (Enrollment Fee Collection) and 00-TC-15 (Enrollment Fee Waivers). Funds allocated to a community college district for determination of financial need and delivery of student financial aid services shall supplement, and shall not supplant, the level of funds allocated for the administration of student financial aid programs during the 1992–93 fiscal year.

(n) The board of governors shall adopt regulations implementing this section.

(o) This section shall become operative on May 1, 2012, only if subdivision (b) of Section 3.94 of the Budget Act of 2011 is operative.

SEC. 2. Section 78210 of the Education Code is amended to read:

78210. This article shall be known and may be cited as the Seymour-Campbell ~~Matriculation~~ *Student Success* Act of ~~1986~~ *2012*.

SEC. 3. Section 78211 of the Education Code is amended to read:

78211. It is the intent of the Legislature to do all of the following:

(a) Ensure equal education opportunity for all Californians.

(b) Provide students with the resources and support to establish informed educational goals.

~~(b)~~

(c) Ensure that students receive the educational services necessary to optimize their opportunities for success *in completing their educational goals and programs of study*.

~~(c) Provide students with the information to establish realistic educational goals, and ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges.~~

(d) Recognize that student success is the responsibility of the institution and student, supported by well-coordinated and evidence-based student and instructional services to foster academic success.

(e) Target state resources on the provision of critical student services, such as counseling and student advising, and identify a broad array of service delivery mechanisms that can effectively reach a greater number of students.

SEC. 4. Section 78211.5 of the Education Code is amended to read:

78211.5. (a) The ~~Board of Governors of the California Community Colleges shall initially provide for full implementation of the matriculation services specified in Section 78212 in as many community colleges as the funds appropriated for this purpose allow~~ *purpose of the Student Success Act of 2012 is to increase California community college student access and success by providing effective core matriculation services including orientation, assessment and placement, counseling and education planning, and academic interventions. The focus of the Student Success Act of 2012 is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, or transfer. The Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their educational goals. By focusing funding in these core areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students, the goal of the Student Success Act of 2012 is to provide students with a solid foundation and opportunity for success in the California Community Colleges.*

(b) ~~Because of the need to develop and evaluate data on a standard statewide basis concerning the implementation and effectiveness of the matriculation services described in this article, any~~ *Any* college or district receiving funding under this article shall agree to carry out its provisions as specified, but shall be bound to that agreement only for the period during which funding is received pursuant to this article. The obligations of the college or district under the agreement shall include, but not be limited to,

the expenditure of funds received pursuant to this article for only those ~~matriculation~~ services approved by the board of governors and the contribution toward the purposes of this article of matching funds as the board of governors may require pursuant to Section 78216.

SEC. 5. Section 78212 of the Education Code is amended to read:

78212. (a) *(1)* For purposes of this article, "matriculation" means a process that brings a college and a student ~~who enrolls for credit~~ into an agreement for the purpose of ~~realizing~~ *achieving* the student's educational ~~objectives~~ *goals and completing the student's program of study*. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements *including those established by the board of governors pursuant to Section 78215*.

~~The~~

(2) The student's responsibilities under the agreement include, *but are not necessarily limited to,* the ~~expression~~ *identification* of ~~at least a broad~~ *an* educational ~~intent~~ *goal* upon enrollment, the declaration of a specific ~~educational objective~~ *program of study* within a reasonable period after enrollment *as defined by the board of governors*, diligence in class attendance and completion of assigned coursework, and the completion of courses and maintenance of *academic* progress toward an educational goal *and program of study identified in the student's education plan* according to standards established by the college, the district, and the state.

~~(b) Matriculation services to be made available by the colleges~~

(3) The institution's responsibility under the agreement includes the provision of student services to provide a strong foundation and support for their academic success and ability to achieve their educational goals. The program of services funded through the Student Success Act of 2012, which shall be known and may be cited as the Student Success and Support Program, shall include, but are not *necessarily* limited to, all of the following:

~~(1) Processing of the application for admission.~~

~~(2)~~

(A) Orientation ~~and preorientation~~ services designed to provide to students, on a timely basis, information concerning campus

procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

~~(3) Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:~~

~~(A) Administration of assessment instruments~~

(B) Assessment upon enrollment, which shall include, but not necessarily be limited to, the administration of assessments to determine student competency in computational and language skills *and readiness for college.*

(C) Counseling and education planning services, which shall include, but not necessarily be limited to, all of the following:

(i) Counseling and advising.

~~(B)~~

(ii) Assistance to students in the identification of aptitudes, interests, and educational objectives, including, but not *necessarily* limited to, associate of arts degrees, transfer for baccalaureate degrees, and ~~vocational~~ *career technical* certificates and licenses.

~~(C) Evaluation of student study and learning skills.~~

(iii) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.

(iv) Development of an education plan leading to a program of study and guidance on course selection.

(D) Referral to specialized support services as needed, including, but not *necessarily* limited to, federal, state, and local financial assistance; health services; ~~campus employment placement~~ *career* services; *veteran support services; foster youth services;* extended opportunity programs and services provided pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42 *of Division 5*; campus child care services provided pursuant to Article 4 (commencing with Section 8225) of Chapter 2 of Part 6 *of Division 1 of Title 1*; programs that teach English as a second language; and disabled student services provided pursuant to Chapter 14 (commencing with Section 67300) of Part 40 *of Division 5.*

~~(E) Advisement concerning course selection.~~

~~(4) Postenrollment evaluation~~

(E) Evaluation of each student's progress, and required advisement or counseling for students who are enrolled in ~~remedial~~ *basic skills* courses, who have not declared an educational ~~objective~~ *goal* as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts.

(b) Funding for the student Success and Support Program shall be targeted to fully implement orientation, assessment, and education planning services needed to assist a student in making an informed decision about his or her educational goal and program of study and in the development of an education plan.

SEC. 6. Section 78212.5 of the Education Code is repealed.

~~78212.5. Each community college district may develop and maintain all of the following within each community college in the district:~~

~~(a) Career resource and placement centers having the purposes of maintaining information on vocational, technological and educational opportunities, and facilitating career employment.~~

~~(b) Programs to instruct appropriate staff and faculty members in the performance of matriculation services.~~

~~(c) Orientation programs designed to explain to new students academic requirements and other regulations of the community college, and the available student support services.~~

~~(d) A publicity program designed to inform the community served by the community college that the purposes of the mandatory matriculation process are intended to facilitate, rather than restrict, student access to community college instruction, and to enhance each student's awareness of his or her abilities, skills, and potential.~~

~~(e) A publicity program designed to inform high schools in the community served by the community college, through orientation programs and other means, of student skill levels, and of available student support services.~~

SEC. 7. Section 78213 of the Education Code is amended to read:

78213. (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent

of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of an educational program.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) When the board of governors adopts a system of common assessment, community college districts and colleges may use supplemental assessments or other measures for placement pursuant to subdivision (a).

SEC. 8. Section 78214 of the Education Code is amended to read:

78214. (a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the ~~matriculation~~ *Student Success and Support Program* ~~services~~ described by this article and of *any other* programs ~~and~~ *or* services designed to ~~remedy~~ *facilitate* students' ~~skills deficiencies~~ *completion of their educational goals and programs of study.*

(b) The ~~data base~~ *accountability metrics* for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational ~~objectives~~ *goals and programs of study.*

(3) Criteria for exemption from *orientation,* assessment, or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) ~~Ethnicity~~ *Disaggregated data by ethnicity*, sex, and age.

(6) Academic performance, *such as the completion of specified unit thresholds, success in basic skills courses, grade point average, course completion outcomes, transfer readiness, and degree and certificate completion.*

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their educational goals *and declare a program of study.*

(2) Assisting institutions in the assessment of students' educational needs *and valid course placement.*

(3) Helping support students' successful course completion and attainment of a degree, certificate, or transfer, through the provision of effective orientation services and academic interventions.

~~(3)~~

(4) Matching institutional resources with students' educational needs.

~~(4) Providing students with specialized support services as referred to in subdivision (b) of Section 78212.~~

SEC. 9. Section 78215 of the Education Code is amended to read:

78215. The Board of Governors of the California Community Colleges shall establish ~~criteria for exempting~~ *policies and processes for all of the following:*

(a) Requiring all nonexempt students to complete orientation and assessment and to develop education plans.

(b) Exempting students from participation in orientation, assessment testing, or required ~~counseling or advisement~~ *education planning services* under this article.

(c) Requiring community college districts to adopt a student appeal process.

SEC. 10. Section 78216 of the Education Code is amended to read:

78216. (a) The Legislature recognizes that community college districts are currently funding various components of student matriculation through existing ~~counseling~~ *orientation, education planning*, assessment, and other student services, but that adequate student matriculation *and implementation of the Student Success and Support Program strategies* cannot be realized without supplemental funding support.

(b) The board of governors shall develop a formula for *allocating the funding for the Student Success and Support Program* ~~funding student matriculation~~ *to implement the* services *identified in Section 78212* at community colleges. The formula shall include the requirement that the districts or colleges contribute matching funds in an amount to be established by the board of governors in each case, and shall reflect, but not be *necessarily* limited to, ~~all of the following~~ *other* considerations, *as follows*:

(1) The number of students to receive matriculation services at each college.

~~(2) The levels of support for matriculation services provided at each college prior to July 1, 1985, and the need for funding assistance in the implementation of the program set forth in this article.~~

~~(3) The relative needs for matriculation services, based on special student populations such as low-income students, students with language differences, students with physical and learning disabilities, and students in need of remedial instruction.~~

~~(4)~~

(2) The requirement that funds for ~~matriculation~~ *the Student Success and Support Program* services be expended only for services approved by the board of governors.

~~(5)~~

(3) The requirement that any district or college receiving funding pursuant to this section agree to implement this article *and implement the board of governors system of common assessment and accountability scorecard, pursuant to Section 84754.5, when established* during the period in which it receives that funding.

~~(6) The need for computer hardware and software to provide approved matriculation services, and for institutional research personnel for ongoing evaluation.~~

(4) Insofar as a community college district is able to fully implement in-person or technology strategies for orientation, assessment, and education planning services, the board of governors may identify other noninstructional support services that can be funded through this article.

(c) The board of governors shall require participating colleges to develop a *Student Success and Support Program* plan ~~for student matriculation~~ that reflects all of the following:

(1) A ~~method for providing~~ *description of* the *Student Success and Support Program* services ~~specified~~ *identified* in Section 78212 *to be provided.*

(2) The college budget for the ~~matriculation~~ *state-funded Student Success and Support Program* services pursuant to Sections 78212 and 78214.

(3) The development and training of staff and faculty to implement the ~~matriculation~~ *Student Success and Support Program* services.

(4) In multicampus districts, the coordination of the college ~~matriculation~~ *Student Success and Support Program* plan with other college plans *within the district.*

(5) ~~Computerized information~~ *Technology* services and institutional research and evaluation necessary for implementation of this article.

(d) The board of governors may allocate up to 5 percent of the total funds appropriated for ~~student matriculation~~ *the Student Success and Support Program* for state administrative operations to carry out the intent of this article, subject to the review of the annual budget process.

SEC. 11. Section 78218 of the Education Code is amended to read:

78218. In the ~~1986–87~~ *2012–13* fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of this article.

SEC. 12. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

O

Focus On Results

Accountability Reporting for the California Community Colleges

A Report to the Legislature, Pursuant to AB 1417
(Pacheco, Stat. 2004, Ch. 581)

California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
Technology, Research, and Information Systems

March 31, 2012

Executive Summary

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2012 ARCC report builds upon the prior reports through various improvements in data quality and a new year of data.

Systemwide Performance

This report will benefit policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings at the state level include the following:

- A large number of Californians access and use the CCC system; participation rates are high, with about 83 out of every 1,000 people (ages 18 to 65) in the state enrolled in a CCC in 2010-2011.

- The system enrolls almost one-fourth of all 20 to 24-year olds in California, with participation rates of 236 per 1,000 for 2010-2011.

- Community college students who earned a vocational degree or certificate in 2005-2006 saw their wages jump from $29,750 (for the last year before receipt of the award) to $58,777 four years after earning their degree (2009), an increase of almost 100 percent.

- In 2010-2011, the system transferred more than 112,000 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of almost 57,000 students from the community colleges. Nearly 16,000 community college students enrolled in the University of California (UC) system, the state's most selective public higher education system. This figure continues a six-year trend of increasing transfers to the UC system.

- In 2010-2011, the system continued to contribute to the state's health care labor force, more than 8,000 students earned degrees or certificates in nursing.

- The system's contribution in 2010-2011 to the state's workforce included more than 66,000 associate degrees and certificates in vocational/occupational areas.

College Level Performance

The bulk of the ARCC report covers each college's performance on eight critical indicators.

The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCCO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for "College Level Indicators" rather than to these systemwide rates.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010–11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	58.6%

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar

environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each community, the legislation for ARCC requires each college to submit to the CCCCO by March 15, 2013, documentation of interaction by each local board of trustees with the 2012 ARCC report.

Conclusion

This sixth year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. Community colleges (except for Hartnell College, Gavilan College and College of the Sequoias) have already shared the 2011 report with their local board of trustees, as required, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. As evidenced by the self-assessments within this report, the community colleges have used the ARCC report in different ways to learn how they can improve their performances.

Introduction to the 2012 ARCC Report

Background

This report on a set of performance indicators for the California Community Colleges (CCC) meets a legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581). The details of the legislation appear in Appendix F of this report. For clarity's sake, we have named this reporting system *Accountability Reporting for the Community Colleges* (or *ARCC*). The report itself has the title of "Focus On Results." As required by the Legislature, the CCC Chancellor's Office (CCCCO) will produce this report each year and disseminate it so that each college will share the report with its local board of trustees. The Chancellor's Office will also make the report available to state government policymakers and the public at large.

The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance. Readers will observe that the 2012 report continues to cover noncredit courses as required by Senate Bill 361 (Scott, Statutes of 2006, Chapter 631). Again, this coverage of noncredit outcomes only extends across courses designated as part of the "Enhanced Noncredit" funding. For clarity, this report refers to this group of noncredit courses as CDCP (an acronym for the objective known as Career Development and College Preparation). Readers who want additional details on CDCP performance should refer to a supplemental report that the ARCC staff produce as a follow-up to *Focus On Results*. The CCCCO will issue this supplemental report after it has released *Focus On Results* because of scheduling and resource limitations.

Focus On Results drew upon the contributions of many parties. The framework for ARCC used the expertise of a team of researchers from the Research and Planning Group for the California Community Colleges (i.e., the RP Group), a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office. In Appendix H we list the individuals who played important roles in producing the 2012 ARCC Report.

How to Use This Report

We acknowledge that a variety of people will see this report, and we recognize that individuals will differ widely in their reading objectives and in their familiarity with the report's topic. With this in mind, we have tried to design the report so that policy makers at both the state and local levels will have a clear presentation of essential performance indicators for the system and for each community college within it. The body of the report emphasizes tables of summary data that provide snapshots of system and college level performance. Readers should read the brief introductions to each of these sections (system and college level) to understand their contents. These introductions cover the framework for ARCC, and they should help most readers to understand the performance indicators cited in this report. Appendix E, which presents a short list of terms and abbreviations, may also help the general reader.

We recognize that researchers, analysts, and college officials will require documentation of the methodology for the performance indicators in this report. Such technical details appear in three of the appendices. Appendix B (methods for calculating the indicators), Appendix C (regression analyses for the peer grouping), and Appendix D (cluster analyses for the peer grouping) specifically address methodological issues, and they tend to require technical knowledge on the part of the reader.

The report's first section covers the system's overall performance over time, and this will help readers to see the broad context of the system's performance. The section that follows system performance presents specific information for each college. The first two pages of college-level tables display how that college performed over time on eight basic indicators. The year-to-year figures for these performance indicators should give readers a good idea of how any given college has done during the past few years, especially in terms of its progress in areas that are generally recognized as critical in community colleges.

The third and fourth pages for each college display basic demographic data for the college's enrollment. This information will help readers understand the student population served by that college. For many readers, such information can indicate relevant aspects of a college's effectiveness (i.e., who does the college serve?), plus it can provide additional context for the reported performance indicators.

The fifth page for each college shows the "peer grouping" information for the college. On this page, readers will find a comparison of a college's performance on each of the seven indicators that have adequate data for peer grouping. For each of these seven performance indicators, we have performed a statistical analysis (peer grouping) to identify other California Community Colleges that most closely resemble the college in terms of environmental factors that have linkage to (or association with) the performance indicator. Interested readers should refer to Appendix A to see the names of the colleges that comprise each peer group. We emphasize that the peer group results are rough guides for evaluating college level performance because each college may have unique local factors that we could not analyze statistically for the peer group identification. Because year-to-year stability in peer grouping facilitates local planning and analysis, the 2012 peer groups will remain the same as they were in the 2009 ARCC report. Also, this report will continue to omit from peer grouping the indicator for Career Development and College Preparation (CDCP, or Enhanced Noncredit) courses.

The sixth page for a college shows that college's self-assessment. This brief statement from the college administration may note, among other things, unique factors that our statistical analysis may have missed. The self-assessment is important because it may help to explain the performance figures for a college. The ARCC staff in the Chancellor's Office do not edit these self-assessments from the college administrators, and the only requirement for the content is that it stay within a 500-word limit. Because the word limit forces the self-assessment to focus upon a few basic points, some readers may wish to follow-up with a college that may have other analyses or data that it could not include in the ARCC's brief self-assessment.

The best use of the ARCC Report requires the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report will maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

The 2012 report contains numerous changes to past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2012 report instead of data from prior ARCC reports. The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Additional information about ARCC is available on the ARCC website:
http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

If you have any questions or comments about the report, please e-mail them to:
arcc@cccco.edu.

ARCC 2012 Report:
An Introduction to the College Level Indicators

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators).

The following section of the 2012 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have "College of the..." in their titles will be found under "C."

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B. In the current draft, Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Groups.

College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Career Development and College Preparation).

The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCO Data Mart for the 2012 report; prior ARCC report demographics came from the Chancellor's Office MIS
10. Summary of the college's peer groups for each indicator

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the most recent academic years; however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2005-06 to 2010-11)	53.6%
2. Completed 30 or More Units (2005-06 to 2010-11)	73.5%
3. Fall to Fall Persistence (Fall 2009 to Fall 2010)	71.3%
4. Vocational Course Completion (2010–11)	76.7%
5. Basic Skills Course Completion (2010-11)	62.0%
6. ESL Course Improvement (2008-09 to 2010-11)	54.6%
7. Basic Skills Course Improvement (2008-09 to 2010-11)	58.6%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.10 for each college explicitly enable analysts to evaluate a college in an equitable manner.

A Note About the Student Progress and Achievement Rate in the 2012 Report

Student Progress and Achievement Rate (SPAR) outcomes include transfer to a baccalaureate granting institution, which is determined by a student level data match with CSU, UC and National Student Clearinghouse (NSC). The NSC match captures the in-state (ISP) and out-of-state transfers (OOS) and the match traditionally takes place in the spring and fall. The fall match was not complete at the time MIS extracted the data for the report.

A Note About The Career Development and College Preparation Progress and Achievement Rate (CDCP)

The Career Development and College Preparation Progress and Achievement Rate (Table 1.6) was added to the ARCC report in 2008 as a result of legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses (see Appendix F).

As of this report, we have partial or complete CDCP data for 41 community colleges/schools of continuing education. See Appendix B for a description of the methodology used to obtain data and calculate progress rates for the CDCP indicator and a list of the colleges with CDCP data available for this report.

Although there is no peer grouping for this indicator in the 2012 ARCC, colleges with CDCP funding should consider CDCP performance when they prepare their self-assessments for the final ARCC report.

Adding the CDCP Progress and Achievement Rate to the ARCC report also meant adding CDCP performance data and demographic data for schools of continuing education (e.g., San Francisco Continuing Education, San Diego Continuing Education, etc.). Because they do not offer programs measured by the other ARCC indicators, Tables 1.1 through 1.5 and Table 1.11 are marked with "NA" (Not Applicable) for schools of continuing education. We have included demographic data for these schools, where available, in Tables 1.7 through 1.10.

A Note About the Peer Groups in the 2012 ARCC Report

The Chancellor's Office has decided to maintain stability in the peer groups by foregoing new peer group formation for this year's ARCC report. Because 2009 was the last year in which staff performed cluster analysis on the most current data available, the peer groups have remained intact for four consecutive years. However, the Chancellor's Office will probably need to revise the peer groups in a future ARCC report in order to account for the major shifts in data that have occurred since 2009 and for the emergence of new colleges in the system. Table 1.11 in the 2012 ARCC report retains the peer groups identified for the 2009 report. **However, the data in columns 3 through 6 of Table 1.11 have been updated to reflect the most recent performance data for the members of each peer group.**

A complete explanation of this year's strategy can be found in the Introduction to Appendix A.

ARCC 2012 Report: College Level Indicators

Bakersfield College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	48.7%	49.7%	46.1%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.
(See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	74.9%	74.8%	74.9%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	67.6%	67.1%	73.3%

ARCC 2012 Report: College Level Indicators

Bakersfield College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	77.1%	76.6%	75.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	53.3%	52.4%	53.7%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	53.4%	58.7%	52.8%
Basic Skills Improvement Rate	48.1%	49.1%	48.5%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	12.5%

Bakersfield College
Kern Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	28,760	27,391	26,717
Full-Time Equivalent Students (FTES)	14,220	13,787	13,881

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	28.8%	30.0%	28.3 %
20 - 24	29.9%	30.8%	32.8 %
25 - 49	36.3%	34.9%	34.6 %
Over 49	5.1%	4.2%	4.3 %
Unknown	.%	0.0%	0.0 %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	55.3%	53.4%	54.1%
Male	44.5%	46.4%	45.6%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Bakersfield College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	7.4%	3.8%	7.6%
American Indian/Alaskan Native	1.4%	0.6%	0.9%
Asian	3.0%	1.5%	2.6%
Filipino	2.8%	1.4%	2.4%
Hispanic	44.3%	42.5%	50.9%
Pacific Islander	0.3%	0.2%	0.3%
Two or More Races	.%	0.4%	1.9%
Unknown/Non-Respondent	7.2%	34.1%	2.7%
White Non-Hispanic	33.5%	15.6%	30.6%

Source: Chancellor's Office, Management Information System

ARCC 2012 Report: College Level Indicators

Bakersfield College
Kern Community College District

College Peer Grouping

compared to peer
compared to peer highs

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group		
A	Student Progress and Achievement Rate	46.1	49.9	38.0	60.5	*A1*	–	–
B	Percent of Students Who Earned at Least 30 Units	74.9	73.3	65.7	81.4	*B2*	+	–
C	Persistence Rate	73.3	71.0	57.3	80.8	*C3*	+	–
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.5	74.8	72.5	77.5	*D3*	+	–
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.7	60.7	50.8	73.1	*E2*	–	–
F	Improvement Rate for Credit Basic Skills Courses	48.5	58.4	38.8	76.9	*F2*	–	–
G	Improvement Rate for Credit ESL Courses	52.8	57.9	40.8	69.2	*G5*	–	–

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Bakersfield College
Kern Community College District

College Self-Assessment

Bakersfield College, founded in 1913, is among the oldest California community colleges. Within a 5,000 square mile geographic area, its service areas include the main campus, a campus in rural Delano 35 miles north, and several outreach locations. It is a comprehensive college offering transfer, basic skills, and career/technical education courses. In 2010-2011, the College served nearly 27,000 ethnically diverse students. Over 50 percent of these students are Hispanic, with increasing numbers of Hispanic students under age 24. In fall 2011, the College received a five-year Hispanic-Serving Institution (HSI) Science, Technology, Engineering, and Mathematics (STEM) grant.

Performance is average or slightly above average on most ARCC indicators. However, the performance trend for the Student Progress and Achievement Rate (SPAR) was relatively stable but decreased over three percent for the current report. This may reflect a slight age shift toward younger students, and increase in students taking basic skills classes since placement of incoming high school graduates into precollegiate mathematics and English courses increased for the most recent five years through 2010-2011. During 2011, the district institutional research team used SPAR data to examine factors that lead to SPAR success. Results from this study received acceptance for presentation at the 2012 CCC Research and Planning Group conference.

In contrast to the SPAR, the Persistence Rate increased five percent while the Percent of Students Who Earned at Least 30 Units increased three percent for the past five reporting periods.

Performance on the Annual Successful Course Completion Rate for Credit Vocational Courses remained slightly above average. The College attributes this to outstanding vocational programs in nursing, child development, fire technology, culinary arts, and industrial technology with active advisory committees and strong community partnerships.

Performance on the Pre-Collegiate Improvement rates for Basic Skills and English as a Second Language (ESL) courses was below average. The College continues its participation in the statewide CB21 (Course-Prior-To-College-Level) coding initiative to code more accurately Basic Skills and ESL courses. Fluctuation in the ESL improvement rates may be due in part to discontinuing the ESL placement essay in 2008-2009; ESL faculty members indicate the placement methodology needs review. In addition, more students are increasingly under-prepared for college level work and take longer to move through the ESL and Basic Skills sequences.

The Career Development and College Preparation Progress and Achievement Rate became available for the first time, and it reflects a three-year average for the ESL Certificate of Completion-Intermediate. The College is assessing the viability of the certificate this year.

Bakersfield College is committed to using self-evaluation and performance indicators for continuous improvement. As part of the self-evaluation process for reaffirmation of accreditation, the College is examining five-year trends of student educational need and achievement progress disaggregated by sociodemographic and educational characteristics. In addition, the College is reviewing performance on ARCC indicators for Hispanic-Serving Institutions of similar size. Dialogue about performance expectations has begun in College Council and Academic Senate, and the new strategic plan performance measurements will incorporate ARCC indicators.

ARCC 2012 Report: College Level Indicators

Cerro Coso Community College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	50.5%	52.9%	50.5%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	64.0%	67.7%	68.9%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	53.7%	60.0%	53.1%

Cerro Coso Community College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	65.8%	68.8%	67.0%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	55.1%	50.8%	53.6%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	0.0%	22.2%	31.6%
Basic Skills Improvement Rate	53.0%	52.9%	53.1%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Cerro Coso Community College
Kern Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	8,568	9,424	9,301
Full-Time Equivalent Students (FTES)	3,140	3,592	3,464

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	19.9%	18.5%	18.6 %
20 - 24	19.5%	20.3%	23.7 %
25 - 49	43.4%	47.2%	47.6 %
Over 49	17.3%	14.0%	10.2 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	61.1%	58.6%	60.1%
Male	38.6%	41.2%	39.6%
Unknown	0.3%	0.2%	0.3%

Source: Chancellor's Office, Management Information System

Cerro Coso Community College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	4.3%	2.9%	4.7%
American Indian/Alaskan Native	3.1%	1.6%	2.4%
Asian	3.2%	1.5%	2.4%
Filipino	1.7%	1.0%	1.7%
Hispanic	13.2%	18.4%	21.4%
Pacific Islander	0.5%	0.3%	0.3%
Two or More Races	.%	0.9%	2.9%
Unknown/Non-Respondent	7.7%	39.6%	4.3%
White Non-Hispanic	66.5%	33.7%	59.9%

Source: Chancellor's Office, Management Information System

ARCC 2012 Report: College Level Indicators

Cerro Coso Community College
Kern Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group	compared to Peer	compared to peer high
A	Student Progress and Achievement Rate	50.5	48.3	34.9	65.6	*A5*	+	–
B	Percent of Students Who Earned at Least 30 Units	68.9	69.7	57.8	80.0	*B1*	–	–
C	Persistence Rate	53.1	57.8	46.3	74.5	*C4*	–	–
D	Annual Successful Course Completion Rate for Credit Vocational Courses	67.0	73.3	64.0	88.3	*D1*	–	–
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	53.6	58.5	40.8	70.2	*E4*	–	–
F	Improvement Rate for Credit Basic Skills Courses	53.1	58.1	41.6	72.1	*F5*	–	–
G	Improvement Rate for Credit ESL Courses	31.6	45.6	.0	78.6	*G1*	–	–

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Cerro Coso Community College
Kern Community College District

College Self-Assessment

Established in 1973, Cerro Coso Community College is one of three colleges within the Kern Community College District. Cerro Coso serves a rural population scattered over 18,000 square miles, the largest community college service area in California. To serve its far reaching communities, Cerro Coso has been offering online classes since 1997 and offers 16 Associate degrees entirely online and as many as 160+ classes online each year.

In 2011, the college conducted a research project to examine factors contributing to our recent middle-of-the-pack outcomes in the SPAR. Better orientation and more expanded offerings of student success courses were determined to be the best intervention on the short-term the college could use to increase these numbers. On the longer term, additional changes include giving priority registration to those completing all matriculation components, more tightly integrating programs of study, and structuring academic pathways to facilitate completion.

These changes are expected to positively affect the 30 Unit and Persistence metrics. Some of the trends in these metrics date back to expansion of the online program, which caused the college to now serve more part-time students than full-time (81%-17%), and more students enrolled in fewer than six units than more (51%-49%). Other demographic factors—such as the large proportion of older students in the small rural communities Cerro Coso serves—means that fewer students are included in the ARCC cohort who complete all matriculation components and pursue a program through to completion. A recent external scan showed the college has a large number of local students 25-40 years old without a college or high school diploma. The college has plans to 1) better determine the educational needs of this population, 2) schedule courses at our local centers to serve those needs more effectively, 3) and reduce the number of full online offerings, creating more hybrid courses with an onsite component.

The study also revealed that Cerro Coso has proportionately fewer students included in the SPAR and 30 Unit cohort than other schools. In prior years, the college enrolled a large number of concurrent high school students. This decline in these enrollments in recent years corresponds with the decline in SPAR and Persistence rates since such students tend to be better completers down the line.

Basic Skills has concentrated efforts in the past two years on improving the instruction of learning/study and self-efficacy skills directly in the classroom resulting in a positive trend in both ARCC Basic Skills measures.

Vocational Education Completion rates continue to lag behind our cohort and are being addressed. A grant-funded initiative underway to more successfully integrate Basic Skills into the CTE curriculum—especially within the first semester—will positively impact future results.

The Improvement Rate for Credit ESL courses is unacceptably low. We run only six ESL classes a year taught by a single adjunct instructor. Though the score is higher than last year and trending in the right direction, special care will be taken to provide additional training and support for this individual.

ARCC 2012 Report: College Level Indicators

Porterville College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1: Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Student Progress and Achievement Rate	49.0%	51.2%	51.3%

Table 1.1a: Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
Percent of Students Who Earned at Least 30 Units	78.0%	76.3%	78.8%

Table 1.2: Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate	63.2%	66.9%	70.3%

ARCC 2012 Report: College Level Indicators

Porterville College
Kern Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Vocational Courses	75.9%	74.5%	75.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses	56.3%	57.4%	58.6%

Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate	50.0%	53.8%	27.3%
Basic Skills Improvement Rate	53.1%	53.0%	54.4%

Table 1.6: Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
CDCP Progress and Achievement Rate	.%	.%	.%

Porterville College
Kern Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
Annual Unduplicated Headcount	6,248	6,237	5,635
Full-Time Equivalent Students (FTES)	3,150	3,470	3,288

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

Table 1.8:
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
19 or less	26.3%	27.6%	29.3 %
20 - 24	26.9%	29.7%	32.5 %
25 - 49	37.1%	35.0%	34.4 %
Over 49	9.7%	7.7%	3.8 %
Unknown	.%	.%	. %

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2008-2009	2009-2010	2010-2011
Female	64.1%	62.6%	62.1%
Male	35.4%	37.0%	37.7%
Unknown	0.5%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Porterville College
Kern Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
African American	1.9%	1.3%	1.6%
American Indian/Alaskan Native	2.0%	1.0%	1.1%
Asian	2.4%	1.6%	2.5%
Filipino	4.0%	1.9%	3.1%
Hispanic	51.5%	52.2%	61.6%
Pacific Islander	0.3%	0.1%	0.3%
Two or More Races	.%	0.4%	1.7%
Unknown/Non-Respondent	7.3%	25.1%	1.4%
White Non-Hispanic	30.6%	16.4%	26.9%

Source: Chancellor's Office, Management Information System

ARCC 2012 Report: College Level Indicators

Porterville College
Kern Community College District

College Peer Grouping

compared to peer
compared to peer high

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group		
A	Student Progress and Achievement Rate	51.3	49.9	38.0	60.5	*A1*	+	–
B	Percent of Students Who Earned at Least 30 Units	78.8	70.9	57.0	78.8	*B3*	+	high
C	Persistence Rate	70.3	61.2	35.8	72.0	*C1*	+	–
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.1	74.8	72.5	77.5	*D3*	+	–
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	58.6	60.7	50.8	73.1	*E2*	–	–
F	Improvement Rate for Credit Basic Skills Courses	54.4	52.8	25.0	64.2	*F4*	+	–
G	Improvement Rate for Credit ESL Courses	27.3	51.4	24.1	70.2	*G3*	–	–

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

ARCC 2012 Report: College Level Indicators

Porterville College
Kern Community College District

College Self-Assessment

The city of Porterville and surrounding communities represent a growing population of greater than 100,000 people. Porterville College has been serving the diverse region of Porterville and southeastern Tulare County since 1927. The College serves approximately 4,000 students each term and offers an array of educational opportunities, including associate degrees, transfer preparation, vocational and basic skills education as well as community service and economic development. Hispanic students comprise more than 60 percent of the student body, and the trend is toward increasing numbers of Hispanic students and a younger student body. Further, the college serves an economically depressed area with 16.2% unemployment, and more than three quarters of our students receive financial aid. Additionally, our students are increasingly under-prepared for college-level work.

Porterville College demonstrates average or good performance on most accountability measures. The Student Progress and Achievement Rate (SPAR) has improved for the past two years and is above the average for our peer group. The SPAR is a key indicator for PC, and our district research team recently conducted a study to examine factors that contribute to it. The results of this study are being used in college planning efforts and the research team is hoping to present them at the upcoming Research and Planning Group conference in April 2012.

The percentage of students who earn at least 30 units from the 2005-06 cohort increased after a decline the previous year, and remains the highest among our peer group.

The fall persistence rate showed improvement for the fourth consecutive year and is near the top for our peer group. Our vocational successful course completion rate remained stable and is slightly above the peer group average.

The basic skills improvement rate has improved for each of the past two years, but remains slightly below the peer group average. The college has implemented several basic skills initiatives including increased tutoring and peer mentoring through our Learning Center. We have also implemented a small number of learning communities—two or more linked classes, usually in different subject areas--that work together to enhance the overall learning experience.

The ESL improvement rate is of limited utility for PC. Because we have only one course that meets the ARCC definition for inclusion, all three cohorts combined comprise only 48 students. We have made curriculum changes in ESL which began in spring 2010. These will be partially reflected in our 2013 ARCC report and fully depicted in 2014.

The reader may note a large percentage of students with an "unknown" ethnicity in 2009-10 and a later increase in the percentage of Hispanic students in 2010-11. The large number of students with unknown ethnicities was due to technical problems with the implementation of the new ethnicity categories. Those categories are now properly implemented and we believe the 2010-11 data accurately reflect our college's ethnic makeup.

Despite our average to good performance on most ARCC measures, PC plans to continue to improve results by continually reviewing our curricula and looking for ways to improve student learning.

FY 2014 CALENDAR

The Community College League
and
Other Organizations

Community College League of California
2017 O Street, Sacramento, CA 95811
916.444-8641
www.ccleague.org

*Tentative Date

FY 2014 MEETINGS & EVENTS SCHEDULE

JULY 2013		
	4-5	**Independence Day, League Offices Closed**
	5	ACBO Board Meeting
	8-9	Board of Governors, Sacramento
	12	League Board, Sacramento, League Office
	n/a	Consultation Council, Sacramento
	21-25	ACCCA, Admin 101, Brandman University
	28- Aug 2	Great Teachers Seminar, La Casa De Maria, Santa Barbara
AUGUST 2013		
	Jul 28-2	Great Teachers Seminar, La Casa De Maria, Santa Barbara
	2	ACBO Board Meeting
	6-8	ACCT New & Experienced Trustees Governance Leadership Institute, Washington, DC
	15	Consultation Council, Sacramento
	15 & 20	CCCCO Budget Workshop, Sacramento
	16-17	Student Trustees Workshop, Embassy Suites, Anaheim South
	29	CCCAA Board, Conference Call
SEPTEMBER 2013		
	TBD	ACL Orientation, Sacramento
	2	**Labor Day, League Offices Closed**
	4-5	Rosh Hashanah
	6	ACBO Board Meeting
	9-10	Board of Governors, West Hills CCD
	13-14	Yom Kippur
	19	Consultation Council, Sacramento
	20	ACBO Accreditation Workshop
	20	*ACES, Burlingame*
	20	*ACL, Via Conference Call*
	27	CEOCCC Board, Sacramento, League Office
	27	Joint meeting of the CCCT and CEOCCC Boards, Sacramento
	27	CCCT Board, Sacramento
	27	ACCCA Board, Video/Conference Call
	30	AGB Professional Development Conference for Board Professionals
	30-Oct 2	AACC Advocacy Seminar, Washington, DC
OCTOBER 2013		
	2-5	ACCT Leadership Congress, Seattle WA
	9-10	RP Group Conference, San Francisco Marriott
	15-18	ACHRO/EEO Fall Training Institute, Newport Beach
	17	Consultation Council, Sacramento
	18	CEOCCC Board, Sacramento, League Office
	20-22	AACC Advocacy Seminar, Washington, DC
	28-30	ACBO Board/ACBO Fall Conference, Oxnard
	30	EDPAC, Sacramento
	30- Nov 1	CCCAA Fall Conference, Hilton, Orange County
NOVEMBER 2013		
	Oct 30 - 1	CCCAA Fall Conference, Sacramento, Double Tree by Hilton
	1	CCCAA Board Meeting, Sacramento, Double Tree by Hilton
	1	ACBO Board Meeting
	4-6	Community Colleges Facilities Coalition Annual Conference, Sacramento
	6-8	AACC Fall Conference, Arlington VA
	7-10	Academic Senate Fall Plenary Session, Irvine Marriott

*Tentative Date

	11	**Veterans' Day, League Offices Closed**
	12-13	*Board of Governors, Sacramento*
	21-23	League Convention, , SFO Hyatt Regency, Burlingame
	21	Consultation Council, Sacramento OR League Convention
	21	New CEO Seminar, League Convention, , SFO Hyatt Regency, Burlingame
	21	Statewide CEOCCC Meeting, League Convention, SFO Hyatt Regency, Burlingame
	21	CCCT Board, League Annual Convention, SFO Hyatt Regency, Burlingame
	23	League Board, League Annual Convention, SFO Hyatt Regency, Burlingame
	28-29	**Thanksgiving Holiday, League Offices Closed**
DECEMBER 2013		
	6	CEOCCC Board, via conference call
	6	ACBO Board Meeting
	25	**Christmas Holiday, League Offices Closed**
	26-Jan 3	**Winter Holiday, League Offices Closed**
JANUARY 2014		
	Dec 25- 3	**Winter Holiday, League Offices Closed**
	1-3	**New Year's Day Holiday, League Offices Closed**
	*3	ACBO Board Meeting
	10	Governor's State Budget Release
	9-11	AGB Institute for Board Chairs and Presidents
	13-14	Board of Governors, Sacramento
	*16	Consultation Council, Sacramento
	16	ACCCA Board Meeting, Sheraton
	16	ACBO Board Meeting, Sacramento
	17	ACCCA/ACBO Budget Workshop, Sacramento, Sheraton
	20	**Martin Luther King Day, League Offices Closed**
	24-26	Effective Trustees Workshop, Sheraton Grand, Sacramento
	24	*ACES, Sacramento (Effective Trustees Workshop)*
	25	CCCT Board (Effective Trustees Workshop)
	25	*ACL, Legislative Conference*
	25	Board Chair Workshop (Effective Trustees Workshop)
	26-27	League Legislative Conference, Sheraton Grand, Sacramento
	26	CEOCCC Board (Legislative Conference)
	26	League Board, Sheraton Grand, Sacramento
FEBRUARY 2014		
	5	Ash Wednesday
	7	ACBO Board Meeting
	14	**Lincoln's Birthday Observed, League Offices Closed**
	10-13	ACCT Legislative Summit, Washington, DC
	14	CCCAA Board Meeting, via conference call
	17	**Presidents' Day, League Offices Closed**
	*20	Consultation Council, Sacramento
	26-28	ACCCA Conference, San Diego Hilton Resort and Spa
	28	ACCCA Board, San Diego Hilton Resort and Spa
	28	CEOCCC Board, ACCCA Conference, San Diego
MARCH 2014		
	3-4	Board of Governors, Sacramento
	7	ACBO Board Meeting
	11-13	Asilomar Leadership Skills Seminar, Pacific Grove
	14-15	First two nights of Passover
	*20	Consultation Council, Sacramento
	22-25	Northern CEO Conference, Yosemite
		ACCT Trustees Governance Leadership Institute

*Tentative Date

	21	CEOCCC Board, Sacramento, League Office
	21	ACCCA Board/MDC Joint Meeting, Videoconference
	28	Phi Theta Kappa Academic Team Awards, Sacramento
	30 – Apr 1	Chris McCarthy Vineyard Symposium
	31	**César Chávez Day, League Offices Closed**
APRIL 2014		
	Mar 30 – 1	Chris McCarthy Vineyard Symposium
	1-4	CCCAA Spring Convention, location TBD
	4	CCCAA Board Meeting, location TBD
	4	*ACL, Legislative Satellite Office, Sacramento*
	5-8	AACC Annual Convention, Washington D.C.
	11	ACBO Board Meeting
	10-12	Academic Senate Spring Plenary Session, Westin SFO, Burlingame
	13-15	AGB National Conference on Trusteeship, Orlando FL
	14-18	Legislative Spring Recess
	*17	Consultation Council, Sacramento
	18	Good Friday
	18	League Board, Sacramento
	18	CEOCCC Board, Sacramento
	18-19	CCCT Board, Sacramento
	20	Easter
	23-26	Southern CEO Conference, Lake Arrowhead
MAY 2014		
	1-2	CEO/Board Assistants Workshop (Trustees Conference)
	2-4	Annual Trustees Conference, Newport Beach
	2	ACES, (Annual Trustees Conference)
	9	*ACL, Via Conference Call*
	*15	Consultation Council, Sacramento
	16	CEOCCC Board, Sacramento, League Office
	19	ACBO Board Meeting
	19-20	Board of Governors, Sacramento
	19-21	ACBO Spring Conference, TBD
	26	**Memorial Day Observed, League Offices Closed**
JUNE 2014		
	6	ACBO Board Meeting
	*19	Consultation Council
	*19	CCCAA Board Meeting, TBD
	19-21	Classified Leadership Institute, Crowne Plaza, Ventura Beach
	20	CEOCCC Board, Sacramento, League Office
	20-21	CCCT Board, Sacramento, Sheraton
	27	*ACL, Via Conference Call*
JULY 2014 (*FY 2015*)		
	4	**Independence Day, League Office Closed**
	7-8	Board of Governors, Sacramento
	11	League Board, Sacramento, League Office
	*17	Consultation Council, Sacramento

*Tentative Date