

Kern Community College District

Strategic Plan

**Approved by the Board of Trustees
September 7, 2006**

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INTRODUCTION AND EXECUTIVE SUMMARY

INTRODUCTION

The Kern Community College District, which includes three colleges, Bakersfield, Cerro Coso, and Porterville, has initiated a strategic planning process in order to assist it in addressing the challenges of the future. This course of action takes into account an organization's external and internal environments while helping it define its purposes, what it intends to become, and how it will attain its goals. Ideally, a strategic plan results in the development of direction, establishment of policy, creation of a rationale for decision-making, and a definition of what success looks like. It enables an organization not only to chart a course, but to successfully navigate it and correct itself when it strays from that course.

Although there were efforts at District-wide planning and planning-related activities in the past, no concerted effort to conduct strategic planning at KCCD has occurred previously. The KCCD Organizational and Operations Effectiveness Study ("KH Study"), completed in 2001, resulted in a considerable list of recommendations for action. However, the study was not a strategic plan, nor did it represent itself as one.

The KCCD process began in early 2004 with the appointment of the Strategic Planning Working Group (SPWG) which met regularly throughout the spring and into the fall of that year. Its function was to develop the KCCD process and define the parameters of the Environmental Scan, a document completed in September 2004. The Chancellor's Cabinet subsequently became the KCCD Strategic Planning Steering Committee and met numerous times, sometimes with the SPWG, to develop and approve the KCCD vision, mission, and values statements. In September 2004, a group consisting of community representatives, KCCD leadership, SPWG members, and others developed a list of strategic issues to be considered by the KCCD community. After consultation with the colleges and a survey sent to employees and students, a list of six strategic initiatives was established and approved by the Chancellor's Cabinet.

In February 2006, forums were held at each of the colleges and the District Office in order to identify the strategies which would be employed in order to implement the strategic initiatives. Following revisions and approval by the Chancellor's Cabinet, a set of strategies was adopted.

The processes described above included numerous meetings and interviews, ranging from one-on-one to large groups. About 150 people participated directly, and many more were involved through employee group consultations and the strategic issues survey.

In summary, the KCCD process involves the following elements:

- Initiation
 - Commitment by leadership
 - Training
 - Identification and commitment of resources
 - Determination of what is to be accomplished
 - Formation of planning groups
- Preparation of an environmental scan
- Identification of strategic issues -the most important challenges for the district
- Determination of strategic initiatives – those issues to be addressed in the first phase of strategic planning
- Determination of the guiding values/principles of the district
- Determination of the district’s vision for the future
- Development of a mission statement for the district
- Determination of the strategies which will be employed to realize the accomplishment of the strategic initiatives
- Preparation a strategic planning document
- Determination of outcome or performance criteria for each strategy
- Development of action plans along with associated responsibilities and timelines, and clear links to budgeting and performance expectations
- Development of plans for monitoring the process, for evaluating progress in meeting strategies and goals, and for revising the strategic plan
- Implementation of the plan and regular monitoring of progress
- Implementation of periodic reviews and updates of the environmental scan
- Adjustment of the strategic plan as required

The process is outlined graphically in Figure 1. The members of the Strategic Planning Working Group, 2005/06 Chancellor’s Cabinet, and the Strategic Planning Writing Committee are listed below. Further details about the process as well as the names of the other participants can be found in the Appendix.

In order to fully understand this strategic planning process and its purposes, it is essential that the District be seen as three colleges working together within a shared educational enterprise. The District Office is part of that enterprise in that it provides vital oversight and services to the colleges.

KCCD Strategic Planning Cycle

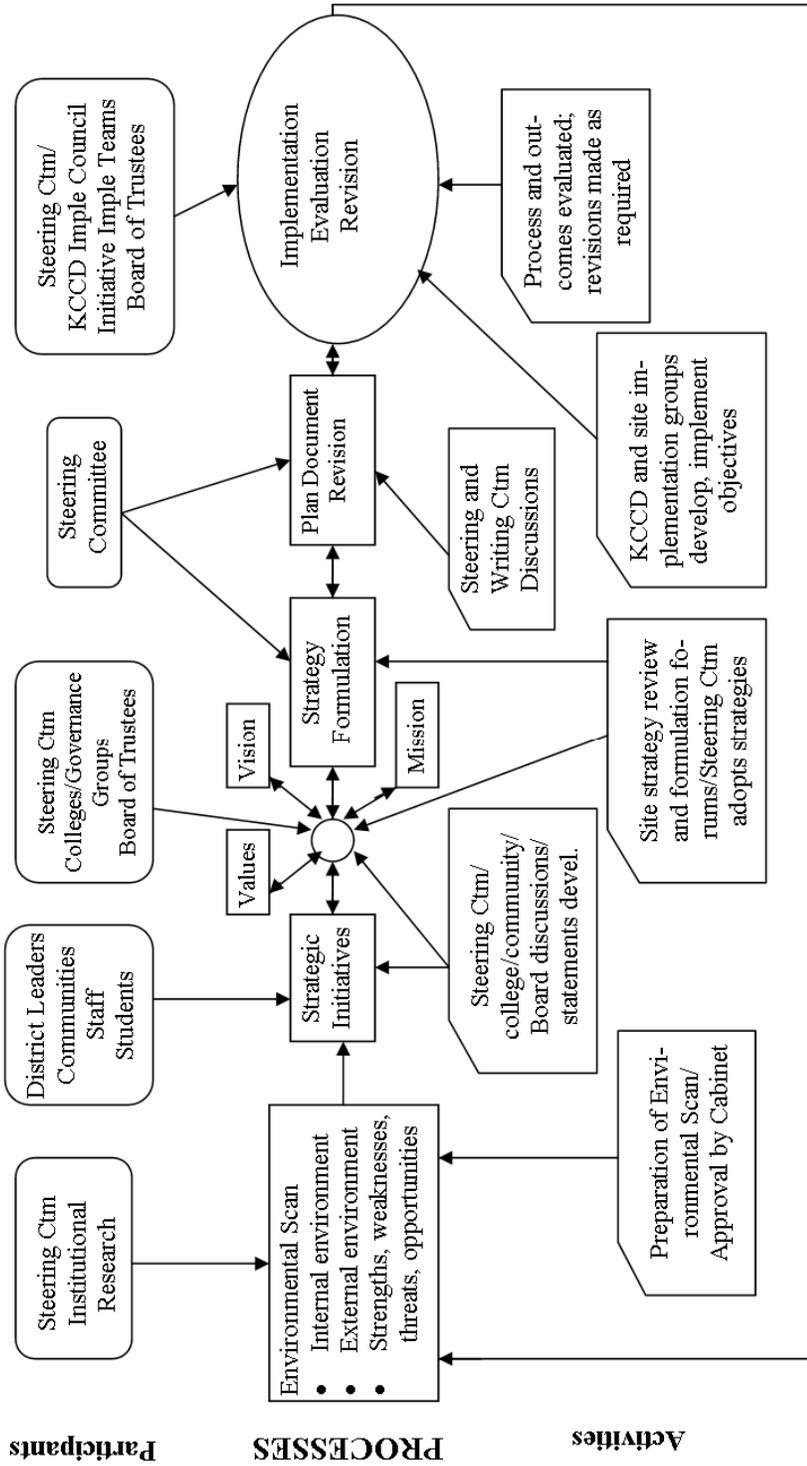


Figure 1
KCCD Strategic Planning Process

Strategic Planning Working Group

Last name	First name	Institution	Category
Allen	Diane	Porterville College	Faculty
Allison	Robert	District Office	Administration/Strategic Planning Coordinator
Beebe	Dennis	District Office	Board member
Bezayiff	David	Porterville College	Faculty
Burke	Tom	District Office	Administration
Cluff	Greg	Bakersfield College	Faculty
Collins	John	District Office	Consultant
Doshi	Raj	District Office	Classified
Ecung	Antonia	Porterville College	Administration
Errea	Sally	District Office	Confidential
Hart	Michelle	Porterville College	Classified
Jamison	Janis	Cerro Coso College	Faculty
Luke	Barbara	Cerro Coso College	Student
Manning	Mickie	Porterville College	Community
McCrea	Jim	Cerro Coso College	Community
Nanamura	Chris	Porterville College	Student
Pearson	Sharon	Porterville College	Community
Robison	Bonita	Cerro Coso College	Faculty
Rux	Whitney	Bakersfield College	Student
Santoro	Angela	Porterville College	Student
Scaffidi	Susan	Bakersfield College	Administration/Facilitator
Scheerer	Jerry	Bakersfield College	Administration
Scrivner	Don	Bakersfield College	Classified
Smith	Jim	Cerro Coso College	Community
Staller	Mark	Bakersfield College	Faculty
Weisenthal	Bob	Cerro Coso College	Administration

Chancellor's Cabinet 2005/06

Last name	First Name	Institution/Organization	Position
Serrano	Sandra	District Office	Chancellor
Burke	Tom	District Office	Chief Financial Officer
Chamberlain	Greg	District Office	Associate Chancellor, Educational Services
Collins	Vic	District Office	Interim Associate Chancellor, Human Resources
Errea	Sally	District Office	Transcriber
Pluta	Kate	CCA	CCA President
Andrews	William	Bakersfield College	President
Staller	Mark	Bakersfield College	Academic Senate President
Marden	Jennifer	Bakersfield College	Classified Representative
West	Ashe	Bakersfield College	ASB President
Dyer	Sharon	Cerro Coso College	President
Meyers	Paul	Cerro Coso College	Academic Senate President
Crabtree	Shelley	Cerro Coso College	CSEA Representative
Throckmorton	Brittany	Cerro Coso College	ASB President
Carlson	Rosa	Porterville College	Interim President
Bezayiff	David	Porterville College	Academic Senate President
Bennett	Kathy	Porterville College	Management Representative
Hart	Michelle	Porterville College	CSEA Representative
Hannah	Anthony	Porterville College	ASB President

Chancellor's Cabinet Writing Committee

Last name	First name	Institution	Category
Allison	Robert	District Office	Consultant/Coordinator
Bezayeff	David	Porterville College	Faculty
Collins	John	District Office	Consultant
Regier	Susan	Porterville College	Faculty
Robison	Bonita	Cerro Coso College	Faculty
Staller	Mark	Bakersfield College	Faculty

EXECUTIVE SUMMARY

Mission of the Kern Community College District

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. We accomplish this mission by:

- Providing academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
- Providing work-force skills training through vocational/technical/occupational programs.
- Providing basic skills education and student services programs to help students become successful learners.
- Establishing partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.
- Improving the quality of life of our students and communities through broad-based general education courses.
- Preparing students with the skills to function effectively in the global economy of the 21st century.
- Anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs.
- Seeking the resources required to function effectively.

Vision of the Kern Community College District

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.

Values of the Kern Community College District

The Board of Trustees, faculty, and staff of the Kern Community College District, in implementing the Mission of the District, subscribe to the following values. The “Student Value” is listed first to emphasize the importance of the District’s responsibilities to students. The other values are listed in alphabetical order

Students Student learning is our primary mission. When students attain their educational goals, both their communities and society as a whole are the beneficiaries. To accomplish this mission, we must maintain an outstanding learning environment, including such resources as an excellent faculty and staff, student support services, and appropriate instructional facilities. Further, that environment should encompass a balanced approach to educational programming as well as respect for and support of individual student goals.

Accountability Accountability is the ongoing process of assessing the effectiveness with which Kern Community College District meets the standards and expectations that have been established by the State and Federal governments, accrediting agencies, and the Board of Trustees. Further, all KCCD employees have a mutual responsibility for the quality and scope of our services as well as for honest stewardship of the resources entrusted to us.

Communication In order to generate an environment of trust in which individuals can work together successfully, information is to be freely shared throughout the District using multiple communication channels. Effective communication involves stating facts and opinions clearly, listening critically, asking for necessary clarifications, and providing feedback that is respectful of others' opinions and sensibilities. At all levels, we have the responsibility to communicate openly and honestly as receivers and senders of information.

Community We are best able to provide high quality instruction and support services that promote and enhance life-long learning and human potential by working closely with our communities to establish mutually beneficial relationships with both public and private entities. We do this by assessing and prioritizing community needs and by addressing those needs through joint efforts. Thus, our colleges and the communities in which they exist are shaped by their reciprocal relationships.

Diversity We recognize and celebrate the similarities and differences in our students, staff, communities, services, programs, and ideas. We value diversity because it promotes learning, enriches our relationships, and enhances our ability to solve problems and make decisions.

Efficient and Effective Systems The Kern Community College District faculty and staff will strive to provide effective and responsible stewardship and management of its responsibilities and of KCCD resources by maintaining an open decision-making environment, participating in collaborative action, developing mutual respect among employees, making decisions in a timely manner, and achieving student goals.

Equitable Resources Allocation The Kern Community College District is committed to providing equal access to relevant learning opportunities across its

service area. It is important that the resources necessary for student, system, and institutional success be distributed in a manner that supports this commitment.

Faculty and Staff We are committed, at all levels, to recruitment, retention, and promotion of the highest quality personnel; to employee satisfaction as indicated on periodic surveys; to professional growth and learning opportunities for all employees; and to a positive work environment. Excellence is realized through the energy and talents of our faculty and staff; therefore, appreciation is expressed for their contributions, mutual trust and respect are fostered, and an environment exists which is enriched by a diversity of people and ideas.

Participatory Governance All District employees are encouraged to accept their personal and professional obligation to participate in this process through active involvement in governance activities. Such collaboration promotes creative problem solving, greater acceptance of decisions made, and a more trusting work environment as we honor differences as common ground is built.

Strategic Initiatives

Six strategic initiatives will constitute the major issues to be addressed by the strategic planning process over the next few years. These are.

- Greater responsiveness to community needs in terms of programs offered, the promotion of college areas of particular strength, and area workforce development
- Respond more effectively to the needs of under prepared students
- Increased funding for KCCD functions
- Creation and maintenance of trust between employee groups, the colleges, and the District Office
- Establish adequate and effective communication throughout the KCCD
- Recruit and retain an effective workforce and promote high morale

These initiatives will be realized through the implementation of strategies which have been developed for each of them. Possible implementation work plan goals have been defined for most strategies, and success will be measured against expected outcomes which have been identified for each strategy.

Implementation and Evaluation

The implementation process, which is to begin in the 2006/07 academic year, includes the development of action plans, including objectives, timelines, criteria employed to evaluate progress, assignments of responsibility, and budget plans. This process will have

the purpose of not only realizing the Strategic Initiatives but also of institutionalizing one of the fundamental objectives of strategic planning: strategic thinking and acting. Monitoring and evaluation, whose goals are to gauge progress and to determine if changes in the strategic plan or any of its components are needed, will necessarily be a part of that implementation effort.

STRATEGIC PLANNING

WHAT WE ARE AND CAN BE: MISSION, VISION, AND VALUES

MISSION

The mission of an organization is its statement of organizational purpose. Thus, KCCD's mission statement must not only clearly communicate its purpose to the public and its employees, it should reveal what it is, why it is necessary, and what it does in order to earn the support of its communities.

Although the mission of the California Community Colleges is stated in the Education Code, some portions are mandatory while others are optional. Thus, it is necessary for each community college and community college district to develop a mission which addresses the needs of its communities while remaining consistent with the law. The mission statement serves another important purpose. Since resources are virtually never adequate to meet all of the needs which community colleges may be called upon to address, the mission statement can tell both KCCD employees and the public what functions are most important and, as a result, which will be supported, particularly in times of limited resources.

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We accomplish this mission by:

- 1. Providing academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.**
- 2. Providing work-force skills training through vocational/technical/occupational programs.**
- 3. Providing basic skills education and student services programs to help students become successful learners.**
- 4. Establishing partnerships with businesses and governmental entities as well as other educational institutions to advance economic development.**
- 5. Improving the quality of life of our students and communities through broad-based general education courses.**

6. **Preparing students with the skills to function effectively in the global economy of the 21st century.**
7. **Anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs.**
8. **Seeking the resources required to function effectively.**

VISION

A statement of organizational vision describes the state of the organization when it has successfully attained its goals. Although it certainly has defined and accomplished many major goals in the past, KCCCD has not previously adopted a District-wide vision statement.

Vision of the Kern Community College District

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.

VALUES

Generally institutional values are expressed as a description of how an organization should conduct itself and under what system of values it aspires to operate.

Values of the Kern Community College District

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Faculty and Staff We are committed, at all levels, to recruitment, retention, and promotion of the highest quality personnel; to employee satisfaction as indicated on periodic surveys; to professional growth and learning opportunities for all employees; and to a positive work environment. Excellence is realized through the energy and talents of our faculty and staff; therefore, appreciation is expressed for their contributions, mutual trust and respect are fostered, and an environment exists which is enriched by a diversity of people and ideas.

Participatory Governance All District employees are encouraged to accept their personal and professional obligation to participate in this process through active involvement in governance activities. Such collaboration promotes creative problem solving, greater acceptance of decisions made, and a more trusting work environment as we honor differences as common ground is built.

WHAT WE INTEND TO ACCOMPLISH: STRATEGIC INITIATIVES

Strategic planning is about focusing an institution's efforts in a manner which most effectively allows it to accomplish its goals. Thus it is important that the KCCD clearly define the issues to be addressed in the planning process. Those issues, described by John Bryson as "fundamental policy questions or critical challenges," (Bryson, p. 30) are the **strategic initiatives** which have been selected to be addressed through the strategic planning process.

Strategies form the basis for the actions taken to realize the strategic initiatives and must therefore be defined before effective action can be taken. Further, because the implementation of strategies is intended to accomplish tangible goals, each one must result in one or more **expected outcomes**.

In the following, each strategic initiative is followed by one or more strategies, which, in turn, usually are followed by items that may be included in the implementation work plan. These items constitute some of the goals, tactics, or "substrategies" that might be adopted in order to implement their respective strategies. They are not intended to be necessarily sufficient for that task, however. Indeed, during the implementation process it is likely that these implementation items will be modified, or even totally changed in some cases.

Note that in the following the initiatives are numbered. This numbering is solely for convenience in identifying the initiatives. It does **not** imply order of importance.

<p>Initiative 1 – Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development</p>

One of the colleges' major roles in economic development is to provide training in skills needed by existing businesses as well as those considering moving to this area. The KCCD Environmental Scan contains numerous instances of such expectations by the business community. Therefore it is important that KCCD colleges continuously maintain communication with its communities so that they can address these changing needs. The *Greater Bakersfield Vision 2020 Report, January 2001*, recommends that higher education (quoted):

- Align the offerings of higher education with the needs of the new economy.
- Create a permanent, on-going nexus between community business employment needs and local educational requirements.
- Develop a system-wide workforce preparation program, pre-kindergarten through University system, that integrates quality academic instruction, relevant vocational education, and workforce responsibility skills (soft skills).
- Educate the community on the value of lifelong learning and develop adult learning capability designed to allow people to “retool” their skills to prepare for professional and life opportunities...

Other reports have included similar recommendations.

This was one of the chief items identified by the KCCD and community leaders. In the District survey it was third overall.

Strategies to address Initiative 1

Strategy 1 -- Facilitate cooperative activities with business, industry, government, and other educational institutions to assess and, as appropriate, address community workforce development and training needs

The implementation work plan may include:

- Development of improved communication
 - Establishment of regular communication with chambers of commerce, business/government representatives, and other educational institutions
 - Attending, sponsoring, and/or conducting community conferences; focus groups; and/or business/industry meetings
 - Involvement by college employees with community organizations
 - Preparation and dissemination of KCCD status reports on community workforce needs
 - Development of more effective use of business/industry/government advisory panels
 - Implement guidelines for academic and vocational program advisory panels
 - Create advisory panels of business/industry/government representatives
- Assessment of community needs
 - Research needs of high school graduates and the workforce, and of services provided by other agencies as well as competitors
 - Assignment of management level employees on each campus to work with business and government in order to assess needs
 - Establishment of councils at each college and District-wide to determine local and District-wide program needs, recommend classes and programs, plan for the most effective use of employees and facilities, and to develop “magnet” programs

- Develop a system for timely follow-up on identified community needs
- Establishment of centers of excellence and specialty programs
- Development of programs to address identified community needs as appropriate to KCCD and college missions, resources, and capabilities
- Creation of partnerships with business/industry, government, high schools, other colleges, and community groups to provide training/workforce development programs
- Development of customized training for identified business/industry clusters
- Establishment of a fund for the development of new programs

Expected outcomes:

- Regular and frequent communication with business, industry, and government
- Ongoing assessments of workforce training needs in KCCD communities
- Programs, including college centers of excellence or areas of particular strength, which address the workforce training and development requirements of KCCD college communities
- Collaboration, coordination, and partnerships with business, industry, government, and other educational institutions to assess and address workforce development and training needs in all communities served by the KCCD

Strategy 2 -- Respond more effectively to community/workforce needs

The implementation work plan may include:

- Establishment of a “fast track” training program implementation process
- Expanding the offering of short-term courses and programs
- Implementation of KCCD standard policies and procedures for contracting with businesses and public agencies
- Establishment of centralized administration of contracts with businesses and public agencies
- Implementation of policies and procedures which facilitate cooperative ventures between FTES-funded and contract funded programs.
- Instituting instructional policies in order to accommodate community training needs, such as:
 - Scheduling instruction when and where it is needed
 - Instituting procedures which make it easy for businesses to work with the colleges
- Funding a replacement cycle for instructional technology/equipment in order to remain technologically current
- Instituting employee training on current technology
- Instituting a process to assess success in meeting community and student workforce development and training needs, including the preparation and dissemination of KCCD status reports
- Greater coordination among the colleges, such as:
 - Coordinating with the other colleges when establishing, marketing, and disseminating the listing of centers of excellence and specialty programs so that KCCD resources are used most effectively and students can be

referred to other District colleges if a college does not offer a particular program

- Promoting the concept that students can enroll in programs throughout the KCCD
- Reducing programmatic redundancies and inconsistencies throughout the KCCD, including greater uniformity among college curriculums
- Establishing a District-wide, coordinated outreach programs to business, industry, and government

Expected outcomes:

- KCCD colleges working together to provide prompt and effective responses to community workforce training and development needs through appropriate implementation of programs when and where they are needed
- Ongoing assessments of KCCD's responsiveness to community workforce training needs

Strategy 3 – Market, advertise, and brand existing and proposed KCCD college programs

The implementation work plan may include:

- Celebration of successes in training and workforce development
- Organization of conferences to inform the community about college programs

Expected outcome:

- Widespread knowledge in our communities as well as among KCCD employees regarding the availability and excellence of District workforce training/development programs

Initiative 2 - Respond more effectively to the needs of under prepared students

Although important, this was not considered one of the highest rated issues by either the District and community leaders or the employee and student survey respondents. However, 69% of the survey respondents did consider it to be “very high priority” or “high priority.”

This clearly is a critical issue. The Environmental Scan showed that many students are not academically ready for college work. It included the following:

“Many students arrive at college unprepared for the academic work they will face there. This appears to be the case with the group of students entering KCCD colleges in fall 2003. Based on results from...the assessment tests, almost 60% were not eligible for associate degree-applicable English course placement. Almost 70% were indicated as not eligible for degree-applicable mathematics courses at PC and CC; the figure was better at BC, about 43%. Between 36% and 66% had scores which indicated the need for some level of remedial reading in order to be successful in college courses.”

Statewide figures included in the *California Community Colleges System Strategic Plan* are consistent with the above. A survey of California community college placement test outcomes shows that more than 70% required basic skills mathematics and 42% basic skills English. The document further points out that:

- The need for basic skills education is growing because the “fast-growing student populations” are low income, Latino, and those whose parents did not attend college.
- Basic skills success rates are low – lower than those for transfer courses.
 - Overall: 60%
 - Elementary algebra: 49.6% and even lower for some minority groups (Latino 46.9%, African-American 40.2%)
- Probability of getting a degree or transferring is low for students who begin at the lowest basic skills levels
 - Those who begin mathematics with arithmetic have a 10% chance of taking a transfer level mathematics course.
 - Those who begin English with a reading fundamentals course have a 25% chance of taking a transfer level English course.

The System plan also points out that non-credit basic skills courses are funded at 60% of credit courses. This can result in reluctance by colleges to offer such courses, particularly since they often require more intensive work with students than in regular classes, resulting in greater expense per student than for credit courses.

Strategies to address Initiative 2

Strategy 1 –Evaluate both programs directed at under prepared students and related curriculums and pedagogies, and take appropriate actions to improve their effectiveness, instituting curricular, programmatic, procedural, and/or pedagogic changes as indicated

The implementation work plan may include:

- A study of the characteristics and needs of the student populations served
- Evaluation of basic skills and remedial courses and programs in terms of their success in allowing students to progress to college level coursework and perform successfully at that level
- Investigation of course scheduling and sequencing practices and their relationship to student success
- Expansion of programs to meet increasing student needs
- Creation of a variety of learning opportunities, including, for example, learning communities and short term courses targeted at specific discipline/skill needs
- Development of improved communication among basic skills faculty, discipline faculty, and counselors throughout the KCCD, including the creation of college and KCCD advisory panels consisting of discipline and basic skills faculty
- Studies and, as indicated, modifications of the administrative organization of courses and services directed at under prepared students

- Assessment of administrative and structural policies and actions designed to assist under prepared students; assessment procedures could include student and employee surveys, focus groups, and informal student and employee feedback
- Implementation of basic skills and remedial courses within each discipline department
- Development of clear educational planning routes for all disciplines

Expected outcomes:

- Accurate information regarding the effectiveness of basic skills and remedial programs in general as well as specific aspects of those programs, including (a) strengths and shortcomings, and reasons for both; (b) populations most and least effectively served; and (c) approaches to solving the problems revealed
- Improved student success and retention rates
- Improved procedures designed to assist under prepared students
- Appropriate staffing levels that address the needs of under prepared students

Strategy 2 – Evaluate assessment programs and review both mandatory and advisory skills prerequisites in terms of their effectiveness in predicting student success, and take appropriate actions to change policies, procedures, and/or assessment instruments as indicated

The implementation work plan may include:

- Review of assessment programs, procedures, and evaluation criteria as well as the effectiveness of those criteria in predicting student success, followed by appropriate action as indicated
- Review by colleges of mandatory and advisory skills prerequisites in terms of their effectiveness in predicting student success, followed by appropriate action as indicated
- Increased dialogue among KCCCD college faculty regarding these issues

Expected outcomes:

- Assessment instruments and procedures that effectively predict student success

Strategy 3 -- Develop programs to address the needs of under prepared students through the involvement of other educational institutions, agencies, and the community at large

The implementation work plan may include:

- Establishment of community advisory committees and educational forums
- Working with K-12 educators to provide early identification and intervention, and to develop joint approaches and curriculums, including coordinated programs
- Placement of college students into high schools as tutor-interns in order to work with under prepared students

Expected outcome:

- The development of community groups and programs designed to improve the success rate of under prepared students

Initiative 3 - Increased funding for KCCD functions

It appears that funding is a perennial problem for California community colleges. Its basis, apportionment per full time student equivalent (FTES), results in funding levels which are the lowest in the California educational system and are among the lowest in the nation. Further, the system does not recognize variations in program costs, nor does it allow for periodic enrollment decreases, knowledge of which does not occur until after staffing and other commitments are made for a given academic year.

This was seen as a significant issue by the District and community leaders because the District is mandated to provide services to its students and communities in the face of sometimes insufficient State support.

Funding also was seen as important by employee and student survey respondents, with almost 75% indicating this issue as “very high priority” or “high priority.” Overall, it ranked in fourth place, but the administrative group had it in second place, and the students put it in first place.

Strategies to address Initiative 3

Strategy 1 – Implement a District-wide instructional program and enrollment management system

The implementation work plan may include:

- Establishment of a KCCD enrollment management committee
- Development and implementation of a comprehensive on-line course/program scheduling and management system
- Development and implementation of an effective FTES forecasting system
- Establishment of KCCD policy regarding course and program scheduling incorporating the primary goals of meeting student needs while maximizing revenue.
- Coordination of courses, programs and scheduling within and among the colleges in order to avoid class conflicts and redundancy

- Training employees on apportionment rules, enrollment accounting, and academic calendar issues
- Establishment of College and KCCCD growth targets

Expected outcome:

- Establishment of District-wide enrollment management policies, procedures, and coordination

Strategy 2 – Increase funded enrollment/FTES

The implementation work plan may include:

- Implementation of a clearer and less complex matriculation process
- Establishment of the principle that courses and programs will be offered and scheduled in a manner which most effectively meets student and community needs
- Addressing student retention and persistence issues
- Establishment of close collaboration with our communities to raise awareness of college programs
 - Institute marketing programs for colleges, programs, and courses, as well as those aimed at targeted groups, such as summer session courses for 4-year college students home for the summer
 - Provide course, scheduling, and program information for the three colleges to communities District-wide
- Development of a program to seek out untapped student populations
- Expanded and more effective student recruiting programs
- Development of collaborative relationships with other colleges and with K-12 education in order to:
 - Provide lower division work and prerequisites on 4-year college campuses
 - Determine best practices among other colleges

Expected outcome:

- FTES targets met

Strategy 3 – Institute cost-effective business processes and organizational structures

The implementation work plan may include:

- Establishment of a “culture of evidence” (information-based decision making) through improved institutional research, assessment, and planning coupled with effective computer-based information systems
- Implementation of an information technology system which integrates student, human resources, and finance components
- Implementation of a modern purchasing system
- Development and communication of an integrated educational and facilities master plan
- Development of operational plans for preventative maintenance and the management of energy and water consumption
- Implementation of administrative systems which provide optimum and cost-effective services
- Implementation of centralized programs and processes where appropriate and cost-effective

- Provision of District-wide course, scheduling, and program information conveniently available to KCCD employees, students, and communities

Expected outcomes:

- Decisions based on institutional research, planning, and performance assessments
- Business and administrative processes providing services which are both excellent and cost effective
- Centralization/decentralization of programs and processes as determined by delineation of function
- Information on courses, programs, and scheduling available to KCCD employees and communities District-wide

Strategy 4 – Develop and implement an integrated resource allocation model which incorporates planning, budgeting, program review, and information-based program outcomes

The implementation work plan may include:

- Institution of a budget allocation model that recognizes the different needs and challenges among the colleges
- Analysis of proposed capital expenditures in terms of projected student and community needs

Expected outcome:

- An information-intensive allocation process that incorporates flexible planning, student and community needs, revenue production, and the optimum utilization of resources

Strategy 5 – Develop and/or expand alternative funding sources

The implementation work plan may include:

- Development and implementation of a system for coordinated grant identification, selection, development, oversight, management, evaluation, and reporting
- Implementation of an entrepreneurial and market oriented approach to fund raising, through the creation of new enterprises and revenue centers, for example
- Establishment of partnerships with other institutions and/or agencies in order to develop funding for new and existing programs and services
- Implementation of partnerships with employers to obtain financial support for meeting their training needs
- Expanded contract and community education programs, including fast-track programs

Expected outcomes:

- Substantial revenue from entrepreneurial activities and/or partnerships with other entities
- Efficient and effective grant identification, preparation, and administration
- Community and Foundation support for college programs and projects

Strategy 6 – Engage in legislative advocacy

The implementation work plan may include:

- Lobbying activities and development of advocacy support
- Tracking legislation and supporting laws and initiatives beneficial to community colleges
- Implementation of partnerships with other community college districts, educational levels, and business/industry to advocate for common interests

Expected outcomes:

- An active lobbying program which results in legislation and/or regulatory change beneficial to the KCCD
- Partnerships with other community college districts, educational levels, and business/industry to advocate for common interests

Initiative 4 – Creation and maintenance of trust between employee groups, the colleges, and the District Office

This is clearly an issue which has profound impact on the effectiveness of the services provided by the District. Indeed, failure to address it may well result in low morale and consequent poor performance.

It is significant that this was one of the chief items identified by KCCD and community leaders in the September 2004 strategic issues identification forum. Further, it was the highest priority issue selected by both faculty and classified employees, and by KCCD overall, in the subsequent employee and student strategic issues survey. It was selected as “very high priority” or “high priority” by over 80% of the respondents.

Perceptions of trust refer to issues which relate not only to matters of integrity, but to communication, effective operations, competence, and, possibly most critically, a common vision of KCCD and its future.

Strategies to address Initiative 4

Strategy 1 – Define and implement a code of ethics for KCCD employees and institute training programs to ensure that all employees both understand and accept their responsibilities under that code

The implementation work plan may include:

- Adoption of policy relating professional ethics to expected standards of behavior
- Establishing the expectation that employees will demonstrate trust, integrity, and fairness in their interactions with both colleagues and the public
- Required ethics training for new and existing employees

Expected outcomes:

- An operational code of ethics that is understood, accepted, and practiced by KCCD employees.
- Ethical behavior demonstrated by employees

Strategy 2 – Implement systems and processes which are standardized, transparent, responsive, and compassionate

The implementation work plan may include:

- Documentation of decision-making processes
- Wide distribution of critical process descriptions
- Establishment of more effective, timely, and clear employee communication systems
- Adoption of administrative systems that recognize the different needs and challenges among the colleges. Such challenges may be due to differences in physical size, extent of areas served, campus configurations, and economies of scale.

Expected outcome:

- Documented and accessible operational processes which are understood and supported by employees as well as perceived by them as fair and consistent

Strategy 3 –Develop and recognize strong, visionary leadership in which leaders lead by example

The implementation work plan may include:

- Leadership training and development programs for leaders at all levels
- Development of a system providing for evaluation of leadership

Expected outcomes:

- Leadership which is decisive, consistent, wise, and fair
- Leadership manifested at all levels of the KCCD

Strategy 4 – Develop an information-based decision support system with the objective that statements, opinions, and decisions are supported by evidence that is factual, available to all, and consistent

The implementation work plan may include:

- Establishment of a District-wide, coordinated institutional and community research service which produces accurate, consistent and timely information required for decision support and planning
- Implementation of a system which provides timely information District-wide

Expected outcomes:

- The availability of timely and accurate information for the KCCD and its communities
- Decisions and statements which are based on accurate and consistent information

Strategy 5 – Involve employees in District-wide activities and participatory governance

The implementation work plan may include:

- Employee training in effective participatory governance
- Establishment of opportunities for employees to meet colleagues District-wide in order to exchange information and ideas, and to become acquainted with each other. Inclusion of all employee categories, as appropriate, in meetings, retreats,

- and other events; examples of such events include an annual convocation and joint conference attendance
- Development of improved communication among groups, including both face to face meetings and effective use of information technology.
 - Encouragement of employees in all categories to assume leadership roles
- Expected outcomes:**
- Employees effectively assume their appropriate roles in participatory governance

Strategy 6 – Develop a culture of accountability, responsibility, and civility

The implementation work plan may include:

- Training with the objective that all employees understand and accept the responsibilities appropriate to their assignments
- Assignment of authority which is appropriate to an employee’s responsibilities and position
- Training to ensure that KCCD and college goals, mission, vision, and values become the points of reference in decision making
- The establishment of the expectation that the person responsible for a task or function keeps the KCCD community up to date on both its successes and shortcomings
- Encouragement of responsible risk-taking for the benefit of KCCD students and communities
- Implementation of policies and training resulting in improved administrative oversight and accountability
- Implementation of programs and policies resulting in communication which is civil and professional

Expected outcomes:

- Employees understand, accept, and exercise their position responsibilities
- More effective execution of position functions, and, as a result, more effective and efficient KCCD operations
- Professional and civil interactions among employees
- Professional dialogue which occurs without fear of repercussions

Strategy 7 – Develop mutual respect among employees, with each person treated as a colleague critical to the success of the joint enterprise

The implementation work plan may include:

- A program which enables employees to better understand the functions, responsibilities, and challenges facing their colleagues
- Encouragement of all employees to attend college and KCCD functions, such as commencements
- Opportunities for employees to interact informally with those from other KCCD sites

Expected outcomes:

- Employees understand their colleagues’ positions and responsibilities
- Broad employee participation in college and KCCD activities
- Employees work with each other as colleagues

Strategy 8 – Develop within the KCCD a sense of community -- a partnership of the three colleges and the District Office sharing a common vision, mission, and set of values

The implementation work plan may include:

- Development of District-wide institutional process coordination/standardization where appropriate; e.g., campus websites, assessment testing
- A greater level of interaction among the colleges; e.g., awards, ceremonies, visits
- District-wide curriculum articulation and matriculation coordination

Expected outcomes:

- Employees throughout KCCD demonstrate through actions and statements that they share a common vision, mission, and value set with their KCCD colleagues.
- A greater level of KCCD coordination and standardization where appropriate
- A greater level of interaction among the colleges as well as KCCD colleagues

Initiative 5 – Establish adequate and effective communication throughout the KCCD

Although this initiative is closely related to Initiative 4, regarding trust, it was identified by the KCCD and community leaders as well as the employee and student issues survey respondents as being important but having a somewhat lower priority. It was selected as “very high priority” or “high priority” by 73.1% of the respondents.

The KCCD and community leaders saw the communications issue primarily in terms of inconsistencies among departments and instructional programs within the District, possibly placing KCCD college programs at a competitive disadvantage as compared with other educational providers, a situation which could result in reduced funding.

This issue is closely related to many other matters, such as governance, vision, and organizational structure.

Strategies to address Initiative 5

Strategy 1 – Identify and implement principles of effective communication as well as the expectation that employees adopt them as standard practice

The implementation work plan may include:

- Employee training on effective communication
- Establishment of the practice among employees that statements and opinions that are communicated to colleagues and/or students are supported by information that is open, consistent, and subject to examination

- Establishment of the expectation that employees are accountable for reading and utilizing work-related correspondence
- Development and implementation of guidelines for governance group representatives regarding their responsibilities for timely reporting to their constituents

Expected outcomes:

- Widespread understanding and practice by KCCD employees of the principles of effective communication.
- Accurate and effective information and communication District-wide

Strategy 2 – Maintain communication which is ongoing, timely, accurate, and, as appropriate, available to all, and implement structural changes and/or administrative actions to improve and maintain communication effectiveness

The implementation work plan may include:

- Actions to improve communication such as:
 - Communication from leadership such as regular email reports and condensed minutes of Chancellor’s cabinet and Board meetings
 - Frequent District-wide discussions on matters of interest and significance to employees, students, and communities
 - Regular communication among divisions, departments, administrators, employee categories, and students
 - An employee exchange program among the colleges
 - Development and maintenance of a comprehensive employee list
 - KCCD and college calendars for on and off-campus meetings
 - Vehicles for more effective communication among the colleges, such as a District-wide college hour, open forums, and convocations
 - Regular feedback on administrative decisions and employee performance
 - Face to face discussions which are open and honest
- Implementation of the practice that relevant information is to be shared, including notification of imminent matters
- Publicizing activities, decisions, and accomplishments – personal and professional – of current and former employees
- Establishment of the practice that meetings and other District-wide events are held at all KCCD sites
- Professional dialogue occurring without fear of repercussions
- Development of a vehicle to enable employees to offer suggestions and concerns in an open and non-threatening manner
- Institution of a central information clearinghouse which would review potentially incomplete and/or inaccurate material and correct it if needed
- Establishment of regular visits to colleges by District Office personnel
- Exploring the desirability of a District-wide academic senate
- Review of the District-wide committee structure
- Utilization of effective communications technology which accessible to employees, students, and communities, and training on the optimum use of technological communication tools and methods

Expected outcomes:

- Employees informed about issues concerning them, their colleagues, and the KCCD
- Employees free to engage in professional discussion regarding matters concerning them and the KCCD
- Employees familiar with their professional colleagues across the KCCD and engaged in professional dialogue with them
- Accurate and effective information and communication District-wide

Strategy 3 – Implement measures to improve the effectiveness of communication with students and with the public

Expected outcome:

- The existence of programs and initiatives designed to improve communication among the colleges, students, and our communities

Initiative 6 – Recruit and retain an effective workforce and promote high morale

Although this is stated as a single initiative, in reality it consists of three closely related matters. This issue was one of the highest priorities for the District and community leaders and ranked number 2 overall in the employee and student survey.

In 2003, 30% of KCCCD full time faculty were 55 or older. The corresponding figures for educational administrators and classified employees were 36% and 37%, respectively (KCCD Environmental Scan Document, September 17, 2004). This implies the possibility of a considerable number of retirements in the near future.

Student enrollments are projected to grow considerably over the next 15 years, from about 25,000 in fall 2003 to 40,450 in fall 2020, a 62% increase, based on California Community College System Office data. FTES is projected to increase at a lower rate, 48%. Such projections are based on many assumptions, of course, and KCCD enrollments actually decreased in 2005/06 as compared with the previous year, but it is likely that the overall trend will continue to be upward. This will require recruitment of new faculty and support staff in order to provide services, probably including the staffing of additional college centers, particularly in the fast-growing Bakersfield and Delano areas.

The morale issue is closely related to Initiatives 4 and 5, concerning trust and communication.

Two subsidiary issues were identified by the District and community leaders:

- Enhancing quality of life for District employees in order to prevent employee burnout
- Addressing staff shortages, current and future

Strategies to address Initiative 6

Strategy 1 – Evaluate current staffing and selection practices, and develop and implement a KCCD staffing plan to include: procedures for determining the positions to be filled; development of position descriptions and qualifications; determination of compensation; establishment of hiring cycles; recruitment; and candidate evaluation and selection

The implementation work plan may include:

- Establishment of a task force to develop an annual KCCD staffing and recruitment plan
- Institution of the practice of developing position descriptions which include minimum qualifications and experience that are appropriate to the actual expected duties of the position
- Provision of compensation that is realistically required in order to recruit qualified personnel
- Provision of training for all employees involved in the staffing and recruitment processes
- Initiation of hiring processes earlier in the academic year
- Examination of alternatives to the current recruiting processes, including a District-wide approach to developing and approving positions, sending out recruiting teams, and recruiting from non-traditional populations (such as greater emphasis on experience than on education for some positions)
- Placing greater emphasis on marketing the area and the institution in the recruiting process
- Examination of the criteria for adding employees with the objective that staffing decisions will be based on student and institutional needs as well as being optimally cost-effective

Expected outcomes:

- Personnel best qualified to perform the functions of their positions
- Personnel decisions which optimally meet the needs of the KCCD

Strategy 2 – Develop and implement an employee retention plan which will include procedures to determine employee retention information District-wide as well as by site, employee category, and other factors; develop methods to address retention issues; and take actions as indicated

The implementation work plan may include:

- Establishment of a task force to develop and implement a KCCD employee retention plan
- Investigation of the degree to which a retention problem exists in the KCCD and, as appropriate, at which sites and/or in which position categories it may exist
- Investigation of the factors causing revealed retention problems
- Establishment and maintenance of working conditions which contribute to the most effective performance of position functions
- Providing personnel with authority commensurate with their responsibilities, and evaluation of performance based on that authority and those responsibilities

- Development and implementation of standards and practices for the conduct of exit interviews and for the utilization of their outcomes

Expected outcome:

- Exemplary personnel retention

Strategy 3 – Institute policies and practices that result in outstanding personnel effectiveness

The implementation work plan may include:

- Training of all personnel to understand the duties, responsibilities, and authority of their positions
- Classification of employees in a manner appropriate to their duties
- A study and resulting appropriate changes in order to improve the effectiveness and uniformity of employee supervision and evaluation policies/procedures
- Institution of the expectation that all managers and supervisors will conduct appropriate employee evaluations, monitor employee performance, provide positive feedback, and, when indicated, impose progressive discipline; provision of relevant training for all managers and supervisors
- Development and maintenance of a culture of accountability, responsibility, and civility
- Institution of a program which provides incentives for accomplishments
- Institution of a District-wide system for employee professional growth

Expected outcomes:

- Exemplary personnel effectiveness
- A District-wide system for employee professional growth

Strategy 4 – Institute policies and practices that promote outstanding personnel morale and organizational climate

The implementation work plan may include:

- Coordination of the implementation of this initiative with Initiative 4 (Trust)
- Assessment of employee morale and addressing the issues revealed, using such methods as surveys, focus groups, and informal employee feedback
- Implementation of staff development in order to contribute to the maintenance of employee morale and a positive organizational climate
- Refinement of participatory governance policies and practices to ensure that the opportunity exists for participation by all employees
- Provision of professional advancement opportunities, such as:
 - Employee training and professional updating programs
 - Development of job ladder/advancement opportunities
 - Leadership development programs
 - Communication of job advancement opportunities to all employees
 - Increased travel/conference support

Expected outcome:

- High employee morale and excellent organizational climate

APPENDIX

KCCD AND ITS COMMUNITIES: AN OVERVIEW

The District includes Bakersfield, Cerro Coso, and Porterville Colleges as well as five additional educational centers. It serves an area of almost 25,000 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties. In area it is the largest community college district in the United States. The District map is shown in Figure 2 .

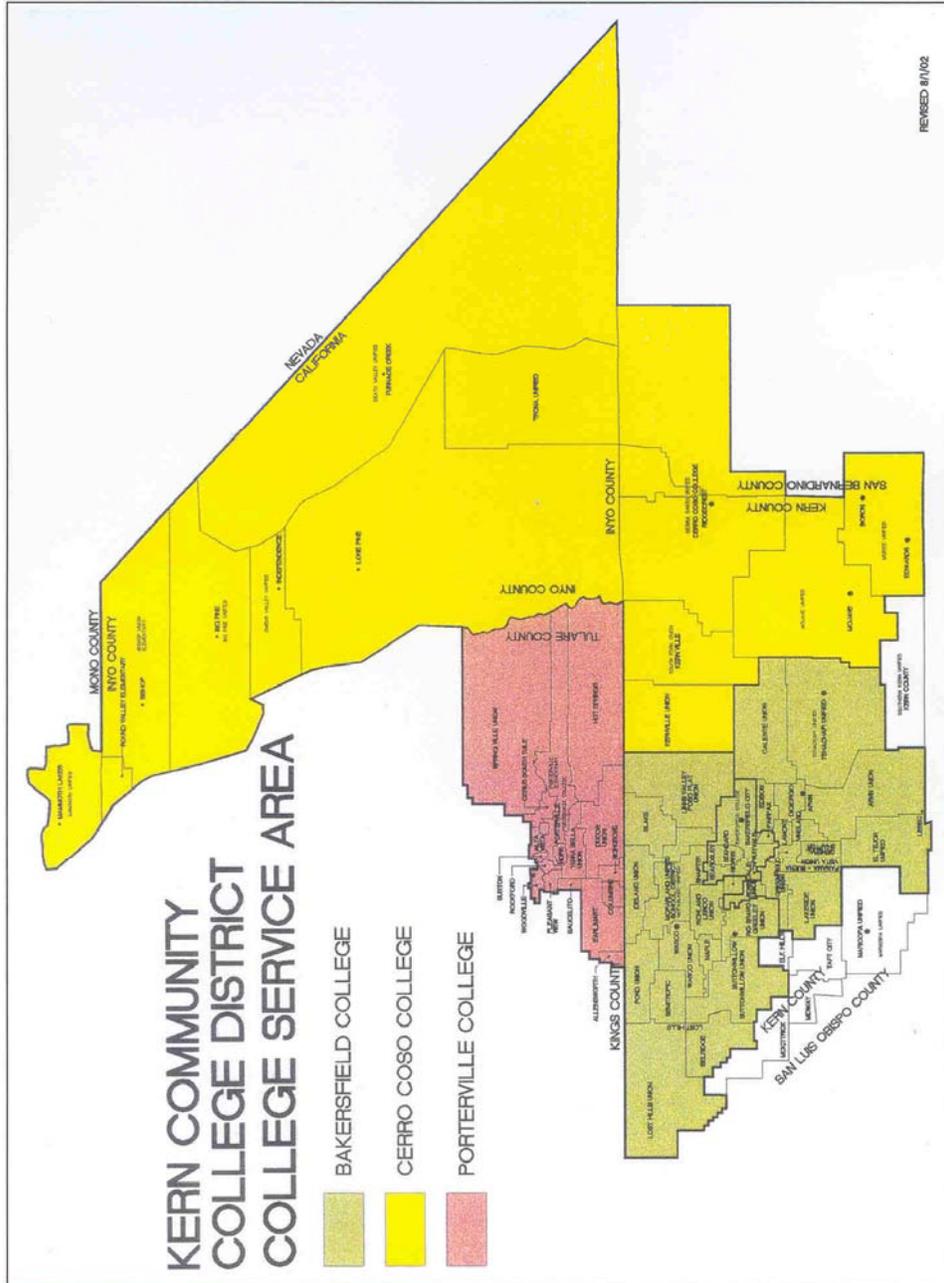


Figure 2
Kern Community College District

SELECTED DISTRICT STATISTICS

Students

- Enrollments District-wide student enrollments in fall 2005 were 22,826, a 14.4% decrease from a high of 26,659 in fall 2002. The number of full time equivalent students (FTES), upon which District funding is based, also decreased, but not as severely, from 19,598 in 2003/04 to a projected 17,620 for 2005/06, a 10% decline.
- Enrollment distribution Distribution of student enrollments and FTES in fall 2005 were, respectively: Bakersfield College, 63.8% and 69.3%; Cerro Coso College, 19.4% and 12.5%; Porterville College, 16.8% and 18.2%.
- Minority group enrollments The majority of students at Bakersfield and Porterville Colleges belonged to minority ethnic groups in Fall 2004 (BC 53%, PC 55%); at Cerro Coso, 72% of the students were white.
- Student age distribution BC students were younger overall (65% age 25 or younger) than students attending CC (44%) and PC (56%).
- Full time student enrollments The proportion of fall 2004 students attending full time (enrolled in 12 or more units) varied considerably among the colleges: BC 31%, CC 20%, and PC 40%. This accounts for the fact that even though PC had lower enrollment than CC in fall 2005, its FTES was 46% greater.
- Student gender Female students constituted a majority at all three colleges. Overall, the proportion of female and male students at KCCD in fall 2004, was, respectively, 60.2% and 39.8%.
- Student college preparation A high proportion of students entering KCCD colleges begin their college work inadequately prepared for the academic challenges they will face. Some specific figures were cited in the *Strategic Planning* section.
- Participation rate This rate indicates the proportion of residents age 18 and above attending one of the KCCD colleges. For 2002, the latest year for which such information is available, the rates for the three colleges were: BC 4.23%; CC 7.66%; PC 7.45%.

Budget

- The District budget for 2005/06 of \$114,121,136, including both unrestricted and restricted items, represents approximately a 10% increase in the four years since 2002/03.

Staff

- The number of full time employees decreased from fall 2002 to Fall 2004 by 9.5%, from 1022 to 925, respectively.
- The proportion of full time faculty increased from fall 2002 to fall 2004 from 25% to 27% of all full time and part time employees, while the proportion of classified staff decreased from 39% to 37%. For full time employees only, the proportion of faculty increased from 37% to 41%, while the proportion of classified and management employees decreased from 58% to 55% and 5.0% to 4.6%, respectively.
- The ethnicity of KCCD employees in fall 2004 was 66% white, 19% Hispanic, 5% African American, 4% Asian Pacific, and 7% other/unknown.
- In fall 2004, 131 (35%) of KCCD full time faculty were 56 years of age or older, and 59(16%) were under 40.

Performance

Institutional performance of the three colleges can be summarized using Partnership for Excellence indicators for the years 2001-04.

- Transfers to CSU and UC KCCD experienced a slight increase overall of its students transferring to CSU and UC universities. BC increased 3%; CC showed no change; PC decreased 13%.
- Transfer prepared KCCD experienced an overall increase of 16.7% in the number of students who were prepared for transfer.
- Degrees and certificates awarded There was an overall decrease in the number of degrees and certificates awarded. BC and CC increased 3%; PC decreased 20%.
- Successful course completion All three colleges increased their rates of successful course completion, but BC and PC are experiencing rates lower than the statewide average.
- Workforce development The KCCD overall number of successfully completed apprenticeship, advanced level, and introductory level vocational education courses increased by 5%. BC increased 11%; CC decreased 10%; PC increased 4%.
- Basic skills improvement Of the 10,808 KCCD students enrolled in basic skills courses in 2001-02, 3099 (28.7%) demonstrated improvement by successfully completing a course at the next level during the subsequent two years. This compares with a rate of 27.3% improvement statewide.

SELECTED COMMUNITY STATISTICS

The communities served by the District are diverse. Locations, geographic sizes, populations, ethnic distributions, economic bases, household incomes, and average educational level differ, often considerably. The Environmental Scan of Sept. 2004 described this in detail. A summary of some of this information follows.

- Population changes All parts of the District are expected to experience population increases over the next decade and further. Projections to 2020 based on the 2000 census indicate a District population increase of 459,046 or 61.6%. More recently, the Kern Council of Governments estimated that the Metropolitan Bakersfield population would increase by 100,800 or 22.1% from 2006 to 2015.
- Population educational and income levels Based on 2000 census information, both average educational attainment and income levels for KCCD residents overall is under statewide averages. The proportion of the populations possessing bachelor's degrees, for example, for Kern, Inyo, Mono, and Tulare counties was, respectively, 9.1%, 10.5%, 19.0%, and 7.8%, as compared with 17.1% statewide. Mean household income in 1999 for Kern, Inyo, Mono, and Tulare counties was, respectively, \$35,446, \$35,006, \$44,992, and \$33,383, compared with \$47,493 statewide. Only Mono County exceeded the statewide average in educational attainment, and all counties were below the statewide household income level.
- Unemployment rates Unemployment rates for KCCD communities vary considerably. Information obtained from the Employment Development Department for July 2005, for example, shows the following unemployment rates:

Bakersfield	5.4%
Bishop	4.0%
Delano	21.2%
Edwards	6.3%
Lake Isabella	9.4%
Mammoth Lk	4.9%
Porterville	8.6%
Ridgecrest	4.3%

- Major employment sectors Information provided by the Kern Economic Development Corporation indicates that for Kern County the largest employers are education and government, followed by agriculture and other enterprises. Although the petroleum industry is very important to the county, the largest oil industry employer, Chevron Texaco, employs 1000 people, much fewer than the Kern County Public Schools at 18,000 and Edwards Air Force Base at 11,500.

Tulare County is largely agricultural, Inyo County includes major technological and aerospace installations as well as recreational businesses, and Mono County is

largely recreational, with important hotel and resort operations in Bishop and Mammoth Lakes.

MANDATES

The District exists within a complex network of laws, regulations, Board policies and, equally as significantly, the expectations and assumptions of its students, residents, and employees. This network represents the mandates within which the District must operate. Some of these mandates include:

California Education Code The Education Code consists of laws passed by the California State Legislature and signed by the Governor. The portions referring to the community colleges address a wide range of issues, including mission and governance.

The mission of the California Community Colleges, established by the Education Code, Section 66010.4, can be summarized as follows:

Primary missions:

- Lower division academic and vocational instruction “for both younger and older students, including those persons returning to school.”
- “Advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.”

Essential and Important functions:

- Remedial instruction
- English as a Second Language
- Adult noncredit instruction
- Support services to help students succeed in college

The latter three functions are to be accomplished “in conjunction with the school districts.”

Authorized functions:

- Granting of associate in arts and associate in science degrees
- Community services courses and programs
- Institutional research

The Code sets forth the structure and function of the community colleges, and provides for the administration of the colleges as well as the system. In addition to establishing the California Community Colleges Board of Governors in order to provide leadership and direction for the Colleges statewide, the Code (Section 70902) establishes that the community college districts are under the control of boards of trustees and comprehensively details the powers and duties of these boards. The boards are, for example, to “Establish policies for, and approve, current long range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district.”

The Education Code and related laws are not static. New legislation is introduced in the Legislature and passed on a regular basis. A recent copy of the *Sacramento Report* (3/20/06), listed 24 bills, not including an impending ballot measure, directly or indirectly affecting California community colleges.

The California Code of Regulations, Title 5 This document consists of regulations adopted by the California Community Colleges Board of Governors under the authority granted by the Education Code. These regulations cover a vast range of topics and to a significant degree specify the manner in which community colleges are to be operated. The regulations include, for example, curriculum approval criteria, the conditions under which apportionment may be claimed for instructional services, and the roles of faculty, classified staff, and students in governance.

Federal Laws and Regulations Although KCCD colleges do not operate directly under Federal law, they are subject to Federal regulations, oversight, and even audit to the extent that they receive Federal support. Such support, whether in the form of grants for special projects, student loans, or funding for ongoing projects, obligates the colleges and the District as a whole to comply with relevant Federal regulations and to account for the funds received and expended for each program.

Accreditation standards The Western Association of Schools and Colleges accreditation standards (Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance) must be addressed by the colleges in order to retain continued accreditation. To that extent, these standards represent important college and KCCD mandates. Further, under Standard IV, Leadership and Governance, multi-college districts must “clearly define the organizational roles of the district/system and the colleges.” Although districts *per se* are not accredited, the accreditation status of the colleges within the KCCD is related to KCCD actions and policies.

Community Expectations Since community support is very important if not essential to the continued success of our colleges, the expectations of the community are, for practical purposes, college mandates. These expectations include services, programs, responsiveness to training requests, cooperative endeavors in order to address community issues, and/or the efficient and responsible use of public resources. Surveys have consistently indicated that the community expects its community colleges to work with business, industry, and government to improve employee and potential employee skills ranging from basic literacy to computer programming, as well as preparing students for upper division transfer. One of these expectations is that the colleges will form partnerships with community organizations to develop the workforce skills needed by current and potential employers. One recent study, *The Kern County Economic Development Strategy Final Report*, issued in February 2005, includes a number of recommended economic development roles for the community colleges as well as other educational institutions in Kern County. Some of the relevant issues cited in that document include (quoted):

- Link workforce training with cluster needs: Disconnect between the workforce development/job training activities and overall economic development.
- Data gathering on occupational growth: Need for better information on occupation growth and skills needs. Need to be able to identify future workforce skills needs and demand by employers.
- Additional Vocational Training: Need for more vocational training in the high schools. This is not particular to any cluster but there is a general need for more vocational education. Few people from Kern County enter the University of California system yet the local school systems are mostly focused on putting people into universities. The local school system and community colleges should have more trade and vocational programs to support the real needs of the economy
- Job Retraining: How to assist laid off workers in finding employment at the same or higher wages, especially in the oil industry.
- Quality of Workforce: Difficulty identifying skilled and dependable workers. Lack of motivation or discipline is a challenge for employers.
- Overcome Perceptions of Low Education: The perception that Kern County has a low educated workforce is a limiting factor for outside firms looking to locate within the County. Further, the perception can be a limiting factor for residents themselves when there is an ongoing expectation that the County does not have high levels of educational attainment. There is need to improve education attainment and then to translate that improvement into an improved perception by outside firms looking to locate within the County. Others have stated that "low expectations" are a form of "soft bigotry" which must be overcome.
- More High Skilled Workers: Need for larger concentration of highly-educated or skilled workers particularly for firms in manufacturing or ones who have a high tech process.
- More Training Despite Reduced Budget: How to continually provide employment services to employers and job seekers with a reduced budget.

STRATEGIC PLANNING: A BRIEF INTRODUCTION

Strategic planning involves an organization's consideration of its internal and external environments while it defines its purpose (or mission), its vision of success, its values, and the issues to be addressed in order to realize that vision. Those issues are realized by developing strategies (or goals) and an implementation and evaluation plan. Although strategic planning almost always includes the production of printed materials, it is in essence a *process*, not a document. Formally, strategic planning can be defined as follows:

Strategic planning is a process which takes into account an organization’s external and internal environments while helping it define its purposes, what it intends to become, and how it will attain its goals.

The process must take into account the realities in which the organization and its surroundings exist, including the expectations and mandates imposed upon it, its institutional culture, and the aspirations and values of the people affected by the organization. The process should result in the identification of new opportunities and the establishment of new priorities while retaining those attributes which contribute most effectively to attaining the institution’s vision.

Although commitment by top leadership is critical to its success and continuation, participation in the strategic planning process by employees at all levels is equally vital.

It is important to note that (adapted from Bryson):

1. Strategic planning, as indicated above, is an **iterative process**, not a document. The planning document, although it may be known as the “plan,” is merely a record of what is intended and, eventually, accomplished. The objective of strategic planning is strategic thinking and acting on the part of District staff as its goals are attained, not the preparation of a document.
2. Strategic planning is no panacea. It is certainly not a substitute for leadership, competence, and the will to work together for the benefit of KCCD students and communities. It will, however, help KCCD define more clearly what it can and should become as an educational organization, and how it will get there.
3. The process should never become an obstacle for the adoption of good ideas, nor should be ever be an excuse for not accomplishing important goals, even if they are not in the plan.

MISSION

The mission of an organization, according to Bryson, “in tandem with its mandates, provides its *raison d’etre*, the social justification for its existence” (Bryson, p. 28). It is, in other words, its statement of organizational purpose.

Although some mission statements are a page or longer, it probably is best if they are short enough to remember. They often are supplemented with additional material which amplifies and spells out some of the methods used to accomplish them.

VISION

A vision or vision of success is a statement describing what an organization should look like once its has successfully implemented its strategies and achieved its full potential. (Bryson, p. 35).

Vision statements can vary in length but should be both clear and inspirational.

VALUES

Generally institutional values are expressed as a list describing how an organization should conduct itself and under what system of values it aspires to operate. Such a list or statement should respond to questions such as:

- How do we want to conduct our operations?
- How do we want to treat our students, community, and employees?
- What do we value as an organization?
- What are the principles by which we want the District to be guided?

STRATEGIC ISSUES, STRATEGIC INITIATIVES, STRATEGIES, AND EXPECTED OUTCOMES

Strategic planning is about focusing an institution's efforts in the manner most effective to accomplishing its goals. In order to articulate those goals, it is important that it clearly describe the issues to be addressed in the planning process. Those **strategic issues** can be defined as:

Fundamental policy questions or critical challenges that affect an organizations' mandates, mission, and values; product or service level mix; clients, users, or payers; or cost, financing, organization, or management. (Bryson, p. 30).

The process of articulating strategic issues ideally concentrates attention on the most important matters, emphasizes problems to be addressed rather than conclusions or answers, and, possibly most significantly, makes the strategic planning process more "real" to the institution's stakeholders. (Bryson, pp. 105ff)

According to Bryson, the following guidelines should be followed in stating strategic issues.

- They should be challenges that the District can do something about. If the issue is a problem over which the institution has no control, it may be significant, interesting, and/or a serious quandary, but it is not really an issue for the District, although it might be for another body, such as the State Legislature. Further, if the planning process cannot result in tangible outcomes, there is no point in pursuing it.
- They should have more than one solution. "If the question has only one answer, it is probably not really an issue, but a choice about whether or not to pursue a specific solution." (Bryson, p. 110). Bryson also thinks that having more than a single answer may result in more innovative thinking and solutions.
- The attributes that make issues strategic should be defined, including such factors as the District's: mission and mandates, internal and external environment, and its strengths, weaknesses, opportunities, and threats. "Unless the context surrounding the issue is clearly understood, it is unlikely that key decision makers will be able to act wisely." (Bryson, p.110).

- The consequences of not addressing the issue should be identified. If it does not make any difference whether the issue is addressed or not, it certainly is not a strategic issue.

For the purposes of this document, **strategic initiatives** will be defined as those strategic issues which have been selected for action in the planning process.

Strategies can be defined as: “A pattern of purposes, polices, programs, projects, actions, decisions, and resource allocations that defines what an organization is, what it does, and why it does it. Strategies can vary by level, function, and time frame.” (Bryson, p.32)

Some related ideas (Bryson, p. 130):

- *A strategy is an extension of an organization's ... mission, forming a bridge between the organization and its environment.*
- *Strategies are prone to failure if there is no consistency between what an organization says, what it pays for, and what it does.*

Strategies form the basis for the actions taken to realize the strategic initiatives and must therefore be defined before effective action can be taken. Further, because the implementation of strategies is intended to accomplish tangible goals, each one should result in one or more **expected outcomes**. Each expected outcome should be measurable in some manner, although it is not always necessary that such measurements be quantitative.

KCCD STRATEGIC PLAN DEVELOPMENT

A summary of the process employed in the development of the KCCD Strategic Plan, the planning schedule used, a process flowchart, and lists of participants follow.

PROCESS SUMMARY

Planning Element	Development Activities
Mission	<ul style="list-style-type: none"> • The Strategic Planning Working Group, supplemented by members of the Chancellor’s Cabinet developed three draft statements. • The Chancellor’s Cabinet discussed the drafts and sent them to the campuses for discussion and comment. • The Chancellor’s Cabinet received comments and suggestions, and referred the drafts to a writing committee for refinement and development of final wording. • The Chancellor’s Cabinet discussed the final wording, approved the statement, and sent it to the Board of Trustees for adoption. • The statement was adopted by the Board on December 8, 2005.
Vision	<ul style="list-style-type: none"> • The Chancellor’s Cabinet and the Strategic Planning Working Group developed draft statements. • The Cabinet discussed the drafts and sent them to the campuses for discussion and comment.

	<ul style="list-style-type: none"> • The Cabinet received comments and suggestions, and referred the drafts to a writing committee for refinement and development of final wording. • The Cabinet discussed the final wording, approved the statement, and sent it to the Board of Trustees for adoption. • The statement was adopted by the Board on December 8, 2005.
Values	<ul style="list-style-type: none"> • The Chancellor’s Cabinet and Strategic Planning Working Group began the process by developing a set of draft value statements. • Following further discussion by the Cabinet, the statements were sent to the campuses and governance groups for review, discussion, and input. • The Chancellor’s Cabinet received comments and suggestions, and referred the drafts to a writing committee for refinement and development of final wording. • The Chancellor’s Cabinet discussed the final wording, approved the statements, and sent them to the Board of Trustees for adoption. • The statements were adopted by the Board on December 8, 2005.
Strategic Initiatives	<ul style="list-style-type: none"> • Identification of strategic issues In early fall 2004 KCCD and community leaders met for the purpose of identifying the major strategic issues facing KCCD. This resulted in a list of 19 issues which subsequently became 11 major and 13 subsidiary issues. • Survey of KCCD employees and students KCCD employees and students were asked in a survey to rate each of the 11 major issues, indicating for each the priority they would assign to it. • Chancellor’s Cabinet deliberations Based on the survey outcomes, the Chancellor’s Cabinet in early 2005 selected 6 issues as the strategic initiatives that the District will address in the first strategic planning cycle.
Strategies	<ul style="list-style-type: none"> • Forums for the purpose of identifying the strategies required to realize the accomplishment of the strategic initiatives were held at the three colleges and the District Office in February 2006. The ideas and suggestions expressed in these sessions were organized into strategy statements which were then reviewed by the Chancellor’s Cabinet in March and April 2006. • The Cabinet referred the draft strategy statements to a writing committee for refinement and development of final wording. • The Cabinet then approved the final version.

DEVELOPMENT SCHEDULE

Who	When	Activities	Goals
KCCD Interim Chancellor and Strategic Planning (SP) Coordinator	10/03	Charge by Interim Chancellor to begin KCCD strategic planning process	Development of a KCCD strategic plan
SP Coordinator	10-12/03	Interviews with KCCD and governance group leadership on strategic planning issues and needs	Understanding of attitudes and level of support by KCCD leadership
KCCD leadership, SP Coordinator, facilitator	2/6/04	Strategic planning retreat	<ol style="list-style-type: none"> 1. Outline elements of strategic planning 2. Identify issues facing the KCCD 3. Begin the formation of a strategic planning working group (SPWG)
Chancellor's Cabinet	2/04	Development and approval of SPWG composition	Formal request for appointment of SPWG members
KCCD leadership	2/04	Appointment of SPWG members	SPWG membership established
SPWG, SP Coordinator, Facilitator	3/12/04	Initial meeting of the Strategic Planning Working Group – introduction to strategic planning and its role in the KCCD	<ol style="list-style-type: none"> 1. Plan scope of work 2. Define group meeting processes, rules of engagement and decision making, and team member responsibilities 3. Determine meeting schedule 4. Initial discussions about KCCD vision
SPWG, SP Coordinator, Facilitator	4/23/04	Presentation of Chancellor-designate's view of strategic planning; review of outcomes of KH Study	<ol style="list-style-type: none"> 1. Communication by Sandra Serrano of her vision for KCCD strategic planning and for the SPWG 2. Presentation by William Andrews and Janet Fulks regarding implementation of the KH Study recommendations 3. Review of SPWG ground rules 4. Scheduling of next meetings

SPWG, SP Coordinator, Facilitator	6/4/04	Review of KCCD environmental scanning materials prepared by the Maas Corporation; three groups formed to discuss various aspects of environmental scanning specifically related to the KH Study, Bakersfield College Educational Master Plan, and the Bakersfield Vision 2020 Report; brainstorm tasks to be completed in order to complete the environmental scan; and identify possible strategic issues	<ol style="list-style-type: none"> 1. Identification of further information required to complete the environmental scan 2. Identification of possible strategic issues to be addressed 3. Identification of further tasks to be completed in order to complete the environmental scan and identify strategic issues
SPWG, SP Coordinator, Facilitator	6/25/04	Environmental scanning discussion	Establishment of environmental scanning subcommittees and assignment of summer tasks to those committees
SP Coordinator	8-9/04	Preparation of the KCCD Environmental Scan	Environmental scanning document completed for consideration by the community and KCCD leadership
SPWG, SP Coordinator, Facilitator	9/10/04	Preparation for 9/17 community and leadership meeting	Prepare and approve presentations for community and KCCD leadership meeting of 9/17/04
Community and KCCD leadership, SPWG, SP Coordinator, Facilitators	9/17/04	Meeting 9 am – 330 pm	<ol style="list-style-type: none"> 1. Charge by the chancellor 2. Presentation of environmental scan 3. Identification by group of strategic issues 4. KCCD leadership and community participants place issues in priority order
SP Coordinator	Before 10/12/04		Organize and “bundle” strategic issues
Chancellor’s Cabinet and SP coordinator	10/19/04	Regular meeting	Receive and discuss strategic issues; send issues to campuses for discussion and feedback

Campuses	10/20/04-2/1/05		<ol style="list-style-type: none"> 1. Governance groups and college/District Office staff consider issues and provide feedback to Chancellor's Cabinet 2. Employees and students complete strategic issues survey
Chancellor's Cabinet	11/16/04	Regular meeting	College and District Office progress reports on consideration of proposed strategic issues
Chancellor's Cabinet, and SP coordinator or facilitator	2/15/05	Special meeting – Regular meeting with extended time frame – Cabinet to meet one hour early, 12 pm – 4 pm	<ol style="list-style-type: none"> 1. Receive feedback from campuses and governance groups and review survey results regarding strategic issues 2. Determine KCCD strategic initiatives, those issues to be addressed in the strategic planning process
Chancellor's Cabinet, SPWG, SP coordinator, and facilitators	3/1/05	Meeting 830 am – 4 pm	Develop draft values statements for district.
Chancellor's Cabinet, SPWG, coordinator, facilitator	3/15/05	Special meeting – Regular meeting with extended time frame, 11 am – 4 pm	Develop draft KCCD vision statements.
Strategic planning working group supplemented by Chancellor's Cabinet representatives	4/15/05	Meeting 830 am – 1230 pm	Develop draft District mission statements.
Chancellor's Cabinet and SP coordinator	4/19/05	Regular meeting	Discuss draft mission, vision, and values statements and send to campuses and governance groups for discussion and input.
Campuses	4/25/05 – 9/30/05		Governance groups and college/ District Office staff consider draft mission, vision, and values statements and provide feedback to Chancellor's Cabinet.
College and District Office staff	8/05	Beginning of academic year meetings at colleges and District Office	Discuss KCCD draft strategic initiatives, values, vision, and mission statements.

Chancellor's Cabinet and SP Coordinator	9/13/05	Special meeting – Regular meeting with extended time frame, 12 pm – 4 pm.	<ol style="list-style-type: none"> 1. Discuss campus feedback on draft mission, vision, and values statements and, if indicated, revise statements. 2. Review and, if indicated, revise strategic initiatives in light of values, vision, and mission statements. 3. Refer draft statements to Cabinet writing committee for development of final wording.
Cabinet writing committee, SP coordinator	9/13-10/7/05	Review of draft language of strategic initiatives, and mission, vision, and values statements	Develop final wording of strategic initiatives, and mission, vision, and values statements and send to Chancellor's Cabinet.
Chancellor's Cabinet and SP facilitator	10/18/05	Regular meeting	Discuss and adopt strategic initiatives and draft mission, vision, and values statements; send to the colleges for review and comment.
Chancellor's Cabinet and SP coordinator	11/15/05	Regular meeting	<ol style="list-style-type: none"> 1. Adopt strategic initiatives, 2. Endorse mission, vision, and values statements and send to Board of Trustees for consideration and adoption.
Board of Trustees	12/8/05	Regular meeting	Adopt District mission, vision, and values statements
Chancellor's Cabinet, SPWG, SP facilitator	12/2/05	Special meeting 9 am – 2 pm	<ol style="list-style-type: none"> 1. Preliminary discussion of strategies/goals and evaluation criteria for each initiative 2. Refer to colleges and District Office for development of further strategies/goals.
College and/or District Office staff, SP Coordinator, Associate Chancellor or facilitator	2/3/06 – 2/13/06	<p>Strategic Planning Forum</p> <ul style="list-style-type: none"> • Bakersfield College 2/3/06 • Cerro Coso College 2/7/06 • District Office 2/10/06 • Porterville College 2/13/06 	<p>Develop strategies/goals which address the District strategic initiatives. Sessions include:</p> <ol style="list-style-type: none"> 1. The background of KCCD strategic planning and progress to date. 2. Development of strategies/goals and evaluation of outcomes required for the implementation of District Strategic Initiatives.

Chancellor's Cabinet and SP Coordinator	3/7/06	Review of draft strategies/goals, implementation steps, and expected outcomes	<ol style="list-style-type: none"> 1. Progress reports by colleges and District Office 2. Review of draft strategies and expected outcomes
Chancellor's Cabinet and SP Coordinator	4/18/06	Review of draft strategies/goals, implementation steps, and expected outcomes	<ol style="list-style-type: none"> 1. Progress reports by colleges and District Office 2. Review of draft strategies and expected outcomes 3. Adoption of draft strategies and expected outcomes
Cabinet writing committee and SP Coordinator	4/28/06	Review of draft language of strategic initiatives, strategies, and expected outcomes statements	Final wording of strategies and expected outcomes language; send to Chancellor's Cabinet.
SP Coordinator	1/06-4/06	Preparation of draft KCCD Strategic Planning document	Draft document submitted to the Chancellor's Cabinet.
Board of Trustees	5/4/06	Regular meeting	Consideration of the draft District strategic plan
Chancellor's Cabinet and SP Coordinator	5/9/06	Regular meeting	Consideration and revision of the draft District strategic plan
Board of Trustees	8/3/06	Regular meeting	Consideration of the KCCD Strategic Plan
Chancellor's Cabinet and SP Coordinator	8-9-/06	Review and discussion of: <ol style="list-style-type: none"> 1. Strategies/goals 2. Strategic Planning Document 3. Implementation process 	<ol style="list-style-type: none"> 1. Initiate implementation of the Strategic Plan 2. Appoint the KCCD Implementation Council and Initiative Implementation Teams for each strategic initiative.
Chancellor's Cabinet/SP Coordinator	10/06	Regular meeting	Reports by the Implementation Council and Initiative Implementation Teams
Chancellor's Cabinet/SP Coordinator	11/06	Regular meeting	Presentation of final implementation plans to Cabinet; discussion and adoption of plans.
Chancellor's Cabinet/SP Coordinator	Each meeting	Regular meeting	Progress reports on implementation and evaluation of progress.

KCCD Strategic Planning Process Development Cycle

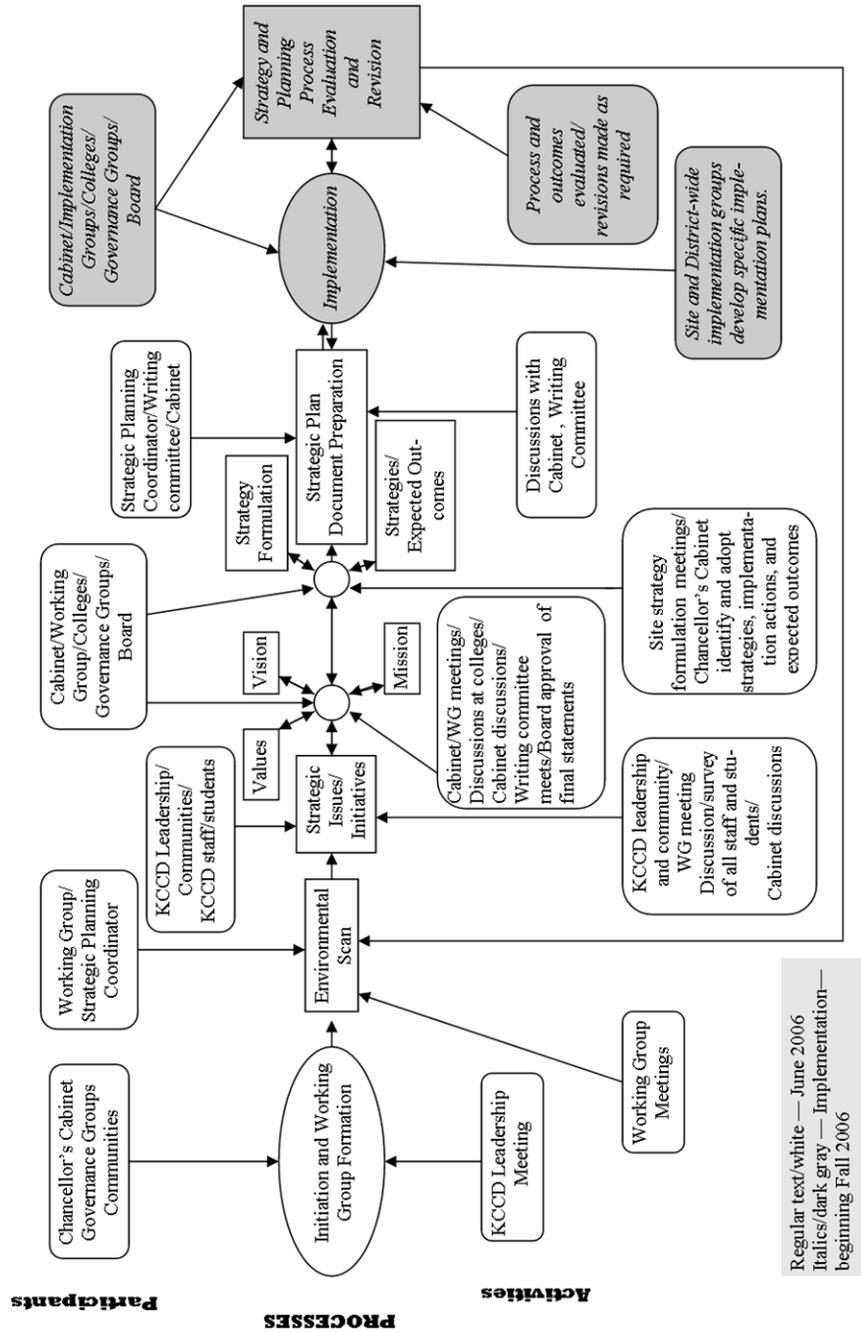


Figure 3
KCCD Strategic Planning Process Development

PROCESS PARTICIPANTS

Strategic Planning Working Group

Last name	First name	Institution	Category
Allen	Diane	Porterville College	Faculty
Allison	Robert	District Office	Administration/Strategic Planning Coordinator
Beebe	Dennis	District Office	Board member
Bezayiff	David	Porterville College	Faculty
Burke	Tom	District Office	Administration
Cluff	Greg	Bakersfield College	Faculty
Collins	John	District Office	Consultant
Doshi	Raj	District Office	Classified
Ecung	Antonia	Porterville College	Administration
Errea	Sally	District Office	Confidential
Hart	Michelle	Porterville College	Classified
Jamison	Janis	Cerro Coso College	Faculty
Luke	Barbara	Cerro Coso College	Student
Manning	Mickie	Porterville College	Community
McCrea	Jim	Cerro Coso College	Community
Nanamura	Chris	Porterville College	Student
Pearson	Sharon	Porterville College	Community
Robison	Bonita	Cerro Coso College	Faculty
Rux	Whitney	Bakersfield College	Student
Santoro	Angela	Porterville College	Student
Scaffidi	Susan	Bakersfield College	Administration/Facilitator
Scheerer	Jerry	Bakersfield College	Administration
Scrivner	Don	Bakersfield College	Classified
Smith	Jim	Cerro Coso College	Community
Staller	Mark	Bakersfield College	Faculty
Weisenthal	Bob	Cerro Coso College	Administration

Chancellor's Cabinet 2003/04

Last name	First name	Institution	Category
Allison	Robert	District Office	Interim Assistant Chancellor
Andrews	William	Porterville College	President
Barrett	Michael	Cerro Coso College	CSEA President
Benson	Dick	Cerro Coso College	CCA Campus Chair
Brockman	Debi	Bakersfield College	Classified Senate President
Buchholz	Laurie	Porterville College	CCA Campus Chair
Burke	Tom	District Office	Assistant Chancellor
Chrysanthou	Juanita	Bakersfield College	VP Student Services
Cornett	Candace	Cerro Coso College	Classified Senate Acting President
Dyer	Sharon	Cerro Coso College	President
Errea	Sally	District Office	Transcriber
Frear	Nancy	District Office	Director, Fiscal Services
Garrison	Andrea	Bakersfield College	CCA Campus Chair
Glahn	Ron	Porterville College	Academic Senate Representative
Knapik	Pat	Cerro Coso College	VP Student Learning Fall 2003
Luna	Peter	Porterville College	ASB President
Manion	Jim	Cerro Coso College	Academic Senate President
Martin	Dominic	Bakersfield College	ASB President
Meier	Ken	Bakersfield College	VP Student Learning
Norlund	William	Cerro Coso College	Interim VP Student Learning Spring 2004
Pluta	Kate	CCA	CCA President
Quan	Ray	District Office	Director, Human Resources
Regier	Susan	Porterville College	Academic Senate President
Rollinson	John	Cerro Coso College	ASB President

Romanowich	Chris	Bakersfield College	Academic Senate Representative
Schultz	Steve	Porterville College	VP Student Learning
Serrano	Sandra	Bakersfield College	President
Skibinski	Janet	Bakersfield College	CSEA President
Staller	Mark	Bakersfield College	Academic Senate President
Thompson	Diane	Porterville College	CSEA President
VanderWerff	Dennis	Cerro Coso College	Academic Senate Representative
Young	Jerry	District Office	Interim Chancellor

Chancellor's Cabinet 2004/05

Last name	First name	Institution	Category
Andrews	William	Bakersfield College	President
Barrett	Michael	Cerro Coso College	CSEA President
Benson	Dick	Cerro Coso College	CCA Representative
Board	Jill	Cerro Coso College	VP Student Services
Burke	Tom	District Office	Assistant Chancellor
Capet	Mitjl	Cerro Coso College	VP Student Learning
Cordero	Bill	Bakersfield College	Interim VP Student Services
Dyer	Sharon	Cerro Coso College	President
Errea	Sally	District Office	Transcriber
Garrison	Andrea	Bakersfield College	CCA Representative
Hall	Lincoln	Porterville College	Interim President
Hart	Michelle	Porterville College	CSEA Representative
Hathaway	Stewart	Porterville College	Academic Senate President
Henry	Bill	Porterville College	CCA Representative
Marden	Jennifer	Bakersfield College	Classified Representative
Meier	Ken	Bakersfield College	VP Student Learning
Meyers	Paul	Cerro Coso College	Academic Senate President
Munoz	Cynthia	District Office	LSC Classified Representative
Palinsky	David	District Office	Director, Information Services
Pluta	Kate	CCA	CCA President
Quan	Ray	District Office	Director, Human Resources
Regier	Susan	Porterville College	Academic Senate Representative
Romanowich	Chris	Bakersfield College	Academic Senate Representative
Ruiz	Joseph	Bakersfield College	ASB President
Salisbury	Kathy	Cerro Coso College	Classified Senate President
Santry	Brandon	Porterville College	ASB President
Schultz	Steve	Porterville College	VP Student Learning
Scrivner	Don	Bakersfield College	Classified Representative
Serrano	Sandra	District Office	Chancellor
Staller	Mark	Bakersfield College	Academic Senate President
Thompson	Diane	Porterville College	Classified Senate Representative
Throckmorton	Brittany	Cerro Coso College	ASB President

Chancellor's Cabinet 2005/06 Initial

Last name	First name	Institution	Category
Andrews	William	Bakersfield College	President
Barrett	Michael	Cerro Coso College	CSEA President
Benson	Dick	Cerro Coso College	CCA Representative
Bezayiff	David	Porterville College	Academic Senate President
Board	Jill	Cerro Coso College	VP Student Services
Burke	Tom	District Office	Assistant Chancellor
Capet	Mitjl	Cerro Coso College	VP Student Learning
Collins	Vic	District Office	Interim Associate Chancellor, Human Resources
Dyer	Sharon	Cerro Coso College	President
Errea	Sally	District Office	Transcriber
Garrison	Andrea	Bakersfield College	CCA Representative
Hall	Lincoln	Porterville College	Interim President
Hannah	Anthony	Porterville College	ASB President
Hart	Michelle	Porterville College	CSEA Representative
Henry	Bill	Porterville College	CCA Representative

Lovato	Mildred	Bakersfield College	VP Student Services
Marden	Jennifer	Bakersfield College	Classified Representative
Meier	Ken	Bakersfield College	VP Student Learning
Meyers	Paul	Cerro Coso College	Academic Senate President
Munoz	Cynthia	District Office	LSC Classified Representative
Palinsky	David	District Office	Director, Information Services
Pluta	Kate	CCA	CCA President
Ratiff	Cori	Cerro Coso College	Classified Senate President
Regier	Susan	Porterville College	Academic Senate Representative
Romanowich	Chris	Bakersfield College	Academic Senate Representative
Schultz	Steve	Porterville College	VP Student Learning
Scrivner	Don	Bakersfield College	Classified Representative
Serrano	Sandra	District Office	Chancellor
Staller	Mark	Bakersfield College	Academic Senate President
Thompson	Diane	Porterville College	Classified Senate Representative
Throckmorton	Brittany	Cerro Coso College	ASB President
West	Ashe	Bakersfield College	ASB President

Chancellor's Cabinet 2005/06 Final

Last name	First Name	Institution/Organization	Position
Serrano	Sandra	District Office	Chancellor
Burke	Tom	District Office	Chief Financial Officer
Chamberlain	Greg	District Office	Associate Chancellor, Educational Services
Collins	Vic	District Office	Interim Associate Chancellor, Human Resources
Errea	Sally	District Office	Transcriber
Pluta	Kate	CCA	CCA President
Andrews	William	Bakersfield College	President
Staller	Mark	Bakersfield College	Academic Senate President
Marden	Jennifer	Bakersfield College	Classified Representative
West	Ashe	Bakersfield College	ASB President
Dyer	Sharon	Cerro Coso College	President
Meyers	Paul	Cerro Coso College	Academic Senate President
Crabtree	Shelley	Cerro Coso College	CSEA Representative
Throckmorton	Brittany	Cerro Coso College	ASB President
Carlson	Rosa	Porterville College	Interim President
Bezayeff	David	Porterville College	Academic Senate President
Bennett	Kathy	Porterville College	Management Representative
Hart	Michelle	Porterville College	CSEA Representative
Hannah	Anthony	Porterville College	ASB President

Chancellor's Cabinet Writing Committee

Last name	First name	Institution	Category
Allison	Robert	District Office	Consultant/Coordinator
Bezayeff	David	Porterville College	Faculty
Collins	John	District Office	Consultant
Regier	Susan	Porterville College	Faculty
Robison	Bonita	Cerro Coso College	Faculty
Staller	Mark	Bakersfield College	Faculty

Strategic Planning Workshop 2/6/04 -- 830am – 300pm

Last name	First name	Institution	Category
Allison	Robert	District Office	Administration/Coordinator
Alvarado	Eddie	District Office	Management
Andrews	Bill	Porterville College	Administration
Bennett	Kathy	Porterville College	Administration
Board	Jill	Cerro Coso College	Administration

Boardman	Wanda	Bakersfield College	Classified
Bresso	Michele	Bakersfield College	Faculty
Brown	Carol	Porterville College	Classified
Buchholz	Laurie	Porterville College	Classified
Burke	Tom	District Office	Administration
Candelaria-Palinsky	Gloria	District Office	Classified
Carley	Mike	Porterville College	Faculty
Chamberlain	Greg	Bakersfield College	Administration
Chen	Yihfen	Cerro Coso College	Classified
Chrysanthou	Juanita	Bakersfield College	Administration
Collier	Cindy	Bakersfield College	Faculty
Collins	John	District Office	Consultant
Couch	Lisa	Cerro Coso College	Administration
Daly	John	Cerro Coso College	Administration
Davis	Pam	Bakersfield College	Faculty
Day	Robert	Bakersfield College	Administration
DeArmond	Peter	Bakersfield College	Administration
Ecung	Antonia	Porterville College	Administration
Errea	Sally	District Office	Confidential
Etcheverry	John	Porterville College	Administration
Fitzgerald	Lisa	Bakersfield College	Classified
Frear	Nancy	District Office	Administration
Geissel	Trudy	District Office	Confidential
Gomez-Heitzeberg	Nan	Bakersfield College	Administration
Gonzalez	Beto	Bakersfield College	Administration
Griffith	John	Bakersfield College	Administration
Grontkowski	Naomi	District Office	Confidential
Gurrola	Virginia	Porterville College	Faculty
Hall	Lynne	Bakersfield College	Administration
Hawkins	Janet	District Office	Classified
James	Sean	District Office	Administration
Jones	Mary	District Office	Confidential
Knudson	Ed	Bakersfield College	Administration
Larwood	Pauline	Board of Trustees	Board of Trustees
Lebsack	Gale	Cerro Coso College	Administration
Manion	Jim	Cerro Coso College	Faculty
McGee	Jim	Bakersfield College	Administration
Meier	Ken	Bakersfield College	Administration
Munoz	Cynthia	District Office	Classified
Norlund	Bill	Cerro Coso College	Administration
Palinsky	David	Porterville College	Administration
Pluta	Kate	Bakersfield College	Faculty
Quan	Ray	District Office	Administration
Regier	Susan	Porterville College	Faculty
Robinson	Ken	District Office	Administration
Romanowich	Christine	Bakersfield College	Faculty
Ross	Patricia	Bakersfield College	Administration
Scaffidi	Susan	Bakersfield College	Administration/Facilitator
Scheerer	Jerry	Bakersfield College	Administration
Schultz	Steve	Porterville College	Administration
Serrano	Sandra	Bakersfield College	Administration
Staller	Mark	Bakersfield College	Faculty
Stuebbe	Jan	Bakersfield College	Administration
Van Westen	Kellie	District Office	Confidential
Vaughn	Sue	Bakersfield College	Administration
Wallace	Gary	Porterville College	Classified
Wegner	Joan	Bakersfield College	Administration
Whitley	Pam	District Office	Confidential
Wisenthal	Robert	Cerro Coso College	Administration
Young	Jerry	District Office	Administration

Strategic Issues Identification Forum 9-17-04 900am 200pm

Last name	First name	Institution	Category
Allen	Diane	Porterville College	Faculty
Allison	Robert	District Office	Consultant
Alvarado	Eddie	District Office	Administration
Andrews	Bill	Porterville College	Administration
Barrett	Michael	Cerro Coso College	Classified
Bennett	Kathy	Porterville College	Administration
Burke	Tom	District Office	Administration
Clayton	Morgan	Community	Community
Coffman	Patti	Bakersfield College	Administration/facilitator
Collins	John	District Office	Administration
Doshi	Raj	District Office	Administration
Duncan	Chris	Community	Community
Dyer	Sharon	Cerro Coso College	Administration
Ecung	Antonia	Porterville College	Administration
Ellertson	Jason	Bakersfield College	ASB President
Errea	Sally	District Office	Confidential
Hall	Lincoln	Bakersfield College	Administration
Hart	Michelle	Porterville College	Classified
Karnes	Valerie	Cerro Coso College	Faculty
Larwood	Pauline	District Office	Board of Trustees
Luke	Barbara	Cerro Coso College	Student
McCarthy	Kevin	Community	Community representative/State assembly
McCrea	Jim	Cerro Coso College	Community
Meier	Ken	Bakersfield College	Administration
Milburn	John	Bakersfield College	Administration/facilitator
Munoz	Cynthia	District Office	Classified
Nanamura	Chris	Porterville College	Student
Palinsky	David	District Office	Administration
Robison	Bonita	Cerro Coso College	Faculty
Scheerer	Jerry	Bakersfield College	Administration
Schultz	Steve	Porterville College	Administration
Scrivner	Don	Bakersfield College	Classified
Serrano	Sandra	District Office	Administration
Staller	Mark	Bakersfield College	Faculty
Weisenthal	Bob	Cerro Coso College	Administration

Interviews conducted – Fall 2003

Last name	First name	Institution	Position
Andrews	Bill	Porterville College	President
Chrysanthou	Juanita	Bakersfield College	Vice President
Dyer	Sharon	Cerro Coso College	President
Hart	Michelle	Porterville College	CSEA President
Knapik	Pat	Cerro Coso College	VP Student Learning
Manion	Jim	Cerro Coso College	Academic Senate President
Meier	Ken	Bakersfield College	Vice President
Munoz	Cynthia	District Office	CSEA President
Norlund	Bill	Cerro Coso College	Interim Vice President
Regier	Susan	Porterville College	Academic Senate President
Schultz	Steve	Porterville College	Vice President
Serrano	Sandra	Bakersfield College	President
Staller	Mark	Bakersfield College	Academic Senate President
Young	Jerry	District Office	Interim Chancellor

**Strategic Planning Forum – Bakersfield College
February 3, 2006**

Last name	First name	Department/position
Andrews	William	President
Brigham	Jack	Social Science
Cooper	Wayne	Physical Science
Feer	Charles	Delano Center
Feldman	Phil	Academic Development
Griffith	John	Business Services
Hernandez	Jack	Philosophy
Hill	Skip	Supportive Services
Kimball	Dan	Physical Science
Knudson	Ed	Office of Student Learning
Loomis Tubbesing	Kathleen	Distance Learning
Lovato	Mildred	Student Services
Marden	Jennifer	Corporate and Community Services
McGee	Jim	Information Services
Meier	Ken	Office of Student Learning
Moseley	Bill	Computer Studies
Murillo	Dan	Counseling
O'Connor	Dan	Office of Student Learning
Orong	Lynn	Business Services
Romanowich	Chris	Nursing
Rosellini	Kathy	Counseling
Staller	Mark	Communication
Stuebbe	Jan	Physical Education/Athletics
Vaughn	Sue	Enrollment Services
Vickrey	Rachel	Mathematics
Wiederrecht	Ann	Social Science

**Strategic Planning Forum – Cerro Coso College
February 7, 2006**

Last name	First name	Department/position
Barrett	Mike	Network Administrator/Classified Representative
Bliss	Shannon	Sciences faculty
Capet	Mitjl	Vice President of Student Learning
Couch	Lisa	Assistant Director, Budget Management and Human Resources
Daly	John	Director Maintenance and Operations
Dyer	Sharon	President
Girardot	Leo	Psychology/History faculty
Karnes	Valerie	CIS faculty
Lebsock	Gale	Director, Business Services
Meyers	Paul	Art faculty/Academic Senate President
Moline	Jan	Counseling
Morton	Ed	Interim Dean of Vocational Education
Peoples	Mary	Director, Special Services
Rattliff	Cori	Instructional Design Specialist
Wagener	Maris	Interim Program Director, Child Development Center
Whitlock	Gayle	Kern River Valley Director/Counselor

**Strategic Planning Forum – KCCD District Office
February 10, 2006**

Last name	First name	Department/position
Doshi	Raj	Information Services
Errea	Sally	Educational Services
Tarjan	Janet	Mathematics/Bakersfield College

**Strategic Planning Forum – Porterville College
February 13, 2006**

Last name	First name	Department/position
Barker	Lorie	Library
Bennett	Kathy	Dean of Learning
Berry	Donna	Director of Business Services
Bezayiff	David	Senate President
Carley	Michael	Director, Institutional Research
Carlson	Rosa	President
Carson	Jim	Business/Information Services
Ecung	Antonia	Dean of Learning
Glahn	Ron	Physical Education
Hannah	Anthony	Student President
Hawkins	Janet	Human Resources Technician
Henry	Bill	Faculty Chair
Josten	Muriel	Work Experience Coordinator
Keele	Jeff	Social Science, Chair
Lombardi	Valerie	Health Careers Chair
Piersol	Buzz	Curriculum Chair/CCA
Robinson	Kenneth	Associate Director, Human Resources
Schultz	Steve	Vice President, Learning
Wagstaff	Anna Marie	Language Arts
Wallace	Gary	Director of Maintenance and Operations/Auxiliary Services

STATEWIDE STRATEGIC PLANNING AND KCCD

The California Community Colleges System Strategic Plan (System Plan) was completed in January 2006. In the following, the System Plan and the KCCD plan elements are compared.

MISSION

The System Plan mission statement includes an introduction and five missions.

CCC Mission Statement	KCCD Mission Statement
The mission of the colleges has evolved and expanded over time in response to the changing needs of students, communities, and the state. The colleges provide:	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.

CCC Mission	KCCD Mission Element
Associate degrees and certificates shown to increase earnings and enable students to move forward in their professional development.	➤ Providing academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
Transfer education to upper division courses at CSUs and UCs and to other public and private colleges and universities in California and other states.	➤ Providing academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.
Basic skills and English language proficiency for increasing numbers of students.	➤ Providing basic skills education and student services programs to help students become successful learners.
Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners, and incumbent workers.	<ul style="list-style-type: none"> ➤ Providing work-force skills training through vocational/technical/occupational programs. ➤ Establishing partnerships with businesses and governmental entities as well as other educational institutions to advance economic development. ➤ Preparing students with the skills to function effectively in the global economy of the 21st century.
Lifelong learning and educational opportunities for all Californians.	➤ Improving the quality of life of our students and communities through broad-based general education courses.

The KCCD mission is not only consistent with those included in the System Plan, it supports the System Plan implementation. Two of the KCCD mission elements, those involving assessment and funding, are not included in the System Plan missions. One might argue, however, that they are – and must be – implicit parts of the System Plan mission. Without assessing programs and needs, and obtaining the funding necessary to provide those needs, the plan cannot be successful.

VISION

The System Plan vision follows.

“The vision presents the preferred future of the Colleges:
California’s Community Colleges provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive higher education.”

Although the KCCD and System vision statements are not identical, they are not in conflict. Both emphasize opportunities for students as well as high quality and comprehensive education. Although the terminology used is different, both address economic growth.

VALUES

The System Plan values statement includes an introduction and six values.

CCC Values Introduction	KCCD Values Introduction
The Steering Committee also reaffirmed the values that the Colleges adhere to – the fundamental and unequivocal beliefs that California Community Colleges represent.	The Board of Trustees, faculty, and staff of the Kern Community College District, in implementing the Mission of the District, subscribe to the following values

CCC Mission

All people have the opportunity to reach their full **educational potential**.

KCCCD Mission Element

- **Students** Student learning is our primary mission. When students attain their educational goals, both their communities and society as a whole are the beneficiaries. To accomplish this mission, we must maintain an outstanding learning environment, including such resources as an excellent faculty and staff, student support services, and appropriate instructional facilities. Further, that environment should encompass a balanced approach to educational programming as well as respect for and support of individual student goals.
- **Community** We are best able to provide high quality instruction and support services that promote and enhance life-long learning and human potential by working closely with our communities to establish mutually beneficial relationships with both public and private entities. We do this by assessing and prioritizing community needs and by addressing those needs through joint efforts. Thus, our colleges and the communities in which they exist are shaped by their reciprocal relationships.

An educated citizenry is the basis for democracy.	
The colleges embrace diversity in all of its forms.	➤ Diversity We recognize and celebrate the similarities and differences in our students, staff, communities, services, programs, and ideas. Diversity promotes learning, enriches our relationships, and enhances our ability to solve problems and make decisions.
The colleges strive for innovation and creativity .	
All people have a right to access quality higher education .	➤ Students ➤ Community
All people have access to lifelong learning .	➤ Community

Although two of the CCC values, **educated citizenry** and **innovation and creativity** are not explicitly addressed by the KCCD values, the former certainly is implied in the **Students** and the **Community** value statements, and the latter is partially addressed in the **Faculty and Staff** statement. The CCC values do not address six of the KCCD values: **Accountability, Communication, Efficient and Effective Systems, Equitable Resources Allocation, and Participatory Governance**. However, the CCC Goals of System Effectiveness and Resource Development touch on all of these to varying degrees.

STRATEGIC INITIATIVES

The System Plan includes five Strategic Goals, similar in many respects to KCCD's six strategic initiatives.

CCC Strategic Goal	KCCD Strategic Initiative(s)
College Awareness and Access	<ul style="list-style-type: none"> ➤ Greater responsiveness to community needs in terms of programs offered, the establishment of college areas of particular strength, and area workforce development ➤ Responding more effectively to the needs of under prepared students.
Student Success and Readiness	<ul style="list-style-type: none"> ➤ Greater responsiveness to community needs in terms of programs offered, the establishment of college areas of particular strength, and area workforce development ➤ Respond more effectively to the needs of under prepared students.

Partnerships for Economic and Workforce Development	➤ Greater responsiveness to community needs in terms of programs offered, the establishment of college areas of particular strength, and area workforce development
System Effectiveness	<ul style="list-style-type: none"> ➤ Creation and maintenance of trust between employee groups, the colleges, and the District Office. ➤ Establish adequate and effective communication throughout the KCCD. ➤ Recruit and retain an effective workforce and promoting high morale
Resource Development	➤ Increased funding for KCCD functions.

It is clear that the KCCD initiatives are not only consistent with those included in the System Plan, all of the initiatives support its implementation.

THE NEXT STEPS: IMPLEMENTATION AND EVALUATION

The primary purpose of this document is to record progress made in the strategic planning process as well as the goals still to be addressed. This included the preparation of a KCCD Environmental Scan, the development and Board approval of District mission, values, and vision statements, and the preparation of the strategic initiatives to be addressed as well as the strategies required to implement them. The next step will be the implementation of the plan and the realization of those initiatives, to begin during the 2006/07 academic year.

The implementation process includes the development of action plans, which encompasses the preparation of objectives, timelines, criteria employed to evaluate progress, assignment of responsibilities, and budget plans. This process will have the purpose not only of realizing the Strategic Initiatives but also of institutionalizing the critical objectives of strategic planning: strategic thinking and acting. Monitoring and evaluation, the purposes of which are to gauge progress and to determine if changes in the strategic plan or any of its components are needed, will necessarily be a part of the implementation effort.

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