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Kern Community College District

STRATEGIC PLAN
2011/12 – 2014/15

Approved by the Board of Trustees
(Date)

This document is a revision of the Strategic Plan Adopted
by the Board of Trustees on September 7, 2006

September 6, 2011

(Chancellor's Letter)

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

STRATEGIC PLANNING PROCESS

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

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

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

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

The first survey asked respondents to review and indicate the relevancy and importance of the current mission, vision, values, and initiatives. The second survey asked respondents to participate in a SWOT analysis by indicating their perceptions of the District-wide strengths, weaknesses, opportunities and threats or critical issues. The third survey asked them to list the top three issues that must be addressed

District-wide in the next 3 to 5 years. The results of these surveys helped to frame the discussion at each planning session.

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

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

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

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

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

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

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

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

They also desired to engage more people in the implementation process, and to assure that the college and District office strategic plans were linked to the District-wide plan. By having the operational plans (strategies and action plans) developed at the colleges and District office, and by engaging in strategic management to assure that assignments are made and monitored, the group feels they accomplished both desires.

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

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

Strategic Planning Work Group Membership
Spring 2011

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

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

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

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

Kern Community College District
STRATEGIC PLAN
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Values

All of the stated values focus on the goal of having a positive impact on the lives of students. These values are stated in the form of pledges so that what we stand for as individuals and as a District is clear.

Slogan: "Moving Students Forward"

Pledge #1: Elevate Student Success
We pledge to assist students achieve informed educational goals.

Pledge #2: Foster Learning
We pledge to foster a learning environment that celebrates the diversity of people, ideas learning styles and instructional methodologies.

Pledge #3: Transcend Excellence
We pledge to recruit and retain the best and brightest employees.

Pledge #4: Promote Trust and Transparency
We pledge to promote a climate of trust by sharing ideas and information.

Pledge #5: Fulfill Duty and Obligation
We pledge to meet the highest standards of performance in everything we do.

Vision

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

Mission

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

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

- o Provide work-force skills training through Career and Technical Education programs.

- o Provide basic skills education and student services programs to enable students to become successful learners.

- o Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development

- o Improve the quality of life of our students and communities through broad-based general education courses.

- o Prepare students with the skills to function effectively in the global economy of the 21st century.

- o Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

Strategic Goals

Goal One: Become an exemplary model of Student Success

Goal Two: Create a collaborative culture and a positive climate

Goal Three: Foster a comprehensive and rich learning environment

Goal Four: Strengthen personnel effectiveness

Goal Five: Manage financial resources efficiently and effectively

Goal Six: Respond to community needs

Strategic Objectives

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

Goal One: Become an exemplary model of Student Success

Objective 1.1   ~~Each college will accomplish improvements on all District-wide determined measures as compared to baseline year 2010-2011. (Measures for improvements to be decided by the colleges for their Student Success plans and then inserted into this objective.)~~ Increase the percentage of students who successfully complete 12 units within one year.

Objective 1.2   ~~Using 2010-2011 as the baseline year, Student Learning Outcome results at each college will continuously improve year over year.~~ Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level.

Goal Two: Create a collaborative culture and a positive climate

Objective 2.1   The number of District-wide collaborative~~s~~ ~~and the level of participation~~ will ~~have~~ increase~~d~~ by 3-5 over baseline 2010-2011 by June 30, 2014. ~~thus increasing the spirit of a collaborative culture as measured by an employee satisfaction survey.~~

Objective 2.2   Trust, morale, and communication will ~~be~~ improve~~d~~ over baseline 2011-2012 ~~by~~ as measured by climate surveys by June 30, 2014 . ~~an annual employee satisfaction survey.~~

Goal Three: Foster a comprehensive and rich learning environment.

Objective 3.1   ~~Student engagement in and satisfaction with co-curricular activities as measured by the Community College Survey of Student Engagement (CCSSE).~~ Each College will increase its scores on all benchmarks by 2-3%* as measured by the Community College Survey of Student Engagement (CCSSE) ~~3% per year~~ as compared to ~~previous results~~ 2011 baseline.

Objective 3.2   ~~best practices in pedagogy will be applied in the classroom as measured by a mutually agreed upon rubric.~~ Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.

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

*definition to follow

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Goal Four: Strengthen personnel and institutional effectiveness

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

Objective 4.2   ~~Increase~~ Implement or improve the following district-wide ~~efficiency of at least four~~ internal processes and measure their effectiveness annually: 1) common course numbering, 2) degree audit, 3) codification of processes and dissemination of procedural information, and 4) data integrity.

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

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

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

Objective 5.2~~3~~   ~~During the first year of this plan, each College will~~ increase grant~~, contract education, and other~~ revenues by ~~5-~~10% over baseline year FY2011. ~~over baseline year 2010-2011 and 5% per year thereafter (excluding ARRA funds).~~   Actively pursue college and district-wide grants that align with the district mission and strategic plan as measured by the awarding of a minimum of one (1) new grant per college annually.

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Goal Six: Respond to community needs.

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

Objective 6.2   ~~Promote~~ Increase community connectedness by 5-10% over baseline year 2011-12 ~~2010-2011~~ by: 1) increasing ~~District~~ the employee participation ~~of college personnel~~ in community organizations, ~~and K-12 and university relations by, and~~ 2) expanding relationships with educational institutions, and 3) increasing the number of community attendees ~~ance~~ at college and district events.

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

Appendix A

STRATEGIC PLANNING GLOSSARY

KERN COMMUNITY COLLEGE DISTRICT

STRATEGIC PLANNING GLOSSARY

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

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

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

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

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

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

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