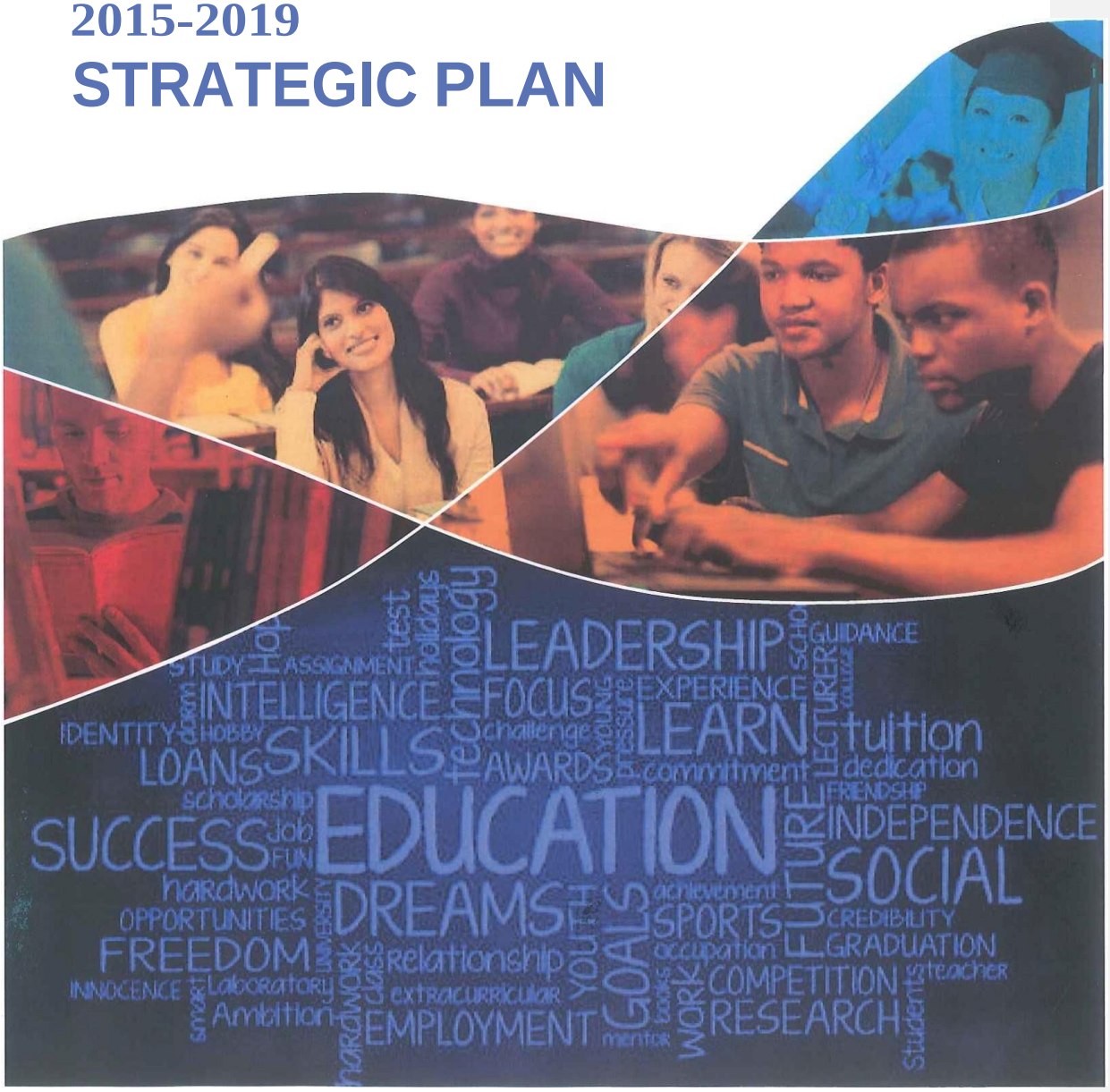
REVISED 3/19/2015

KERN COMMUNITY COLLEGE DISTRICT

Bakersfield College
Cerro Coso Community College
Porterville College

2015-2019
STRATEGIC PLAN



Message from the Chancellor

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Sincerely,

Sandra V. Serrano
Chancellor

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Bakersfield College

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Communication Studies
Porterville College

The Strategic Planning Process

The KCCD Strategic Plan describes the priorities for the District in a process to ensure the priorities are well thought out, clearly understood, and achievable. The process involves multiple phases,each informing the others. The first phase is a district-wide strategic plan which provides general direction and an overarching framework. It includes district-wide Goals and Objectives. Common measures under each objective are also identified as a means of gauging how the District and the Colleges meet each objective.

A second phase includes college-wide strategic plans which build upon the Goals and Objectives agreed upon in the district-wide plan by providing more specificity including Strategies and Action Plans. Discussion between the college presidents and chancellor will finalize specific college targets.

In the final phase, the Strategies will be brought back to the district-wide plan in order to provide a complete district-wide plan which includes goals,measureable objectives and strategies. This multiple-phase process allows each college to identify strategies and develop action plans based on their unique circumstances and student needs,while still focusing on district-wide goals and objectives.

The first year of this new process (2014-15) will be one of development culminating in a complete district-wide strategic plan including specific district office and college strategies. Year Two (2015-16) will start an annual process of review, evaluation and adjustment.

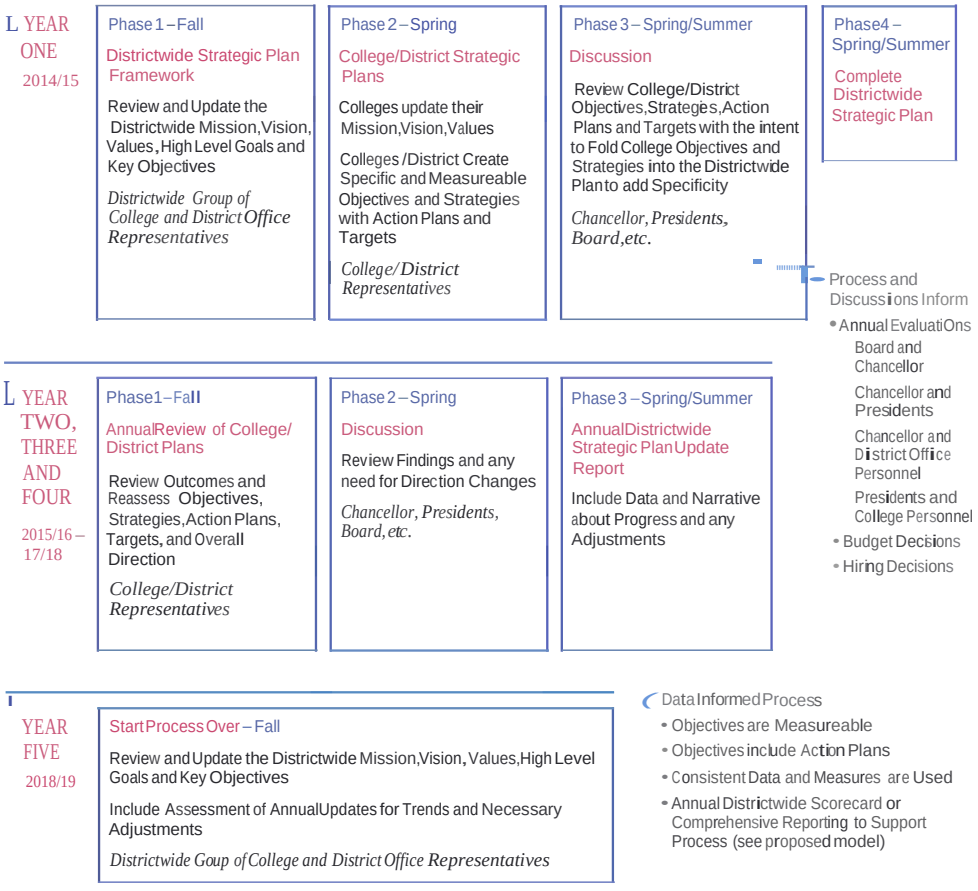
Each fall,the district-wide strategic planning committee and the college strategic planning committees will review the progress made on the objectives and evaluate how well the strategies and action plans have worked. Adjustments or new strategies will be incorporated as needed in order to continue progress toward the Goals and Objectives. Year five (2018-19) would reboot the process in order to re-evaluate the Mission,Vision,Values,or Goals.

BAKERSFIELD COLLEGE

?os COMMUNITY COLLEGE

The Strategic Planning Process

Districtwide Strategic Plan Process



Understanding the Community and Students That We Serve

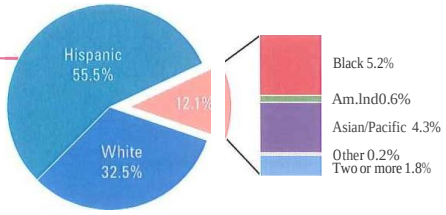
OUR COMMUNITY

Race and Ethnicity

Per the US Census Bureau, the 2013 KCCD service area population was 53.2% Hispanic. The Hispanic population is projected to grow to 57.0% by 2018.

Bakersfield College Population By Race

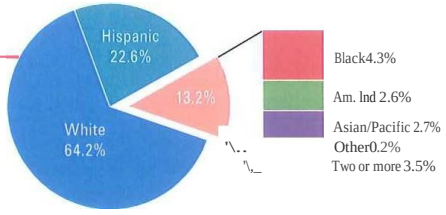
2013 Estimate



The 2013 **BC service area** population was 55.5% Hispanic and 32.5% White. By 2018, the Hispanic population is expected to increase to 59.4%,and the overall minority population is projected to be 67.4%.

Cerro Coso Community College Population By Race

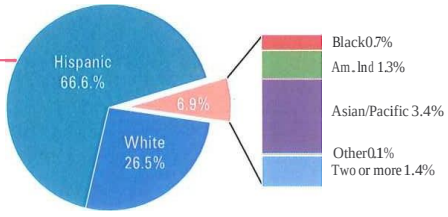
2013 Estimate



The 2013 **CC service area** population was 22.6% Hispanic and 64.2% White. By 2018, the Hispanic population is expected to increase to 25.4%, and the overall minority population is projected to be 39.5%.

Porterville College Population By Race

2013 Estimate



The 2013 **PC service area** population was 66.6% Hispanic and 26.5% White. By 2018, the Hispanic population is expected to increase to 70.0%, and the overall minority population is projected to be 76.9%.

Source: 2013ESRI BA Oata Set

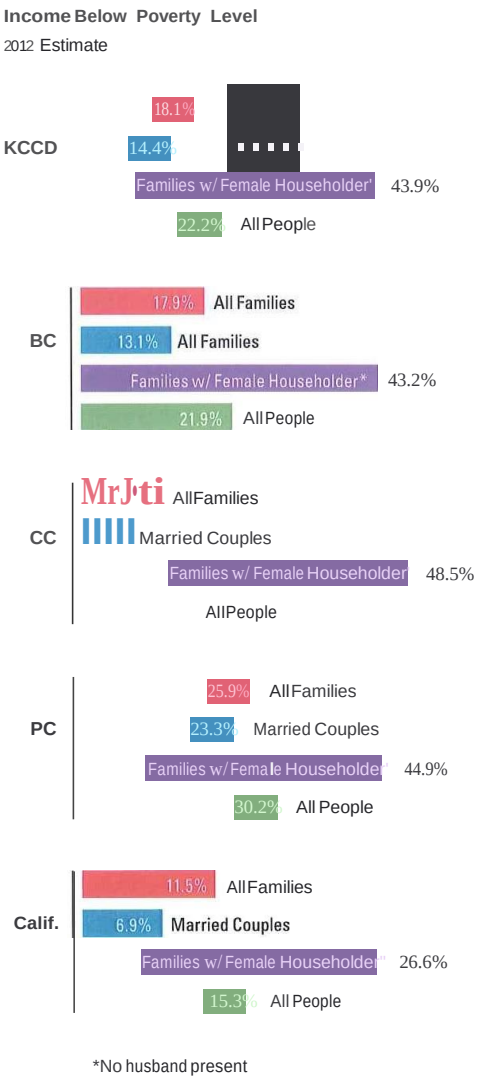
Understanding the Community and Students That We Serve

Income and Poverty

In the **BC service area**, an estimated 17.9% of families live below the poverty level ($23,550 for a family of four). Female head of household families have a significantly higher rate of poverty (43.2%), than married couple families (13.1%). BC's service area median household income was slightly over $49,000 in 2013 and is projected to increase 11.6% by 2018.

In the **CC service area**, an estimated 12.0% of families live below the poverty level ($23,550 for a family of four). Female head of household families have a significantly higher rate of poverty (48.5%), than that of married couple families (8.4%). CC's service area median household income was slightly lower than $37,500 in 2013 and is projected to increase 11.5% by 2018.

In the **PC service area**, an estimated 25.9% of families live below the poverty level ($23,550 for a family of four). Female head of household families have a much higher rate of poverty (44.9%), than that of married families (23.3%). PC's service area median household income was slightly lower than $45,000 in 2013 and is projected to increase 10.1% by 2018.



*No husband present

Source: American Community Survey 2008-2012 I 5-Yr. Est. I

Understanding the Community and Students That We Serve

Unemployment Status

Unemployment is reported by the California Department of Finance by county. The four major counties within the service area (Kern,Inyo, Mono,and Tulare) have experienced a similar pattern of unemployment over 10 years. Unemployment was typically highest in 2010 and has declined since.

- Unemployment in Kern County has varied from a low of 7.5% in 2006 to a high of 15.9% in 2010. In the latest complete year (2013), it was 11.8%.

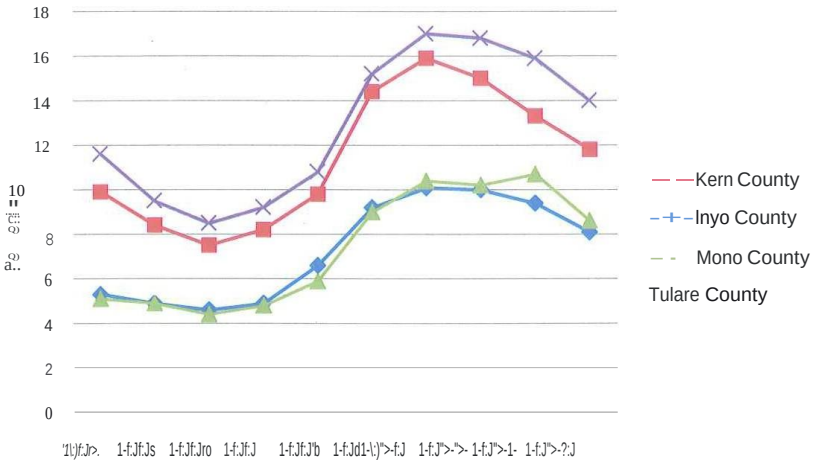
- Unemployment in Inyo County has varied from a low of 4.6% in 2006 to a high of 10.1% in 2010. In the latest complete year (2013),it was 8.1%

Unemployment in Mono County has varied from a low of 4.4% in 2006 to a high of 10.7% in 2012. In the latest complete year (2013), it was 8.6%.

Unemployment in Tulare County has varied from a low of 9.2% in 2006 to a high of 17.0% in 2010. In the latest complete year (2013),it was 14.0%.

Unemployment Rate Trend by County

Source:CA Department of Finance



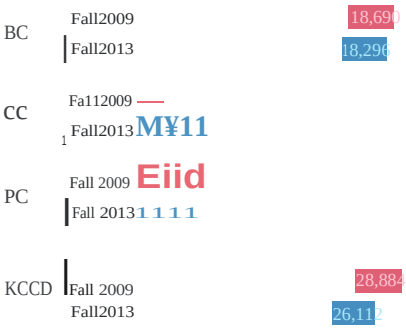
OUR STUDENTS

Headcount

The first chart below shows the headcount for each college for Fall 2009 and Fall 2013. In general,the KCCD headcount declined in that time period with Cerro Coso experiencing the largest decrease (27%).

The second chart shows incoming students as a percentage of the total student population for each college for Fall 2009 and Fall 2013. A student is considered incoming if their first term enrolled at KCCD equals the specified fall term or the previous summer term. While incoming students constitute a higher percentage of CC and PC's student body in 2013 compared to 2009,incoming students constitute a lower percentage of BC's student body in 2013 compared to 2009.

Student Headcount — Fall2009 and Fall 2013



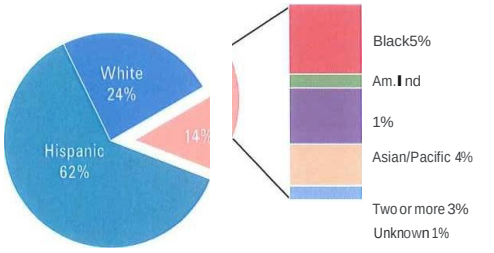
Fall 2009 and Fall 2013 Comparison of Incoming Students as a Percent of the Total Student Population

Race/Ethnicity

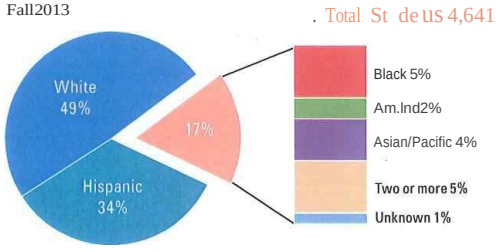
The majority of students at BC and PC are Hispanic/Latino. The majority of students at CC are White,with Hispanic/Latino being the second largest population.

All three colleges experienced an increase in the percent of Hispanic/Latino students over the past 5 years and a corresponding decrease in White students. The race and ethnicity of incoming students is similar to that of all students.

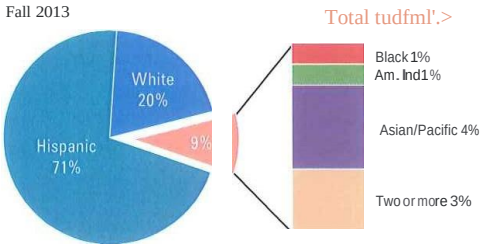
Bakersfield College — Population By Race
Fall2013



Cerro Coso Community College — Population By Race
Fall2013



Porterville College — Population By Race
Fall 2013



Fall2013 25% UnknownO%

OUR STUDENTS

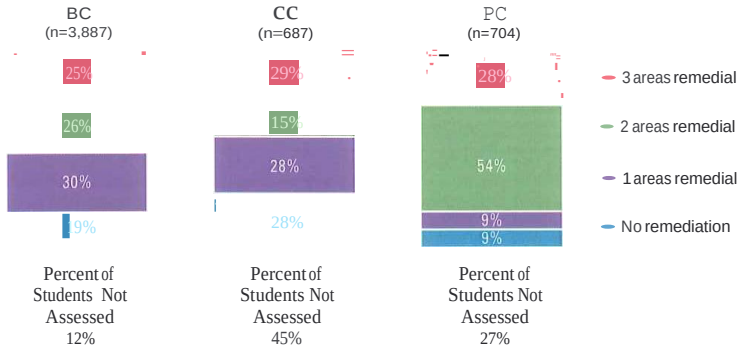
Incoming Student Placement

This section details placement information for incoming students who completed assessment testing. The chart below displays the number of areas (English, Math, and Reading) in which a student needed remediation, among incoming students who completed at least one assessment.

Of all Fall 2013 incoming students who completed at least one assessment test:

- 81% of BC's incoming students needed remediation
- 72% of CC's incoming students needed remediation
- 91% of PC's incoming students needed remediation

Number of Areas in Which a Student Needed Remediation
Among Incoming Students Who Completed At Least One Assessment – Fall 2013



Another metric of interest is the percentage of incoming students who did not complete any assessment testing. At BC, the percentage of students not completing assessment has been decreasing over the past five years to only 12% of Fall 2013 incoming students. CC has also experienced a decrease, but with just under half of their incoming students not completing assessment in Fall 2013. PC has experienced a slight increase in the percentage of students not completing assessment over the past five years with just over a quarter of their incoming students not completing assessment.

Our Focus is Student Success

Awards

The table below shows the number of awards earned at each college over five years. Of the three colleges, Cerro Coso has had the largest increase in awards (65%), which is mostly from Certificates of Achievement.

Awards	2008-09	2009-10	2010-11	2011-12	2012-13	5-year % change
Bakersfield College						
AA/AS	1,039	977	941	889	778	-25%
AA-T/AS-T				4	31	
Certificates of Achievement	233	250	169	226	283	21%
Job Skills Certificates	551	485	529	671	736	34%
Total Awards	1,823	1,712	1,639	1,790	1,828	0%
Cerro Coso Community College						
AA/AS	202	223	303	222	258	28%
AA-T/AS-T					3	
Certificates of Achievement	38	27	39	60	111	192%
Job Skills Certificates			4	4	25	
Total Awards	240	250	346	286	397	65%
Porterville College						
AA/AS	252	245	179	330	271	8%
AA-T/AS-T				2	9	
Certificates of Achievement	142	146	128	111	113	-20%
Job Skills Certificates	1					
Total Awards	395	391	307	443	393	-1%

Transfers

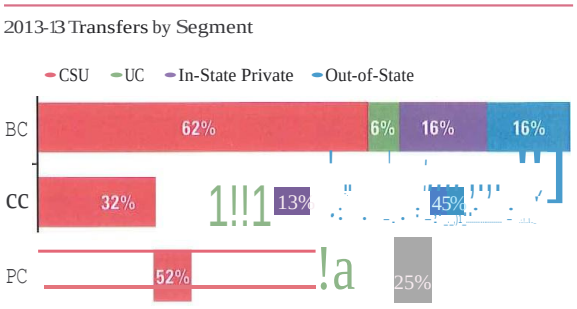
The following table shows the number of transfers at each college over five years.

After a spike in 2010-11, all three colleges have experienced a decline in transfers. A similar trend exists at the statewide level as well.

Transfers	2008-09	2009-10	2010-11	2011-12	2012-13	5-year % change
Bakersfield College						
CSU	750	746	762	783	628	
UC	55	48	65	48	59	
In-State Private	250	261	234	214	164	
Out-of-State	111	125	137	143	159	
Total Transfers	1,166	1,180	1,198	1,188	1,010	-13%
Cerro Coso Community College						
CSU	61	44	57	63	55	
UC	15	8	13	14	17	
In-State Private	60	68	51	43	22	
Out-of-State	118	114	142	108	79	
Total Transfers	254	234	263	228	173	-32%
Porterville College						
CSU	105	87	131	110	108	
UC	3	7	11	16	13	
In-State Private	45	70	51	58	52	
Out-of-State	28	37	44	34	34	
Total Transfers	181	201	237	218	207	14%

Source: CSU and UC transfer numbers are from the CSU and UC system offices, while ISP and OOS numbers are from the CCCCO Datamart.

Looking at the most recent transfer year, the majority of BC's transfer students attended a CSU. PC has a similar dynamic; however, a quarter of their transfer students attended an in-state private college. Almost half of CC's transfer students attended college located out-of-state.



Student Success Scorecard Results

This section includes the most recent Student Success Scorecard results as reported by the California Community College Chancellor's Office. This information is updated annually as part of the state's Accountability Reporting for Community Colleges (ARCC). There are five measures -Completion, Persistence, 30 Unit Attainment, Progress through Remediation, and Career Technical Education Completion. Each measure defines a cohort of students who are tracked for a specific amount of time (generally six years) to determine whether they succeed in the metric. The tables in this section have results for the last five cohorts in each measure.

Bakersfield College

BC results have generally declined in the five-year time period. The only positive trend was for the Remedial Math rate which increased from 20.2% in 2003-04 to 21.4% in 2007-08. Although there was a slight variation between cohort years, the trend for the Remedial English rate remained the same during the five-year period. All other rates declined in the five-year time period.

When compared to statewide rates, BC results tend to be lower. There were a few exceptions where BC student results were above the statewide rate such as Persistence (both the Overall and Unprepared Students), 30 Unit Attainment (Prepared Students), and Remedial ESL. The metrics with the lowest results compared to statewide were Completion, Remedial English and Math, and Career Technical Education. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate), BC's results were lower - 39.9% compared to 50.5%.

Bakersfield College Student Success Scor		Trend for the Most Recent Five Cohorts					Trendlines	2007-08 Comparisons	
		2003-04 thru 2008-09	2004-05 thru 2009-10	2005-06 thru 2010-11	2006-07 thru 2011-12	2007-08 thru 2012-13		Highest Peer Grp Rate[1]	Statewide Rate
Completion	Cohort Size	2,337	2,540	2,516	2,727	2,807			
	Overall Outcome Success Rate	43.6%	44.7%	40.8%	43.5%	39.9%		50.5%	48.1%
	Prepared (avg 16% of cohort)	70.2%	71.2%	70.1%	71.6%	67.2%			70.2%
	Unprepared (avg 84% of cohort)	38.6%	38.6%	36.3%	38.5%	34.8%			40.5%
Persistence	Cohort Size	2,337	2,540	2,516	2,727	2,807			
	Overall Outcome Success Rate	75.1%	75.2%	71.2%	71.8%	71.0%			.70.5%
	Prepared (avg 16% of cohort)	75.3%	81.4%	72.5%	71.1%	68.3%			71.9%
	Unprepared lavg 84% of cohort)	75.0%	73.8%	71.0%	71.9%	71.6%			70.1%
30Units	Cohort Size	2,337	2,540	2,516	2,727	2,807			
	Overall Outcome Success Rate	65.4%	65.1%	62.9%	64.5%	62.3%			66.5%
	Prepared lavg 16% of cohort)	75.3%	75.4%	70.7%	71.3%	71.4%			70.1%
	Unprepared (avg 84% of cohort)	63.6%	62.7%	61.7%	63.2%	60.6%			65.3%
Remedial English	Cohort Size	2,417	2,348	2,585	2,411	2,313			
	Outcome Success Rate	30.5%	29.6%	29.3%	29.8%	30.5%			43.6%
Remedial Math	Cohort Size	1,830	1,711	1,653	1,958	2,422			
	Outcome Success Rate	20.2%	22.9%	23.7%	24.1%	21.4%			30.6%
Remedial ESL	Cohort Size	314	398	377	350	402			
	Outcome Success Rate	34.4%	27.9%	31.6%	32.6%	31.1%			27.1%
Career Technical Education	Cohort Size	1,268	1,227	1,297	1,468	1,494			
	Outcome Success Rate	48.5%	50.1%	48.6%	48.0%	48.2%			53.9%

[1] *A Pear Group Comparison is only available for the Overall Completion metric. This peer group is comprised of 19 colleges (avg score= 41.9%).*

Our Focus is Student Success

Cerro Coso Community College

Results within the five-year trend at CC are generally positive. The only measure with a downward trend was Career Technical Education -which declined by 9 percentage points during the time period. Measures with the highest increases were Completion (both Overall and Prepared Students), 30 Units Attained (both Overall and Unprepared Students), and Remedial Math.

When compared to statewide rates, CC results tend to be lower. An exception was Completion where rates for both the Overall and Prepared Students were above the statewide rate. The metrics with the lowest results compared to statewide were 30 Unit Attainment, Remedial English and Math, and Career Technical Education. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate), CC's results were lower- 49.8% compared to 58.6%.

Cerro Coso Community College
Student Success Scorecard Metrics

Trend for the Most cent

		2003-04 thru 2008-09	2	2005-06 thru 20	2006-07 thru 0)1-12	2007-08 thru 2012-13	Trndl111es	Pe	Statewide R
Completion	Cohort Size	542	518	•116	490	458			
	Overall Outcome Success Rate	45.0%	45.2%	47.1%	49.6%	49.8%		58.6%	48.1%
	Prepared (avg 25% of cohort)	75.4%	77.3%	66.4%	72.9%	83.2%			70.2%
	Unprepared (avg 75% of cohort)	35.4%	36.5%	40.5%	40.9%	37.2%			40.5%
Persistence	Cohort Size	542	518	416	490	458			
	Overall Outcome Success Rate	61.6%	59.5%	57.9%	63.3%	64.2%			70.5%
	Prepared (avg 25% of cohort)	65.4%	63.6%	57.9%	66.2%	68.0%			71.9%
	Unprepared (avg 75% of cohort)	60.4%	58.3%	57.9%	62.2%	62.8%			70.1%
30 Units	Cohort Size	542	518	416	490	458			
	Overall Outcome Success Rate	50.4%	52.3%	54.6%	55.7%	58.5%			66.5%
	Prepared (avg 25% of cohort!	44.6%	45.5%	45.8%	42.1%	48.8%			70.1%
	Unprepared (avg 75% of cohort)	52.2%	54.2%	57.6%	60.8%	62.2%			65.3%
Remedial English	Cohort Size	599	591	525	499	436			
	Outcome Success Rate	24.2%	24.5%	22.5%	24.2%	24.8%			43.6%
Remedial Math	Cohort Size	670	623	499	460	522			
	Outcome Success Rate	23.7%	23.3%	27.3%	28.3%	27.2%			30.6%
Remedial ESL	Cohort Size	24	37	<10	<10	<10			
	Outcome Success Rate	0.0%	0.0%						27.1%
Career Technical Education	Cohort Size	336	386	393	540	605			
	Outcome Success Rate	48.5%	44.8%	44.5%	42.6%	39.5%			53.9%

r *A Peer Group Comparison is only available for !he Overall Completion metric. This peer group is comprised of 15 colleges (avg score=48.6%).*

Our Focus is Student Success

Porterville College

Results within the five-year trend at PC are generally positive. The only downward trends were for prepared students attaining 30 Units and for Remedial ESL (note the small cohort size). Measures with the highest increases were Completion (Overall), Remedial English, and Remedial Math.

When compared to statewide rates, many PC results were higher. For example, all three rates for Persistence were higher than statewide rates. All three rates for 30 Unit Attainment were also above statewide but by a closer margin. While Remedial ESL was one of the rates that declined in the five-year trend, the 2007-08 rate was still over the statewide rate. Results in the Career Technical Education measure were also above the statewide rate. The metrics with the lowest results compared to statewide were Remedial English and Remedial Math. When compared to the highest score in the Peer Group (which is only reported for the Overall Completion rate). PC's results were lower - 45.2% compared to 50.5%.

Porterville College Student Success Score		Trend for the Most Recent Five Cohorts					Trendlines	2007-08 Comparisons	
		2003-04 thru 2008-09	2004-05 thru 2009-10	2005-06 thru 2010-11	2006-07 thru 2011-12	2007-08 thru 2012-13		Highest Peer Grp Rate [1]	Statewide Rate
Completion	Cohort Size	522	501	520	545	577			
	Overall Outcome Success Rate	39.7%	41.9%		51.0%	45.2%		50.5%	48.1%
	Prepared (avg 11% of cohort)	80.0%	66.7%	81.8%	75.3%	82.7%			70.2%
	Unprepared (avg 89% of cohort)	36.8%	39.5%	39.1%	47.2%	37.6%			40.5%
Persistence	Cohort Size	522	501	520	545	577			
	Overall Outcome Success Rate	71.6%	72.1%	70.8%	71.4%	74.4%			70.5%
	Prepared (avg 11% of cohort)	80.0%	73.3%	76.4%	68.5%	82.7%			71.9%
	Unprepared (avg 89% of cohort)	71.0%	71.9%	70.1%	71.8%	72.7%			70.1%
30 Units	Cohort Size	522	501	520	545	517			
	Overall Outcome Success Rate	64.4%	61.1%	62.3%	69.2%	66.6%			66.5%
	Prepared (avg 11% of cohort)	82.9%	62.2%	65.5%	63.0%	71.4%			70.1%
	red (avg 89% of cohort)	63.0%	61.0%	61.9%	70.1%	65.6%			65.3%
Remedial English	Cohort Size	805	794	878	758	752			
	Outcome Success Rate	27.8%	28.6%	30.6%	34.7%	32.3%			43.6%
Remedial Math	Cohort Size	673	691	614	522	524			
	Outcome Success Rate	11.9%	15.8%	16.6%	23.6%	24.4%			30.6%
Remedial ESL	Cohort Size	60	69	71	40	47			
	Outcome Success Rate	36.7%	44.9%	43.7%	35.0%	31.9%			27.1%
Career Technical Education	Cohort Size	388	382	373	375	467			
	Outcome Success Rate	57.7%	61.8%	57.9%	62.1%	58.7%			53.9%

[1] *A Peer Group Comparison is only available for the Overall Completion metric. This peer group is comprised of 19 colleges (avg score= 41.9%).*

KCCD Guiding Principles

Vision

Our Vision is that the Kern Community College District is 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

Invested — We are invested in our students by assisting them to achieve informed educational goals.

Inclusive — We foster an inclusive learning environment that celebrates the diversity of people, ideas and learning styles.

Accountable — We promote a climate of trust and accountability through the open sharing of ideas and information.

Focused — We are focused to strive for and meet the highest standards of performance in everything we do.

Committed — We are committed to recruiting and retaining the best employees.

Mission

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities.

To accomplish this mission, we will:

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

Provide workforce skills training through Career and Technical Education programs.

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

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

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

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

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

Strategic Goals and Objectives

Strategic Goal #1: Maximize Student Success

Increase Completion

Possible Common Measures:

- Annual number of transfers
- ~~Annual transfer rate~~
- Annual number of degrees and certificates
- Annual course success and retention
- Student Success Scorecard Completion Rate

Comment [ZD1]: Need additional definition

Improve Milestone Achievements

Possible Common Measures:

- Percentage of students completing all matriculation components
- Student Success Scorecard 30-Unit rate
- Student Success Scorecard Persistence rate
- Student Success Scorecard Remedial English Progress Rate
- Student Success Scorecard Remedial Math Progress Rate

Increase Student Engagement

Possible Common Measures:

- ~~CCSSE key findings for:~~
  - ~~Active and Collaborative Learning~~
  - ~~Student Effort~~
  - ~~Academic Challenge~~
  - ~~Student-Faculty Interaction~~
  - ~~Support for Learners~~

Strategic Goal #2: ~~Implement~~ Enhance Student Equity ~~Measures~~

- **Close Achievement Gaps**

  Possible Common Measures:

  - Equity Plan data which disaggregates success metrics by demographic

Strategic Goal #3: Ensure Student Access

- **Optimize Student Enrollment**

  Common Measures:

  AnnuaiFTES

  Annual productivity

  Waitlisted enrollments on first day

  Number of concurrent enrollments

- **Be the Higher Education Option of First Choice**

  Common Measures:

  - Enrollment yield from feeder high schools
  - Adult Participation rate (disaggregated)

Strategic Goal #4: Enhance Community Connections

Provide Workforce and Economic Development Programs that Respond to Local Industry

Common Measures:

- Annual number of CTE degrees and certificates
- ~~Percentage of CTE programs meeting core indicator performance goals~~
- ~~Annual number of contract education hours~~
- Student Success Scorecard CTE Completion rate

Reflect the Communities We Serve

Common Measures:

- Percentage of employees who attend community meetings
- Degree to which employee diversity reflects the service area population
- Degree to which employee diversity reflects the student population
- Degree to which there is diversity in the employment applicant pool

Strategic Goal #5: Strengthen Organizational Effectiveness

Provide Effective Professional Development

Common Measures:

- Percentage of employees who feel they have adequate training
- Percentage of employees who feel there are opportunities to learn and grow
- Percentage of employees who feel encouraged and supported
- Number of internal candidates hired in new positions

Meet and Exceed Internal and External Standards and Requirements

Common Measures:

- ~~Percentage of ACCJC institutional set standards met~~
- ~~Percentage of student learning outcomes at the course level with ongoing assessment~~
- ~~Percentage of program learning outcomes with ongoing assessment~~
- ~~Percentage of institutional learning outcomes with ongoing assessment~~
- ~~Percentage of student services and learning support program learning outcomes with ongoing assessment~~
- ~~Percentage of academic expenditures in the numerator~~
- Meet ACCJC Standards
- Percentage of academic expenditure in the numerator (50% ratio)
- Full-time to part-time faculty ratio
- ~~Full-time to part-time faculty ratio~~
- Percentage of reserves

Increase Trust and Create a Collaborative Culture

Common Measures:

- Percentage of employees who report trust between the colleges and the district office
- Percentage of employees reporting trust between employee groups
- Percentage of employees who feel there is a satisfactory level of communication

Improve Facilities and Maintenance

Common Measures:

- Percentage of employees who feel the facilities are adequately maintained
- Number of work orders submitted for building maintenance, custodial and grounds and the percentage completed
- Number of safety and security incidents reported

Percentage of employees who feel safe at their location

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