KCCD
KERN COMMUNITY COLLEGE DISTRICT

Revised
4/22/2015

Bakersfield College
Cerro Coso Community College
Porterville College

2015 – 2018
STRATEGIC PLAN

Message from the Chancellor

Tiures ni dolumet volorere pa sitatus ut officitiorum quam que corae et molenem fuga. Et quidestium sequibus, nam, conse eicit et dolorenim quiatinctur, que doluptata dolupta vit et hiciis dolo ellorrum exere, optae ressit harum que nobit alique qui quam.

Rioreptia cuptur? Aborehent harunt ut od expliqui cum, solupta conem dis dolum facerum vel idesequibus remodis reriae porum aut eum rehenda verit odicias miliquid ero imillen imoluptatur?

Andi qui apellab ium il il molor aut fugiasp elenden iendaesti te pelluptatios sunt liciet lam facepe mi, sum, tecepeles es ratet ipistru mentio sin cus non cus, sam as simus ius eriatquam dis ma nos dolore ommoditatem hil idus. Unt reprore, veleste mporis et, offic tem dis ma nos dolore ommoditatem hil idus dolendeles.

Rioreptia cuptur? Aborehent harunt ut od expliqui cum, solupta conem dis dolum facerum vel idesequibus remodis reriae porum aut eum rehenda verit odicias miliquid ero.

Rioreptia cuptur? Aborehent harunt ut od expliqui cum, solupta conem dis dolum facerum vel idesequibus remodis reriae porum aut eum rehenda verit odicias miliquid ero.

Sincerely,

Sandra V. Serrano
Chancellor

Strategic Planning Committee 2014

Abe Ali
Vice Chancellor
Human Resources
Kern Community College
District

Tom Burke
Chief Financial Officer
Kern Community College
District

Michael Campbell
Director
Information Technology
Cerro Coso Community
College

Zav Dadabhoy
Vice President
Student Affairs
Bakersfield College

Lisa Fitzgerald
Director
Institutional Research
& Reporting
Kern Community College
District

Pam Godfrey
Associate Professor
Counselor
Cerro Coso Community
College

Tiffany Haynes
Financial Aid Technician
Porterville College

Nan Gomez-Heitzeberg
Executive Vice President
Academic Affairs
Bakersfield College

Bill Henry
Vice President
Academic Affairs
Porterville College

Corey Marvin
Vice President
Academic Affairs
Cerro Coso Community
College

John Means
Associate Chancellor
Economic and Workforce
Development
Kern Community College
District

Cornelio Rodriguez
Interim Associate Dean
Bakersfield College

James Thompson
Associate Professor
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 four (2018) would reboot the process in order to re-evaluate the Mission, Vision, Values, or Goals.
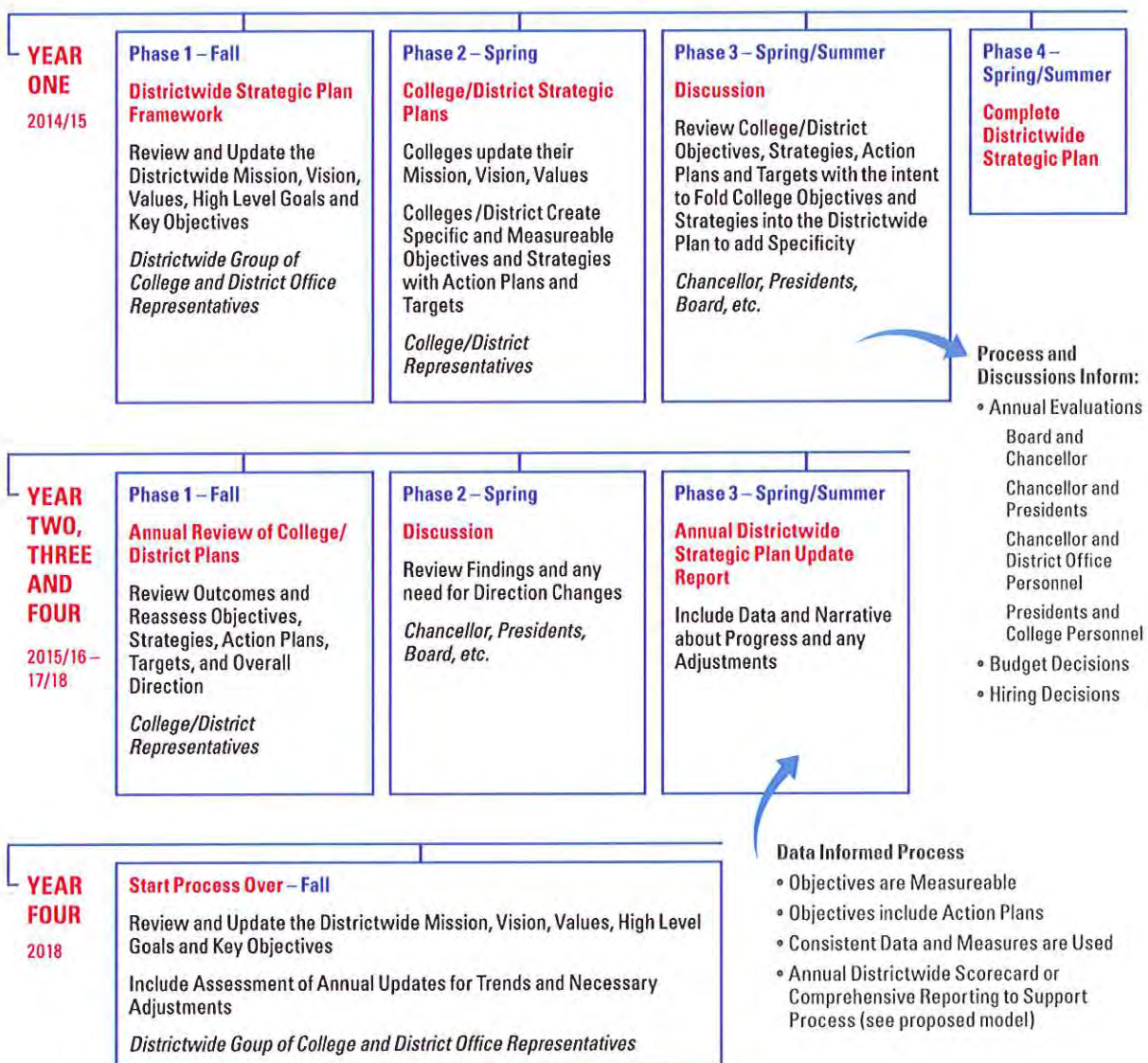
BAKERSFIELD COLLEGE

CERRO COSO COMMUNITY COLLEGE

Districtwide Strategic Plan Process

YEAR ONE
2014/15

Phase 1 – Fall

Districtwide Strategic Plan Framework

Review and Update the Districtwide Mission, Vision, Values, High Level Goals and Key Objectives

Districtwide Group of College and District Office Representatives

Phase 2 – Spring

College/District Strategic Plans

Colleges update their Mission, Vision, Values

Colleges /District Create Specific and Measureable Objectives and Strategies with Action Plans and Targets

College/District Representatives

Phase 3 – Spring/Summer

Discussion

Review College/District Objectives, Strategies, Action Plans and Targets with the intent to Fold College Objectives and Strategies into the Districtwide Plan to add Specificity

Chancellor, Presidents, Board, etc.

Phase 4 – Spring/Summer

Complete Districtwide Strategic Plan

YEAR TWO, THREE AND FOUR
2015/16 – 17/18

Phase 1 – Fall

Annual Review of College/District Plans

Review Outcomes and Reassess Objectives, Strategies, Action Plans, Targets, and Overall Direction

College/District Representatives

Phase 2 – Spring

Discussion

Review Findings and any need for Direction Changes

Chancellor, Presidents, Board, etc.

Phase 3 – Spring/Summer

Annual Districtwide Strategic Plan Update Report

Include Data and Narrative about Progress and any Adjustments

Process and Discussions Inform:
- Annual Evaluations
  Board and Chancellor
  Chancellor and Presidents
  Chancellor and District Office Personnel
  Presidents and College Personnel
- Budget Decisions
- Hiring Decisions

YEAR FOUR
2018

Start Process Over – Fall

Review and Update the Districtwide Mission, Vision, Values, High Level Goals and Key Objectives

Include Assessment of Annual Updates for Trends and Necessary Adjustments

Districtwide Goup of College and District Office Representatives

Data Informed Process
- Objectives are Measureable
- Objectives include Action Plans
- Consistent Data and Measures are Used
- Annual Districtwide Scorecard or Comprehensive Reporting to Support Process (see proposed model)
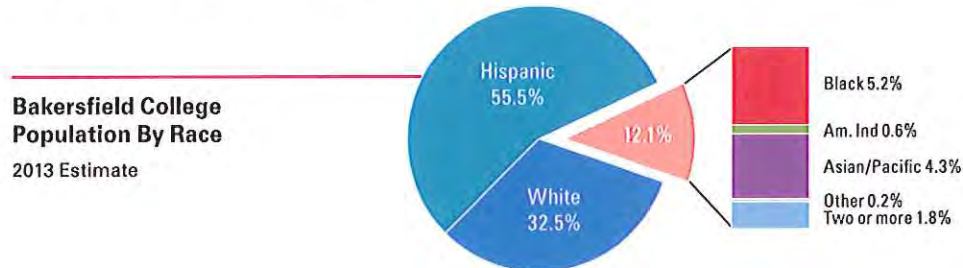
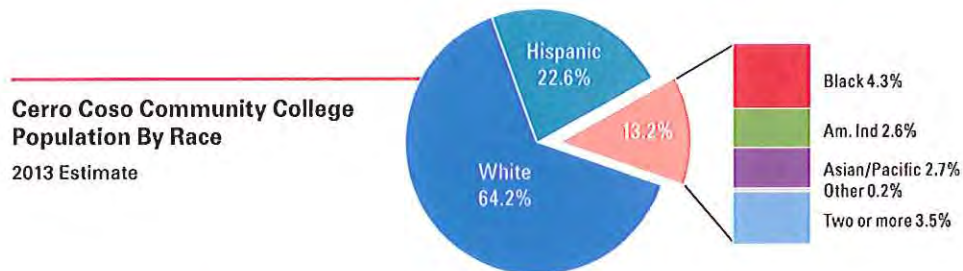# Understanding the Community and Students That We Serve
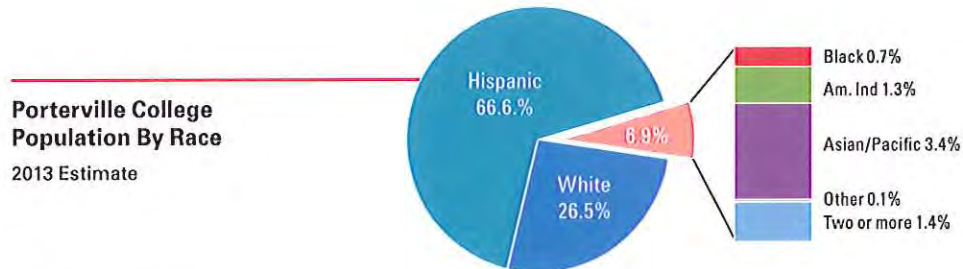
OUR COMMUNITY

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

Hispanic 55.5%
White 32.5%
12.1%
Black 5.2%
Am. Ind 0.6%
Asian/Pacific 4.3%
Other 0.2%
Two or more 1.8%

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

Hispanic 22.6%
White 64.2%
13.2%
Black 4.3%
Am. Ind 2.6%
Asian/Pacific 2.7%
Other 0.2%
Two or more 3.5%

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

Hispanic 66.6%
White 26.5%
6.9%
Black 0.7%
Am. Ind 1.3%
Asian/Pacific 3.4%
Other 0.1%
Two or more 1.4%

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: 2013 ESRI BA Data Set

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.

Income Below Poverty Level
2012 Estimate

KCCD
- 18.1% All Families
- 14.4% Married Couples
- Families w/ Female Householder* 43.9%
- 22.2% All People

BC
- 17.9% All Families
- 13.1% All Families
- Families w/ Female Householder* 43.2%
- 21.9% All People

CC
- 12.0% All Families
- 8.4% Married Couples
- Families w/ Female Householder* 48.5%
- 16.5% All People

PC
- 25.9% All Families
- 23.3% Married Couples
- Families w/ Female Householder* 44.9%
- 30.2% All People

Calif.
- 11.5% All Families
- 6.9% Married Couples
- Families w/ Female Householder* 26.6%
- 15.3% All People

*No husband present

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

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
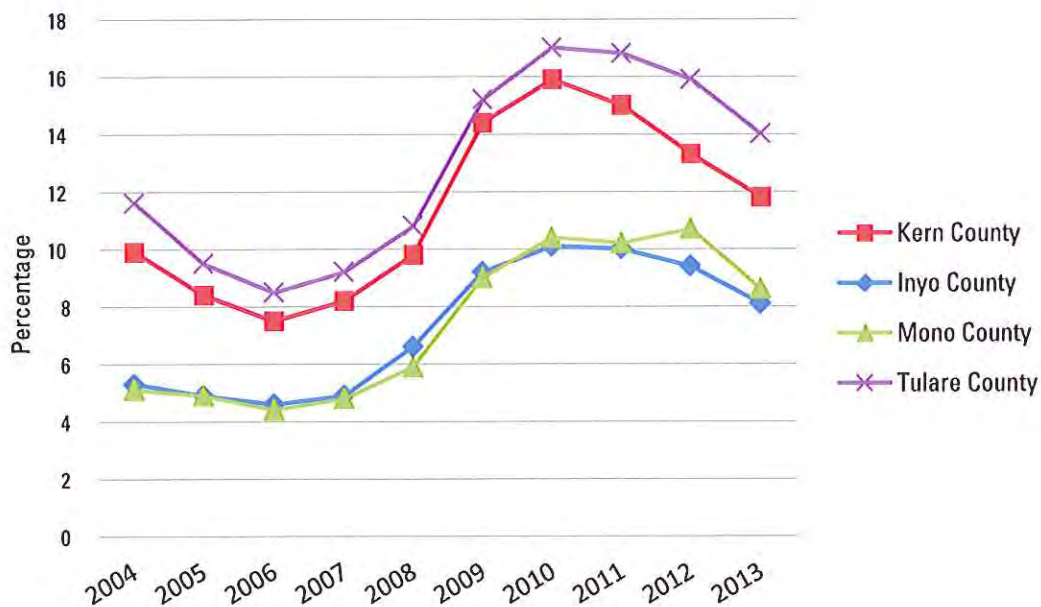
OUR STUDENTS

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 — Fall 2009 and Fall 2013

BC	Fall 2009	18,690
	Fall 2013	18,296
CC	Fall 2009	6,351
	Fall 2013	4,641
PC	Fall 2009	4,613
	Fall 2013	3,903
KCCD	Fall 2009	28,884
	Fall 2013	26,112
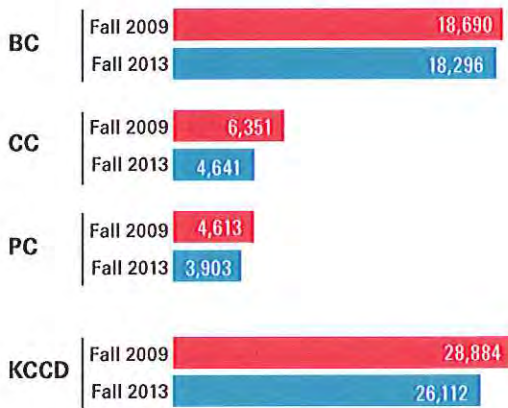
Fall 2009 and Fall 2013 Comparison of Incoming Students as a Percent of the Total Student Population

BC	Fall 2009	28%
	Fall 2013	24%
CC	Fall 2009	24%
	Fall 2013	27%
PC	Fall 2009	23%
	Fall 2013	25%
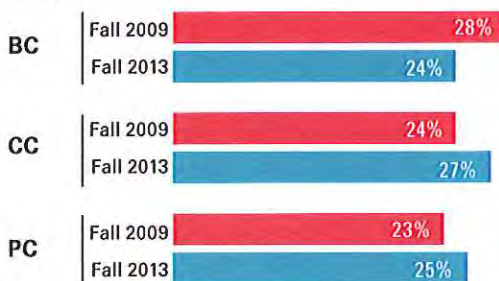
Race/Ethnicity

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.
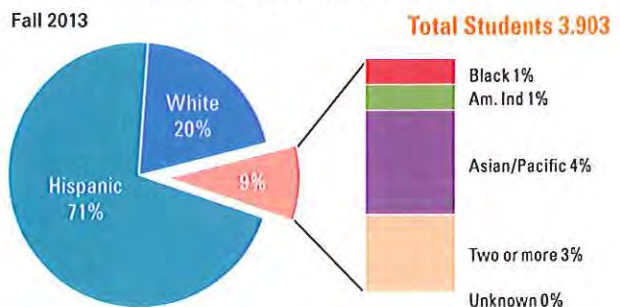
Bakersfield College — Population By Race
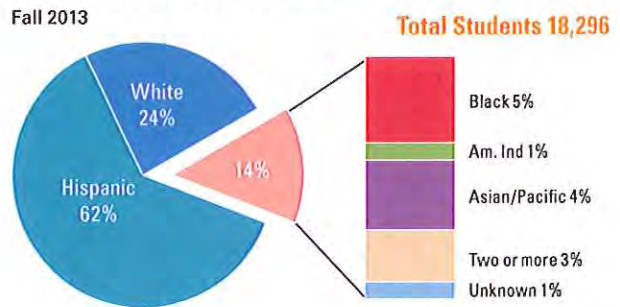
Fall 2013 — Total Students 18,296

White 24%
Hispanic 62%
14%
Black 5%
Am. Ind 1%
Asian/Pacific 4%
Two or more 3%
Unknown 1%

Cerro Coso Community College — Population By Race

Fall 2013 — Total Students 4,641

White 49%
Hispanic 34%
17%
Black 5%
Am. Ind 2%
Asian/Pacific 4%
Two or more 5%
Unknown 1%

Porterville College — Population By Race

Fall 2013 — Total Students 3,903

White 20%
Hispanic 71%
9%
Black 1%
Am. Ind 1%
Asian/Pacific 4%
Two or more 3%
Unknown 0%
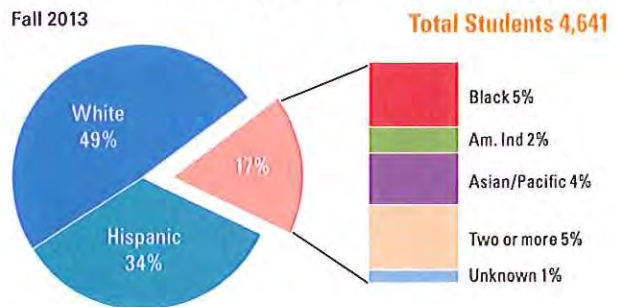
OUR STUDENTS
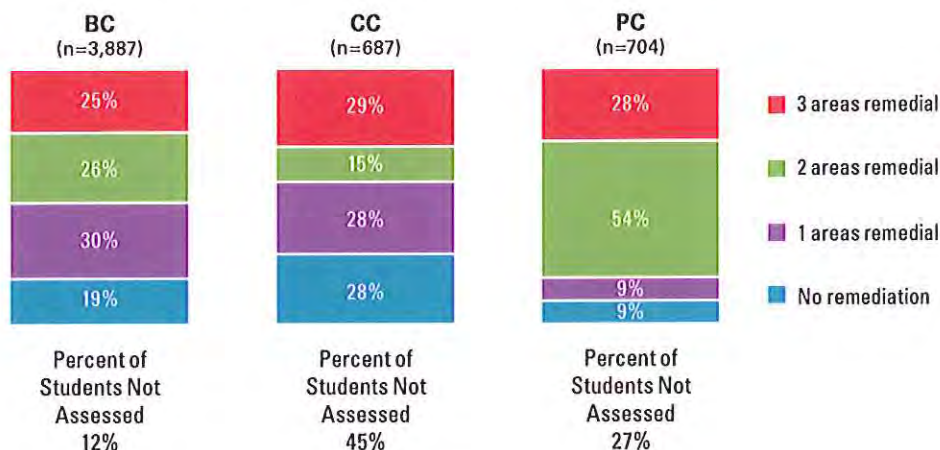
Incoming Student Placement

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

BC (n=3,887)	CC (n=687)	PC (n=704)	
25%	29%	28%	■ 3 areas remedial
26%	16%	54%	■ 2 areas remedial
30%	28%	9%	■ 1 areas remedial
19%	28%	9%	■ No remediation
Percent of Students Not Assessed 12%	Percent of Students Not Assessed 45%	Percent of Students Not Assessed 27%	

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.

2013-13 Transfers by Segment

Legend: ■ CSU ■ UC ■ In-State Private ■ Out-of-State

College	CSU	UC	In-State Private	Out-of-State
BC	62%	6%	16%	16%
CC	32%	10%	13%	45%
PC	52%	6%	25%	17%
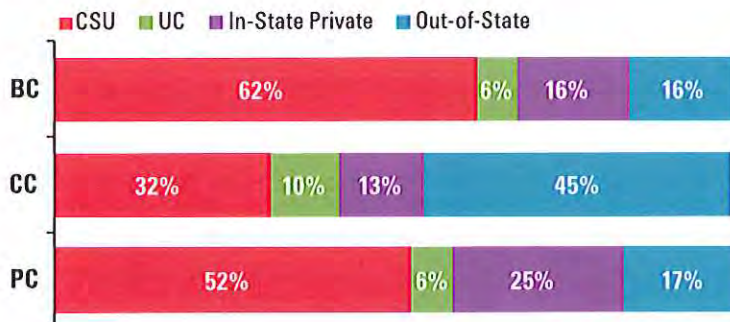
Our Focus is Student Success

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 Scorecard Metrics		Trend for the Most Recent Five Cohorts						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	Trendlines	Highest Peer Grp Rate [1]	Statewide Rate
Completion	Cohort Size	2,337	2,540	2,516	2,727	2,807		50.5%	48.1%
	Overall Outcome Success Rate	43.6%	44.7%	40.8%	43.5%	39.9%			
	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 (avg 84% of cohort)	75.0%	73.8%	71.0%	71.9%	71.6%			70.1%
30 Units	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 (avg 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 Peer 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 Recent Five Cohorts						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	Trendlines	Highest Peer Grp Rate[1]	Statewide Rate
Completion	Cohort Size	542	518	416	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%

[1] *A Peer Group Comparison is only available for the Overall Completion metric. This peer group is comprised of 15 colleges (avg score = 48.6%).*

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 Scorecard Metrics		Trend for the Most Recent Five Cohorts						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	Trendlines	Highest Peer Grp Rate[1]	Statewide Rate
Completion	Cohort Size	522	501	520	545	577			
	Overall Outcome Success Rate	39.7%	41.9%	43.7%	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	577			
	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%
	Unprepared (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

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

■ Improve Milestone Achievements

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

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

Strategic Goal #2: **Advance Student Equity Measures**

■ Close Achievement Gaps

Common Measures:

- Equity Plan data which disaggregates success metrics by demographic

Strategic Goal #3: **Ensure Student Access**

■ Optimize Student Enrollment

Common Measures:

- Annual FTES
- 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
- 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 and ACCJC standards, policies, and eligibility requirements 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
- 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

KCCD — KERN COMMUNITY COLLEGE DISTRICT

2100 Chester Avenue

Bakersfield, CA 93301

(661) 336-5100

www.kccd.edu

Bakersfield College

Alignment of College Plans and Targets with Districtwide Strategic Plan

2015-2018

Strategic Goal #1: Maximize Student Success

Objective 1.1: Increase Completion

Bakersfield College Strategy:
- Enhance preparations for First Time in This College students
- Implement strategies and programs to further Bakersfield College's student success priorities
- Scale up and provide student support from college entry till completion

Bakersfield College Action:
- Develop, implement, review and update comprehensive plans to better coordinate in-reach, outreach, and recruitment activities.
- Utilize technology to automate processes and augment student support programs
- Provide timely and individualized interventions, for example Early Alert, to ensure students are aware, accountable, and supported by the most effective services available.
- Assess, enhance and expand study halls, tutoring, supplemental instruction, Math Lab, Writing Center and Student Success Lab and accelerated and compressed curriculum
- Continue to develop and expand the Making It Happen (MIH) program.
- Develop focus on resources for end of college outcomes and goals such as transfer programs and career services.

Objective 1.2: Improve Milestone Achievements

Bakersfield College Strategy:
- Enhance pre-enrollment services and pre-collegiate programs to ensure student success outcomes
- Implementing strategic initiatives and programs to advance Bakersfield College's student success priorities, as well as the allocation of appropriate resources to support those initiatives
- Provide ongoing support throughout all phases of students' academic progression

Bakersfield College Action:
- Develop, implement, review and update comprehensive plans to better coordinate in-reach, outreach, and recruitment activities.
- Strengthen orientation, testing, placement and counseling efforts
  - Ensure full matriculation for all incoming students
  - Reexamine, assess and enhance all matriculation steps
  - Strengthen college representation in the high schools through partnerships with high school counselors and outreach and matriculation services at high school sites
- Utilize technology to automate processes and augment student support programs
- Promote academic, career and Career Technical Education (CTE) pathways

- Provide timely and individualized interventions to ensure students are aware, accountable, and supported by the most effective services available. Examples include: Supplemental Instruction, Math Lab, Writing Center, Making It Happen (MIH) and Student Success Lab.
- Continue Habits of Mind (HOM) and Making It Happen (MIH) to improve student effort, student faculty interaction and leverage persistence into successful outcomes.
- Increase progression and success through pre-collegiate accelerated and compressed curricula
- Develop a variety of summer bridge options

Objective 1.3: Increase Student Engagement

Bakersfield College Strategy: (use Renegade Scorecard to increase faculty and staff interaction)
- Promote active participation in co-curricular and extracurricular work related to students' course work

Bakersfield College Action:
- Develop and implement "study halls" with embedded tutoring to ensure student engagement
- Provide the opportunity for students to attend guest lectures
- Enhance participation in academic support services, including Supplemental Instruction; Science, Technology, Engineering and Mathematics (STEM); Mathematics, Engineering, Science Achievement program (MESA); Making It Happen (MIH) mentoring program; Critical Academic Skills (CAS); Habits of Mind (HOM), etc.
- Include "students habitat" spaces in facilities planning
- Enhance participation in student organizations
- Enhance student participation in campus conferences, workshops and guest lectures such as BCLEARNS, Equity Summit, Social Justice, Pre-Law, Achieving The Dream (ATD)

Strategic Goal #2: Implement Student Equity

Objective 2.1: Close Achievement Gaps

Bakersfield College Strategy:
- Continue to examine the data to identify and address barriers that disproportionally impact student success and progression and achievement, including:
  o Increase access for African American and American Indian students
  o Increase the number of African American, American Indian, Latino students completing Comprehensive Student Educational Plans (SEP)
  o Increase success rates in pre-collegiate writing and math courses for African American, Disabled Students Programs and Services (DSPS), economically disadvantaged students and students over 40
  o Increase transfer rates for Latino students.
- Implement professional development strand for diversity, equity, and creating effective services for impacted groups.

Bakersfield College Action:
- Provide targeted and enhanced orientation, testing, placement and counseling efforts for impact groups
- Increase support for college and community mentorship programs like African American Success Through Excellence and Persistence (ASTEP) and Padrinos.
- Scale up interventions through pre-collegiate, Making It Happen (MIH); African American Male Mentoring Project (AAMMP); African American Success Through Excellence and Persistence (ASTEP) and Latino Initiative activities, including individualized contact and intrusive support and other initiatives targeting underserved student populations.
- Continue Habits of Mind (HOM) to enhance Student Effort and Habits of Mind (HOM) and Making It Happen (MIH) to improve Student Faculty Interaction and leverage persistence into successful outcomes.
- Create learning communities by theme and groups using culturally-relevant themes and texts.
- Provide summer bridge options for impacted groups
- Initiative campaign to complete Student Ed Plan through African American Success Through Excellence and Persistence (ASTEP); African American Male Mentoring Program (AAMMP); Padrinos, and other Latino Initiatives.

Strategic Goal #3: Ensure Student Access

Objective 3.1: Optimize Student Enrollment

Bakersfield College Strategy:
- Accelerate progression to college-readiness

Bakersfield College Action:
- Redesign pre-collegiate courses

Bakersfield College Strategy:
- Expand dual enrollment, pathways, articulation and concurrent enrollment

Bakersfield College Action:
- Establish agreements with high school districts in Bakersfield College's service area

Bakersfield College Strategy:
- Expand Bakersfield College's Rural Initiative

Bakersfield College Action:
- To increase access to courses and services in rural communities

Objective 3.2: Be the Higher Education Option of First Choice

Bakersfield College Strategy:
- Fully develop and continue to implement the strategic communication plan to include community partners, potential students and parents, students using a variety of mediums

Bakersfield College Action:
- Develop and implement the Equity TV

Bakersfield College Strategy:
- Develop signature programs that distinguish Bakersfield College's unique academic programs

Bakersfield College Action:
- Implement the Bachelor of Applied Science degree program
- Enhance the Pre-Law program
- Develop expanded marketing plan for Bakersfield College's quality and exemplary programs
- Continue to strengthen the collaborations and partnerships with community groups and highlight Bakersfield College's quality programs and services

Strategic Goal #4: Enhance Community Connections

Objective 4.1: Provide Workforce and Economic Development Programs that Respond to Local Industry

Bakersfield College Strategy:
- Institutional Level - Engage with Business, Industry and other community organizations to spur economic development, create new workforce niches as well as respond to workforce needs
- Departmental Level - Continue to strengthen and integrate Career Technical Education (CTE) programs by engaging industry partners

Bakersfield College Action:
- Continue to facilitate community conversations at Bakersfield College; continue to participate with community groups in planning future strategy for Kern County and the surrounding areas. Partners: Kern Economic Development Corporation, Kern Taxpayer Association, political leaders, chambers, educational partners etc.
- Develop and expand Career Technical Education (CTE) programs to meet community needs

Objective 4.2: Reflect the Communities We Serve

Bakersfield College Strategy:
- Monitor the student and staff demographics to ensure that the college profile is a microcosm of the community's profile.

Bakersfield College Action:
- Enhance outreach and advertising efforts.

Strategic Goal #5: Strengthen Organizational Effectiveness

Objective 5.1: Provide Effective Professional Development

Bakersfield College Strategy:
- Strengthen and deepen the professional learning of all faculty and staff in a fiscally sustainable manner and continue the movement towards a learning organization that is agile with distributed leadership.

Bakersfield College Action:
- Continue to advance conferences, peer learning, learning from experts etc.
- Assess and evaluate professional development needs.

Objective 5.2: Meet and Exceed Internal & External Standards & Requirements

Bakersfield College Strategy:
- Continue to develop metrics and standards as an institutional scorecard representing initiatives and core educational services at BC

Bakersfield College Action:
- Optimize and identify internal and external standards and requirements for each of the four data strands for the Renegade Scorecard: Student Learning; Student Achievement; Perception; Operational.

Objective 5.3: Increase Trust and Create a Collaborative Culture

Bakersfield College Strategy:
- Continue to foster collaborative workgroups that are integrated with the goal of the college
- Empower individuals to own and advance the work while understanding and appreciating diverse perspectives
- Ensure transparency, widely distribute information and facilitate communication to enhance trust

Bakersfield College Action:
- Continue to move work through empowered workgroups with clarity of goals and outcomes.

Objective 5.4 Improve Facilities and Maintenance

Bakersfield College Strategy:

- Seek external resources to "fix" the campus that has significant needs
- Develop a system for continuing to maintain facilities after they are fixed

Bakersfield College Action:
- Pass the 2016 bond
- Implement the Enterprise Strategy that will generate revenue for facilities maintenance and upkeep

BAKERSFIELD COLLEGE ALIGNMENT WITH THE KCCD STATEGIC PLAN
2015 - 2018

Strategic Goal #1: Maximize Student Success

Objective 1.1: Increase Completion

BC Target:
- Renegade scorecard:
  o Prepared completion 70%
  o Underprepared completion 40%
  o Continue to be a leader in the development of the ATD

Objective 1.2: Improve Milestone Achievements

BC Target:
- none

Objective 1.3: Increase Student Engagement

BC Target:
- Renegade scorecard
  o Focus on CCSSE Indicators:
    ▪ Student-Faculty Interaction
    ▪ Student Effort

Strategic Goal #2: Implement Student Equity

Objective 2.1: Close Achievement Gaps

BC Target:
- Equity Plan:
  o Access (Service Area Population vs. Student Population)
    ▪ Increase the percentage of African American students completing Student Education Plans from the baseline of 17.7% in 2013 to 20% in 2015-16 and 22% in 2017-18.
    ▪ Increase the percentage of American Indian students competing Student Education Plans from the baseline of 14.7% to 16 % in 2015-16 and 18% in 2017-18.

  o Course Completion (Retention)
    ▪ Increase the baseline African American course success rate of 50.5% to 51% in 2015-2016 and to 52% in 2017-2018.
    ▪ Maintain high persistence rates (approximately 72%) for all groups.
    ▪ Increase the 30-Unit Milestone attainment among under-prepared students from a baseline of 60.6% to 61% in 2015-16 and 62% in 2017-18 and the Hispanic 30-Unit attainment from 60.3% to 60.8% in 2015-16 and 62% in 2017-18.
  o ESL and Basic Skills Completion
    ▪ Increase African American Remedial English Success that is currently at 16.7%, DSPS student success currently averaging about 21.5% and Economically Disadvantaged students currently averaging about 27% beginning with the 2013-14 6-year cohort by 0.5% per cohort outcome.
    ▪ Increase ESL cohort success for all ESL students from 31.1% to 32% in 2015-16 and 32.5% in 2017-18 and increase DSPS students ESL rates from 21.5% 50 22% in 2015-16 and 22.5% in 2017-18.

- Increase Remedial Math success in African American students from 12.5% to 13% in 2015-16 and 13.5% in 2017-18.
- Increase overall Remedial Math success from 21.4% to 21.9% in 2015-16 and 23% in 2017-18.
- Degree and Certificate Completion
  - Increase the degree/certificate rate among African Americans and 20-24 year olds by .1% per year over the next 5 years.
- Transfer
  - Increase the transfer preparedness rates among Hispanic, African American and students over age 19 to fall the highest performing group (HPG) within the next four (4) years. Specific targets will be created in year one of implementation.
  - Increase the transfer success rates among Hispanic, Filipino and students over age 19 to fall within the highest performing group (HPG) within the next four (4) years. Specific targets will be created in year one of implementation.

Strategic Goal #3: Ensure Student Access

Objective 3.1: Optimize Student Enrollment

BC Target:
- Enrollment management model:
  - Growth between 2% and 3%
- Annual productivity (FTES/FTEF):
  - 17% - 17.5%
-

Objective 3.2: Be the Higher Education Option of First Choice

BC Target:
- Increase enrollment yield from feeder high schools
- Increase resource funding for outreach

Strategic Goal #4: Enhance Community Connections

Objective 4.1: Provide Workforce and Economic Development Programs that Respond to Local Industry

BC Target:
- Expand job-skills certificates, certificates of achievements, degrees, and enhanced non credit to respond to local industry
- Expand college and career pathways partnering with local industry (e.g. Paramount)
- Student Success Scorecard CTE completion rate greater than 50% for cohort finishing in 2020

Objective 4.2: Reflect the Communities We Serve

BC Target:
- Disaggregated BC employee demographics to mirror demographics of service area population

Strategic Goal #5: Strengthen Organizational Effectiveness

Objective 5.1: Provide Effective Professional Development

BC Target:
- Increase opportunities for professional development
- Percentage of faculty and staff who are participating in professional development on campus

Objective 5.2: Meet and Exceed Internal & External Standards & Requirements

BC Target:
- Meet ACCJC Standards, eligibility requirements and policies
- Percentage of reserves
- Full-time to part-time faculty ratio (75% to 25%)
- Percentage of academic expenses in the numerator (50% Law)

Objective 5.3: Increase Trust and Create a Collaborative Culture

BC Target:
- None

Objective 5.4 Improve Facilities and Maintenance

BC Target:
- Evaluate progress on long term facilities master plan and annual program review
- TBD by Facilities Committee
- Completion of identified maintenance and facilities project as identified in the Master Plan

Cerro Coso Community College

Alignment of College Plans and Targets with Districtwide Strategic Plan 2015-2018

Cerro Coso Strategic Plan, 2015-2018

Strategic Goal #1: Student Success

1.1 Increase Completion

1.1.C.1 Strategy: Improve just-in-time communication to students

    1.1.C.1.a Action: Fully implement Degree Works
    1.1.C.1.b Action: Fully implement EAB
    1.1.C.1.c Action: Fully implement Grad Guru
    1.1.C.1.d Action: Fully implement SARS Alert

1.1.C.2 Strategy: Improve CTE completion rate

    1.1.C.2.a Action: Fully implement Class to Career program

1.2 Improve Milestone Achievements

1.2.C.1 Strategy: Increase persistence at KRV and among CTE students

    1.2.C.1.a Action: Enhance student support services at KRV
    1.2.C.1.b Action: Increase completion of long-term educational plans at KRV
    1.2.C.1.c Action: Provide CTE-specific tutoring opportunities
    1.2.C.1.d Action: Increase student affinity with the institution in CTE disciplines

1.2.C.2 Strategy: Improve basic skills achievement

    1.2.C.2.a Action: Implement the new position of LAC Coordinator
    1.2.C.2.b Action: Consolidate supplemental instruction in the math and writing centers
    1.2.C.2.c Action: Establish a referral norm in English and social sciences for tutoring

1.3 Increase Student Engagement

1.3.C.1 Strategy: Increase scope and use of ESCC Learning Assistance Center

    1.3.C.1.a Action: Increase number of workshops, receptions, and other events coordinated through the LAC's.
    1.3.C.1.b Action: Expand attendance at ESCC weekly Lunch and Learns
    1.3.C.1.c Action: Improve collaboration between ESCC LAC and instructional faculty

1.3.C.2 Strategy: Expand EOPS opportunities supportive of educational goals

1.3.C.2.a Action: Implement engagement activities focused on cultural enrichment, work-study/experience, and leadership opportunities

1.3.C.3 Strategy: Improve online student engagement

1.3.C.3.a Action: Develop and implement an ADA-compliant Moodle site
1.3.C.3.b Action: Develop and implement Moodle site responsive to digital devices
1.3.C.3.c Action: Identify online tutoring and proctoring services
1.3.C.3.d Action: Identify multimedia rich tools and promote their use in online course content
1.3.C.3.e Action: Produce videos for instructional and student services departments

Strategic Goal #2: Equity

2.1 Close Achievement Gaps

2.1.C.1 Strategy: Narrow gaps in access for underrepresented groups

    2.1.C.1.a Action: Increase enrollments for underrepresented populations, including male, 40 and older, American Indian, and White

    2.1.C.1.b Action: Work with faculty to overcome barriers for economically disadvantaged students in the area of texts and materials

    2.1.C.1.c Action: Provide help materials/guides online and hard copies in English and Spanish

2.1.C.2 Strategy: Narrow gaps in matriculation completion by underrepresented groups

    2.1.C.2.a Action: Implement additional workshops online, such as SEP workshops

    2.1.C.2.b Action: Engage staff and faculty in supporting student completion of matriculation components.

    2.1.C.2.c Action: Use data to proactively outreach to students to complete matriculation components.

2.1.C.3 Strategy: Narrow gaps in performance by underrepresented groups

    2.1.C.3.a Action: Increase the overall number of students completing a degree or certificate with a particular emphasis on male, 20-24 year olds, African-Americans , and American Indian students

    2.1.C.3.b Action: Increase the overall number of students transferring to 4 year institutions with a specific emphasis on African-American, American Indian, and socioeconomically disadvantaged students

2.1.C.4 Strategy: Improve success rates for DSPS and EOPS students, particularly in basic skills

    2.1.C.4.a Action: Re-examine and develop Peer Mentor program

    2.1.C.4.b Action: Develop and implement dedicated space for EOPS students to study, access resources, and support each other in education/classes

    2.1.C.4.c Action: Increase student, staff, and faculty awareness about DSPS services by improving website information and providing comprehensive DSPS orientations

2.1.C.5 Strategy: Review and analyze equity gaps at the campus level

    2.1.C.5.a Action: Work with the District Institutional Research Office to obtain equity data by campus location

Strategic Goal #3: Access

3.1 Optimize Student Enrollment

3.1.C.1 Strategy: Grow enrollments

    3.1.C.1.a Action: Develop Tehachapi campus in East Kern
    3.1.C.1.b Action: Develop incarcerated students program in East Kern
    3.1.C.1.c Action: Identify and implement dual enrollment and credit by exam opportunities in service area high schools
    3.1.C.1.d Action: Develop CTE programs at the KRV and East Kern campuses appropriate to local communities
    3.1.C.1.e Action: Collaborate with Kern Valley High School to offer a welding program

3.1.C.2 Strategy: Increase assistance with prospective and first year students in Financial Aid and Admissions and Records

    3.1.C.2.c Action: Implement Financial Aid TV
    3.1.C.2.d Action: Maximize the number of students eligible for and receiving financial aid by implementing Financial Aid Literacy program

3.1.C.3 Strategy: Expand student enrollment in engineering pathway to CSULB

    3.1.C.3.a Action: Work with HIS-STEM partners to identify and employ an engineering faculty member as a champion of the program
    3.1.C.3.b Action: Provide support by creating a team comprised of job developer, transfer counselor, Director of Student Activities, Outreach and Recruitment
    3.1.C.3.c Action: Work with industry partners to provide internship opportunities for Cerro Coso students

3.2 Be the Higher Education Option of First Choice

3.2.C.1 Strategy: Optimize strategies for recruitment and outreach

    3.2.C.1.a Action: Hire Director for Outreach and Student Activities
    3.2.C.1.b Action: Develop and implement a comprehensive outreach and recruitment plan for all campus locations and programs

3.2.C.2 Strategy: Improve public awareness and participation in the college programs, services, and activities

    3.2.C.2.a Action: Initiate a comprehensive rebranding of the college
    3.2.C.2.b Action: Communicate a relevant brand promise that promotes the college as higher education option of first choice

3.2.C.3 Strategy: Increase high school yield

3.2.C.3.a Action:	Hold strategic planning and monthly working group meetings with service area superintendents, principals, and counselors to develop and implement a plan to increase HS yield
3.2.C.3.b Action:	Develop and implement strategies for converting high school dual and concurrent enrollment students to full-time students upon graduation
3.2.C.3.c Action:	Attend and present at student, staff, and parent meetings at all Inyo County schools
3.2.C.3.d Action:	Increase support for Inyo concurrent students in the LAC

Strategic Goal #4: Community Connections

4.1 Provide Workforce and Economic Development Programs that Respond to Local Industry

4.1.C.1 Strategy: Increase college prominence in local workforce development

    4.1.C.1.a Action: Increase employment of CTE graduates in local industry
    4.1.C.1.b Action: Increase number of student interns with local industry
    4.1.C.1.c Action: Improve employer satisfaction with student preparedness

4.1.C.2 Strategy: Implement Adult Education Plan (AB86)

    4.1.C.2.a Action: Complete the development and submission of the AB86 Adult Ed Plan
    4.1.C.2.b Action: Work with partners to establish a roll-out of the defined plan
    4.1.C.2.c Action: Assess the implementation of the plan after year 1, identify gaps, design and implement improvements

4.2 Reflect the Communities We Serve

4.2.C.1 Strategy: Promote a diverse workforce and provide specific plans for ensuring equal employment opportunity

    4.2.C.1.a Action: Review recommendations from 14-15 climate survey and implement improvements
    4.2.C.1.b Action: Participate on the district-wide EEO Committee (to be established)
    4.2.C.1.c Action: Review and implement additional strategies as developed by the EEO and Staff Diversity Plan

4.2.C.2 Strategy: Increase the percentage of available child care opportunities going to student families

    4.2.C.2.a Action: Child Development Center staff work with student services to improve number of students making satisfactory progress

Strategic Goal #5: Organization Effectiveness

5.1 Provide Effective Professional Development

5.1.C.1 Strategy: Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan

5.1.C.1.a Action: Develop and offer professional development content and activities for faculty to address equity gaps (

5.1.C.1.b Action: Develop Moodle 3.0 training course

5.1.C.1.c Action: Develop and offer professional development training for improved student engagement in distance education

5.1.C.1.d Action: Develop and offer CTE-specific professional development to increase student affinity, persistence, and completion

5.1.C.2 Strategy: Establish an infrastructure for ongoing professional development

5.1.C.2.a Action: Develop and implement a menu of options for faculty professional development beyond flex days

5.1.C.2.b Action: Develop and implement an ongoing schedule of safety and security training provided to all stakeholders on a regular basis

5.1.C.3 Strategy: _____ (HR)

5.1.C.3.a Action: Plan, coordinate, and provide HR related training topics

5.2 Meet and Exceed Internal and External Standards and Requirements

5.2.C.1 Strategy: Meet External Standards for SLO Assessment and Internal Standards for Program Review Completion

5.2.C.1.a Action: Achieve 90% courses and programs with ongoing assessment of learning outcomes

5.2.C.1.b Action: Stay current on program reviews

5.2.C.2 Strategy – Improve the effectiveness of the Continuing Education program

5.2.C.2.a Action: Develop learning outcomes

5.2.C.2.b Action: Complete a Program Review

5.2.C.3 Strategy: Improve the effectiveness of the Budget Development committee

5.2.C.3.a Action: Develop and implement evaluation tool for Budget Development committee

5.3 Increase Trust and Create a Collaborative Culture

5.3.C.1 Strategy: Improve communication internally

5.3.C.1.a Action: Develop periodic newsletters in areas like Planning, Accreditation, Achieving the Dream, and Student Equity

5.3.C.1.b Action: Improve flow of information down and up the participatory governance ladder

5.4 Improve Facilities and Maintenance

5.4.C.1 Strategy: Complete the main building modernization project

5.4.C.1.a Action: Plan for swing space and appropriate occupancy timelines to reduce interference of services to students

5.4.C.2 Strategy: Complete Kern River Valley campus renovation project

5.4.C.2.a Action: Plan for swing space and appropriate occupancy timelines to reduce interference of services to students

5.4.C.3 Strategy: Improve M&O response time for work requests

5.4.C.3.a Action: Provide college-wide reminders of the use of SchoolDude for submitting work requests.

5.4.C.3.b Action: Ensure tasks are assigned to appropriate personnel.

5.4.C.3.c Action: Provide training to employees and proper tools to complete assigned tasks.

5.4.C.4 Strategy: Improve grounds

5.4.C.4.a Action: Aerate, irrigate, and use strategies to maximize fertilizers, seeding, and water consumption on all grassed areas and tree wells in order to improve landscaping of the campus

5.4.C.5 Strategy: Keep technology current

5.4.C.5.a Action: Upgrade core network and infrastructure

5.4.C.5.b Action: Update East Wing classroom technology

5.4.C.5.c Action: Implement hardware replacement plans annually for campus staff and classrooms

5.5 Improve Institutional Effectiveness

5.5.C.1 Strategy: Increase opportunities for ongoing feedback to Financial Aid and Admissions and Records

5.5.C.1.a Action: Implement a point-of-contact survey

5.5.C.1.b Action: Install comment boxes at A&R window

5.5.C.1.c Action: Increase efficiency in financial aid by using computer labs already set-up for counseling orientation

5.5.C.2 Strategy: Increase automated processes in Admissions and Records

5.5.C.2.a Action: Implement end-of-term automatic process
5.5.C.2.b Action: Increase restricted classes open for students to register
5.5.C.2.c Action: Implement graduation audit through DegreeWorks
5.5.C.2.d Action: Decrease or eliminate pick-up options for parking permits

5.5.C.3 Strategy: Increase efficiency on student account processes

    5.5.C.3.a Action: _____ (Business Services)

5.5.C.4 Strategy: Ensure consistency of HR functions

    5.5.C.4.a Action: Utilize the HR Procedures Website to bring a consistent application of procedures district-wide
    5.5.C.4.b Action: Contribute feedback to improving the HR Procedure Website
    5.5.C.4.c Action: Contribute system improvements to FLAC and Web-Time Entry, first rolled out in 14-15

5.5.C.5 Strategy: Foster Fiscal Responsibility

    5.5.C.5.a Action: Increase reporting & procedure resources for grant program managers

5.6 Generate Revenue

5.6.C.1 Strategy: Actively pursue CTE grants that align with the mission of the district and the college

    5.6.C.1.a Action: Locate and apply for grant opportunities
    5.6.C.1.b Action: Partner with regional section navigators to locate and apply for grant opportunities

5.6.C.2 Strategy: Improve alumni base, interactions, and relationships

    5.6.C.2.a Action: Host two donor campaigns a year
    5.6.C.2.b Action: Increase alumni activities
    5.6.C.2.c Action: Build alumni volunteer database

5.6.C.3 Strategy: Strengthen CCCC Foundation, Inc. through providing vision, leadership, strategic direction, and administrative oversight

    5.6.C.3.a Action: Increase scholarship amounts awarded
    5.6.C.3.b Action: Create a program of donor stewardship, recognition and engagement
    5.6.C.3.c Action: Lead CCCC Foundation planning effort to support goals, objectives, strategies, and action in this strategic plan

Cerro Coso Strategic Plan

2015-2018

Strategic Goal #1: Maximize Student Success

Objective 1.1: Increase Completion

CC Strategies
- Improve just-in-time communication to students
- Improve CTE completion rate

Targets
- *Student Success Scorecard Completion Rate (6 year cohort): 51%*
- *Annual Transfer Rate (6 year cohort): 50%*

Objective 1.2 Improve Milestone Achievements

CC Strategies
- Increase persistence at KRV and among CTE students
- Improve basic skills achievement

Targets
- *Student Success Scorecard Persistence Rate (6 year cohort): 68%*
- *Student Success Scorecard Remedial English Rate (6 year cohort): 28%*
- *Student Success Scorecard Remedial Math Rate (6 year cohort): 30%*

Objective 1.3: Increase Student Engagement

CC Strategies
- Increase scope and use of ESCC Learning Assistance Center
- Expand EOPS opportunities supportive of educational goals
- Improve online student engagement

Target
- *Score on Community College Survey of Student Engagement area Support for Learners: 50%*

Strategic Goal #2: Equity

Objective 2.1: Close Achievement Gaps

CC Strategies
- Narrow gaps in access for underrepresented groups
- Narrow gaps in matriculation completion by underrepresented groups
- Narrow gaps in performance by underrepresented groups
- Improve success rates for DSPS and EOPS students, particularly in basic skills
- Review and analyze equity gaps at the campus level

Targets
- *Student Equity Proportionality Index Measures for Service Area Population vs. Student Population*
  - *Males: 1.00*
  - *40 and Older: 0.80*
  - *American Indian: 1.00*
  - *White: 1.00*
  - *Socioeconomically Disadvantaged: 1.00*
- *Student Equity Proportionality Index Measures for Degree/Certificate Completion*
  - *Male: 1.00*
  - *20-24 Year Olds: 1.00*
  - *African-American: 1.00*
  - *American Indian: 1.00*
- *Student Equity Proportionality Index Measures for Transfer Preparedness*
  - *African-American: 1.00*
  - *American Indian: 1.00*
  - *Socioeconomically Disadvantaged: 1.00*
- *Student Equity Proportionality Index Measures for Persistence*
  - *Socioeconomically Disadvantaged: 1.00*
  - *DSPS: 1.00*

Strategic Goal #3: Access

Objective 3.1: Optimize Student Enrollment

CC Strategies
- Grow Enrollments
- Increase Assistance with prospective and first year students in Financial Aid and Admissions and Records
- Expand student enrollment in the engineering pathway to Cal State University Long Beach

Targets
- *Annual FTES: 3,000*
- *Number of Concurrent Enrollments: 350*

Objective 3.2: Be the Higher Education Option of First Choice

CC Strategies
- Optimize strategies for recruitment and outreach
- Improve public awareness and participation in the college programs, services, and activities
- Increase high school yield

Targets
- *Feeder High School Enrollment Rate: 30%*
- *Adult Participation Rate: 140.0*

Strategic Goal #4: Community Connections

Objective 4.1: Provide Workforce and Economic Development Programs that Respond to Local Industry

CC Strategies
- Increase college prominence in local workforce development
- Implement Adult Education Plan (AB86)

Targets
- *Percentage of CTE Programs Meeting Core Indicator Goals: 58%*
- *Student Success Scorecard CTE Completion Rate: 40%*

Objective 4.2: Reflect the Communities We Serve

CC Strategies
- Promote a diverse workforce and provide specific plans for ensuring equal employment opportunity
- Increase the percentage of available child care opportunities going to student families

Targets
- *Percentage of Diversity in the Applicant Pool*
  - *Male: 52%*
  - *Hispanic: 23%*

Strategic Goal #5: Organizational Effectiveness

Objective 5.1: Provide Effective Professional Development

CC Strategies
- Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan
- Establish an infrastructure for ongoing professional development
- Improve employee understanding of board policies and procedures

Targets
- *Percentage of Employees who Feel They Have Adequate Training: 82%*
- *Percentage of Employees who Feel There are Opportunities to Learn and Grow: 73%*
- *Percentage of Employees who Feel Encouraged and Supported: 81%*

Objective 5.2: Meet and Exceed Internal and External Standards and Requirements

CC Strategies
- Meet External Standards for SLO Assessment and Internal Standards for Program Review Completion
- Improve the effectiveness of the Continuing Education program
- Improve the effectiveness of the Budget Development committee

Target
- *Percentage of SLO's at Course Level with Ongoing Assessments: 95%*

Objective 5.3: Increase Trust and Create a Collaborative Culture

CC Strategies
- Improve communication internally

Targets
- *Percentage of Employees Who Feel a Satisfactory Level of Communication*
  - *Relevant information affecting your location as a whole is communicated throughout the organization: 72%*
  - *My representatives on governance committees adequately inform me about important college/district issues: 77%*
  - *My representatives on governance committees ask for my input on important issues: 70%*
  - *Information flows well upward through the organization structure: 57%*
  - *Information flows well downward through the organization structure: 53%*
  - *My supervisor keeps me informed of issues relevant to my job: 82%*
  - *My supervisor asks for my input before making decisions that affect my work: 78%*

Objective 5.4: Improve Facilities and Maintenance

CC Strategies
- Complete the main building modernization project
- Complete Kern River Valley campus renovation project
- Improve M&O response time for work requests
- Improve grounds
- Keep technology current

Targets
- *Percentage of Employees Who Feel Facilities are Adequately Maintained: 93%*
- *Percentage of Work Orders Completed: 93%*

Objective 5.5: Improve Institutional Effectiveness

CC Strategies
- Increase opportunities for ongoing feedback to Financial Aid and Admissions and Records
- Increase automated processes in Admissions and Records
- Ensure consistency of HR functions Foster Fiscal Responsibility

Objective 5.6: Generate Revenue

CC Strategies
- Actively pursue CTE grants that align with the mission of the district and the college Improve alumni base, interactions, and relationships Strengthen CCCC Foundation, Inc. through providing vision, leadership, strategic direction, and administrative oversight

Porterville College

Alignment of College Plans and Targets with Districtwide Strategic Plan 2015-2018

Strategic Goal #1: Maximize Student Success

Objective 1.1 Increase Completion

PC Target/Assessment
- By 2017-2018, Student Success Scorecard Completion Rate will increase by 3 percentage points from the 2014 Student Success Scorecard Rate.

PC Strategy:
- Increase the number of annual awards.

PC Action:
- Monitor and increase the number of degrees and certificates awarded by developing a process for identifying students who are near completion of a degree or certificate and inform them of their status.

PC Strategy:
- Increase the number of students who transfer

PC Action:
- Publicize transfer through counseling activities, website, mailings to students, press releases, transfer recognition events, posters.

PC Strategy:
- Develop 'Project Completion' mentoring program.

PC Action:
- Identify a group of 1st time degree-seeking students encouraging them to visits the Job Entrepreneurial Career (JEC) Center which provides personalized services and program to help students chose a major or explore a career.

- Use mentor and peer assisted student support leaders to design and implement milestone and early-alert touch-points.

- Using SARS (early-alert, messaging, scheduling) and JEC resource to track project students.

PC Strategy:
- Improve the rate of students completing all matriculation components.

PC Action:
- Increase the number of students who are fully matriculated by completion their 1st year.

PC Strategy:
- Increase Student Success Scorecard Remedial Math and English Progress Rates.

PC Action:
- Design basic skills to assist in moving students through the sequence more quickly.

Objective 1.2: Increase Student Engagement

PC Target/Assessment
- By the Spring 2017, administration of the Community College Survey of Student Engagement (CCSSE), the percentage of students who ask questions in class 'often or very often' will increase to the national average for that item.

PC Strategy:
- Increase CCSSE Key Finding for Student-Faculty Interaction.

PC Action:
- Develop strategies as a result of the CCSSE Key Findings to improve student-faculty interaction.

Strategic Goal #2: Implement Student Equity

Objective 2.1: Close Achievement Gaps

PC Target/Assessment
- By 2017-2018, Student Success Scorecard Completion Rate for identified disproportionately impacted groups will increase by 3 percentage points from the 2014 Student Success Scorecard Rate.

PC Strategy:
- Increase completion rates of students, particularly 20-39 age groups, African-American, Asian, Hispanic, and Male Students.

PC Action:
- Develop strategies to increase completion rates of targeted groups.

PC Strategy:
- Improve success rates for DSPS and EOPS students, particularly in basic skills.

PC Action:
- Develop Faculty Mentor program.

- Increase student, staff, and faculty awareness about DSPS services by improving website information and providing comprehensive DSPS orientations.

Strategic Goal #3: Ensure Student Access

Objective 3.1: Optimize Student Enrollment

PC Target/Assessment
- By 2017-2018, at least 70% of first-time students will be fully matriculated.

PC Strategy:
- Expand student enrollment in career and transfer pathways

PC Action:
- Increasing student awareness of the matriculation process by strengthening K-12 and community partnerships.

PC Strategy:
- Coordinate outreach activities that target disproportionally impacted groups.

PC Action:
- Develop a comprehensive outreach plan that target identified disproportionally impacted groups.

PC Strategy:
- Increase assistance with prospective and first year students in Financial Aid and Admissions and Records.

PC Action:
- Implement Financial Aid TV.

- Maximize the number of students eligible for and receiving financial aid by implementing Financial Aid Literacy program.

Strategic Goal #4: Enhance Community Connections

Objective 4.1. Provide Workforce and Economic Development Programs that Respond to Local Industry

PC Target/Assessment
- By Fall 2017, all Career Technical Education (CTE) advisory committees will meet at least two times each semester and each committee will take and maintain minutes of those meetings.

PC Strategy:
- Increase college prominence in local workforce development.

PC Action:
- Increase employment of CTE graduates in local industry.

PC Strategy:
- Implement Adult Education Plan (AB86).

PC Action:
- Work with partners to define a pathway through developmental education to transfer.
- Assess the implementation of the plan after year 1, identify gaps, design and implement improvements.

Objective 4.2. Reflect the Communities We Serve

PC Target/Assessment
- By Fall 2016, the percentage of respondents in the climate survey answering that they attend community meetings such as service clubs, intersegmental educational meetings with K-12 or university staff, at least once or twice per semester will increase by 3 percentage points over the responses in the 2013 climate survey.

PC Strategy:
- Promote a diverse workforce and provide specific plans for ensuring equal employment opportunity.

PC Action:
- Review findings from the 2013 climate survey and implement improvements.

PC Strategy:
- Develop a plan of action for the Child Care Center.

PC Action:
- Work with Child Development Center staff and key groups from the campus at large to improve number of students making satisfactory progress.

Strategic Goal #5: Strengthen Organization Effectiveness

Objective 5.1: Provide Effective Professional Development

PC Target/Assessment
- By 2017-2018, the percentage of respondents in the climate survey answering that they have participated in staff development activities will be 8 percentage points higher than the response in the 2013-2014-climate survey.

PC Strategy:
- Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan.

PC Action:
- Develop and offer professional development content and activities for faculty to improve student success and completion.

4

PC Strategy:
- Establish an infrastructure for ongoing professional development.

PC Action:
- Develop and implement an ongoing schedule of safety and security training provided to all stakeholders on a regular basis.

Objective 5.2: Meet and Exceed Internal and External Standards and Requirements

PC Target/Assessment
- Meet institutional set standards as established within ACCJC Annual reports.

PC Strategy:
- Meet external standards for SLO assessment and internal standards for program review completion.

PC Action:
- Provide ongoing support for assessment of Student Learning Outcomes.

- Provide ongoing support for the program review process.

Objective 5.3: Increase Trust and Create a Collaborative Culture

PC Target/Assessment
- In 2017-2018, the percentage of respondents in the climate survey answering that they agree or strongly agree that there is trust between college employees and the district office (question If) will be 5 percentage points higher than the responses in the 2013-2014-climate survey.

PC Strategy:
- Improve communication internally.

PC Action:
- Improve flow of information by reviewing and making changes, if necessary, to the current college committee structure.

Objective 5.4: Improve Facilities and Maintenance

PC Target/Assessment
- In 2017-2018, maintain a level of satisfaction for maintenance, technology, and safety as measure in the 2013-2014-climate survey (1I -1N).

PC Strategy:
- Improve M&O response time for work requests.

PC Action:
- Ensure tasks are assigned to appropriate personnel.

- Provide training to employees and proper tools to complete assigned tasks.

PC Strategy:
- Improve grounds.

PC Action:

- Develop strategies to maximize fertilizers, seeding, and water consumption on all grassed areas and tree wells in order to improve landscaping of the campus.

PC Strategy:

- Keep technology current.

PC Action:

- Implement hardware replacement plans annually for campus staff and classrooms.

Objective 5.5: Improve Institutional Effectiveness

PC Target/Assessment

- The college will maintain an active reserve, excluding district reserves, of at least 3-5% each year.

PC Strategy:

- Foster Fiscal Responsibility

PC Action:

- Increase reporting and procedure resources for college and grant/categorical program managers.

Objective 5.6: Generate Revenue

PC Target/Assessment

- The college will actively pursue alternative funding source each year such as grants, and contracts.

PC Strategy:

- Actively pursue federal, state, and CTE grants that align with the mission of the district and the college.

PC Action:

- Locate and apply for federal, state, and local funding opportunities.

PC Action:

- Partner with regional sector navigator to locate and apply for grant opportunities.

District Operations

Strategic Goal #1: Maximize Student Success

Objective 1.1: Increase Completion

District Office Target/Assessment:

- Improved Student Success Scorecard rates
- Apply for 3 grants and obtain $200,000.00

District Strategy:
- Support and enhance the colleges' efforts to improve the student completion rate

District Action:
- Support and enhance the colleges' efforts to increase the number of students who transfer to a four-year institution

District Action:
- Support and enhance the colleges' efforts in increasing the number of students who obtain an associate's degree or obtain Chancellor's Office-approved certificates

District Action:
- Support and track the colleges' efforts to increase the number of students in basic skills math, English or ESL who complete a college-level course

District Action:
- Support and track the colleges' efforts to increase CTE completion

District Strategy:
- Develop financial resources to support strategies and innovative approaches that improve student completion

District Action:
- Seek and Obtain funds

Strategic Goal #2: Implement Student Equity

Objective 2.1: Close Achievement Gaps

District Office Target/Assessment:

- Schedule bi-annual meeting to review achievement gaps for students enrolled in CTE courses

1

District Strategy:
- Support and enhance the colleges' efforts to improve the success of special population students in CTE courses

District Action:
- Review VTEA core indicator reports to identify gaps in special population participation, provide best practice support, and monitor outcomes

Strategic Goal #3: Ensure Student Access

Objective 3.1: Optimize Student Enrollment

District Office Target/Assessment:

- Add 3 pathways annually
- Increase productivity in consultation with colleges

District Strategy:
- Facilitate development of college and career pathways

District Action:
- Coordinate with high schools and colleges to identify and develop career pathways

District Action:
- Seek and obtain grants to develop and implement career pathways

District Strategy:
- Support best practices in enrollment management

District Action:
- Provide leadership and facilitate discussion in enrollment management best practices districtwide

District Action:
- Provide timely and relevant enrollment activity information to district and college decision-makers

Strategic Goal #4: Enhance Community Connections

Objective 4.1: Provide Workforce and Economic Development Programs that Respond to Local Industry

District Office Target/Assessment:

- Increase contract training by 25% in 2014-2015 over 2013-2014

District Strategy:
- Ensure that CTE courses, certificates, and degrees respond to local industry skill needs

2

District Action:
- Provide leadership to ensure that vocational education program reviews/curricula reflect industry needs through the provision of labor market data

District Strategy:
- Support local workforce training needs

District Action:
- Expand not-for-credit programs to support local industry and leverage funding

District Strategy:
- Enhance employment tracking data for CTE students

District Action:
- Participate with state entities to design a system to track CTE students from community college enrollment to employment

Objective 4.2: Reflect the Communities We Serve

District Strategy:
- Ensure diversity in the employment applicant pool

District Action:
- Publish position vacancies in publications that serve diverse communities

District Strategy:
- Improve employee diversity to reflect the service area population

District Action:
- Establish and engage the districtwide Equal Employment Opportunity Advisory Committee to identify issues and recommendations to improve employee diversity

Strategic Goal #5: Strengthen Organizational Effectiveness

Objective 5.1: Provide Effective Professional Development

District Office Target/Assessment:

- Increase professional development training by 50%
- Increase advertising dollars that target underrepresented populations by 5% each year up to a maximum of 23%

District Strategy:
- Provide information and guidance regarding compliance as colleges work to understand state and federal requirements

District Action:
- Conduct trainings regarding policies and procedures

3

District Strategy:
- Promote successful strategies/practices in teaching and learning

District Action:
- Facilitate the discussion of successful strategies at VP meetings and other forums to enhance replicability at a different college or for a different program, discipline, or service

District Strategy:
- Advance leadership skills for faculty, staff, and managers

District Action:
- Coordinate annual Leadership Academy

Objective 5.2: Meet and Exceed Internal and External Standards and Requirements

District Office Target/Assessment:

- Comply with accreditation standards so that colleges obtain full reaffirmation of accreditation
- Increase management's understanding of fiscal policies primarily for budgeting, contracting, and fiscal compliance
- Complete the review cycle of Board policies based on odd-numbered and even-numbered sections of the Board policy manual

District Strategy:
- Provide support for accreditation

District Action:
- Review and provide feedback on Accreditation Reports

District Strategy:
- Review and update Board policies and procedures

District Action:
- Follow established timeline for review/update of Board policies/procedures

District Action:
- Provide policy and procedure compliance training

District Strategy:
- Support the colleges in their efforts to improve institutional effectiveness

District Action:
- Assist colleges in assessing improvements in student performance and outcomes, accreditation status, fiscal viability, and compliance with state and federal guidelines

District Strategy:
- Enhance the monitoring and reporting of 50% law compliance, percentage of reserves, and faculty obligation number (FON)

District Action:
- Create a dashboard that allows for enhanced monitoring of 50% law, percentage of reserves, and faculty obligation number

District Strategy:
- Improve processing of business contracting districtwide

District Action:
- Implement new business contracting electronic system districtwide

District Strategy:
- Provide timely, relevant and actionable information to support planning, informed decision-making, and institutional assessment

District Action:
- Identify and select a new reporting system that will support the growing need for quality information

District Strategy:
- Evaluate district services to the colleges

District Action:
- Complete annual district unit plans

Objective 5.3: Increase Trust and Create a Collaborative Culture

District Office Target/Assessment:

- Convene 4 districtwide meetings in instruction and student services
- Develop a schedule of annual operational meetings

District Strategy:
- Build linkages among the three colleges and the district

District Action:
- Identify groups in instruction and student services to meet districtwide

District Action:
- Develop a calendar of districtwide meetings

District Action:
- Identify actions resulting from districtwide discussions

District Action:
- Evaluate outcomes resulting from districtwide discussions

District Strategy:
- Support intra-colleges/district communications

District Action:
- Identify conduits for ongoing communication about district processes

Objective 5.4: Improve Facilities and Maintenance

District Office Target/Assessment:

- Increase management's understanding of facilities planning and construction

District Strategy:
- Enhance reporting on facilities construction projects

District Action:
- Create a dashboard that allows for easy monitoring of construction projects and bond-measure programs

Strategic Plan
Common Measures

Strategic Plan

Common Measures

2014 Annual Update

TABLE OF CONTENTS

Strategic Goal #1 - Student Success

<u>Objective #1 – Increase Completion</u>

<u>Objective #2 - Improve Milestone Achievements</u>

<u>Objective #3 - Increase Student Engagement</u>

Strategic Goal #2: Equity

<u>Objective #1 - Close Achievement Gaps</u>

Strategic Goal #2: Equity

Strategic Goal #3: Access

Strategic Goal #4: Community Connections

Strategic Goal #5: Organizational Effectiveness

Strategic Goal #5: Organizational Effectiveness

Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Transfers

Note: UC = University of California, CSU = California State University, ISP = In-State Private, and OOS = Out-of-State (OOS)
2013-14 data not available for In-State Private (ISP) and Out-of-State (OOS)

		2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
BC	Total Transfers	1,180	1,198	1,188	1,010	-	
	CSU	746	762	783	628	593	
	UC	48	65	48	59	41	
	CSU & UC Subtotal	*794*	*827*	*831*	*687*	*634*	
	ISP & OOS	386	371	357	323	-	
CC	Total Transfers	234	263	228	173	-	
	CSU	44	57	63	55	58	
	UC	8	13	14	17	10	
	CSU & UC Subtotal	*52*	*70*	*77*	*72*	*68*	
	ISP & OOS	182	193	151	101	-	
PC	Total Transfers	201	237	218	207	-	
	CSU	87	131	110	108	128	
	UC	7	11	16	13	16	
	CSU & UC Subtotal	*94*	*142*	*126*	*121*	*144*	
	ISP & OOS	107	95	92	86	-	

Measure: Annual Transfer Rate (Transfer Velocity)

Explanation: Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project. The project tracks first-time students who demonstrate "behavioral intent to transfer" by completing 12 units and attempting transfer-level Math or English within a six-year period.

		2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	Trendlines
BC	Cohort Size	1,581	1,756	1,610	1,871	1,657	
	6-Year Transfer Rate	41%	40%	38%	41%	37%	
CC	Cohort Size	241	234	214	306	235	
	6-Year Transfer Rate	42%	42%	40%	46%	49%	
PC	Cohort Size	222	214	265	306	339	
	6-Year Transfer Rate	33%	32%	34%	37%	41%	

Strategic Plan: Common Measures
2014 Annual Review

Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: Annual Number of Degrees and Certificates

	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
BC						
Total Awards	1,712	1,640	1,792	1,832	2,042	
AA or AS Degrees	977	942	891	782	945	
AA-T or AS-T Degrees			4	31	81	
Certificates of Achievement	250	169	226	283	294	
Job Skills Certificates	485	529	671	736	722	
CC						
Total Awards	251	348	290	403	358	
AA or AS Degrees	224	304	226	260	249	
AA-T or AS-T Degrees				3	3	
Certificates of Achievement	27	40	60	115	77	
Job Skills Certificates		4	4	25	29	
PC						
Total Awards	391	307	443	393	403	
AA or AS Degrees	245	179	330	271	302	
AA-T or AS-T Degrees			2	9	26	
Certificates of Achievement	146	128	111	113	75	
Job Skills Certificates						

Measure: Annual Course Success & Retention

	2009-10	2010-11	2011-12	2012-13	2013-14	Trendlines
BC						
Overall Retention Rate	84.0%	82.7%	83.3%	85.2%	86.1%	
Overall Success Rate	65.8%	64.3%	66.1%	68.0%	68.9%	
Online Course Retention	75.1%	73.0%	71.5%	75.0%	76.8%	
Online Course Success	50.6%	47.7%	48.3%	52.8%	51.7%	
Basic Skills Course Retention	78.9%	78.9%	79.8%	82.0%	84.0%	
Basic Skills Course Success	49.7%	51.3%	54.6%	57.4%	59.2%	
CTE Course Retention	87.6%	86.8%	86.6%	88.6%	88.7%	
CTE Course Success	76.0%	75.1%	75.1%	77.5%	78.0%	

Institutional Research and Reporting

January 2015