

STRATEGIC PLAN 2019–2022



Message from the Chancellor



Planning is the key to success. The District's Strategic Plan provides to the Community the plan in which our Colleges and District will provide the platform for student success. In the Kern Community College District, Bakersfield College, Cerro Coso Community College and Porterville utilize integrated planning to review our programs, analyze our changing demographics, assess our learning strategies, wisely spend our fiscal resources, manage our facilities, and train our employees, which results in the provision of quality instruction that meets the needs of the communities and students we serve.

This integrated planning serves as the primary driver for developing the District's Strategic Plan.

That's why KCCD's 2019-2022 Strategic Plan is essential to our district of three colleges. The pathway to educational opportunities begins with a plan — a strategic plan to provide quality education and student achievement. The Strategic Plan defines and describes the students we serve, and it demonstrates our focus on student success. The plan presents our vision, values and mission to bring about desired educational and service outcomes. Most importantly, it lays out measurable goals and objectives that tell how we will meet the demands of our students, our community and our state.

As you read this document, you'll understand our passion to enhance the lives of students and our urgency to meet the needs of our community. The KCCD 2019–2022 Strategic Plan is our roadmap. It offers invested, inclusive, accountable, focused and committed action planning to provide outstanding educational programs and services responsive to our diverse students and communities. Thank you for taking the time to read this plan and partner with us to successfully implement it.

Sincerely,

Thomas J. Burke
Chancellor

"By failing to prepare, you are preparing to fail." – Benjamin Franklin

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The Strategic Planning Process

The Strategic Plan of the Kern Community College District provides the goals for our District to achieve the district's vision, values, and mission. The district chose a process where the colleges developed their strategic plans that were then the foundation for the District Strategic Plan.

The District-wide Task Force was formed, and began by reviewing the Vision, Values, Mission, and Goals. Since the colleges had completed their Strategic Plans, each college then reviewed and developed a crosswalk between the college and the District's plans. After the District Strategic Plan Task Force began their work, the state chancellor's office provided requirements for each college and District to adopt the Vision for Success goals approved by the California Board of Governors in late 2017 and incorporated into the 2018-2019 state budget.

The state's Vision for Success goals have a local and a district Board of Trustees component. All three colleges then began the process to amend their plans, incorporating the metrics of the Vision goals, and the timelines for completion by 2022. The Board then at the May 2019 meeting adopted the 2019-2022 District Strategic Plan that included the Vision for Success goals as well as other goals. The Board also approved the amended colleges' plans. Together these provide the overall strategic directions for the District. The goals adopted by the Board were consistent with the state Vision for Success goals and provide the lead for targets that were then set by each of the Colleges.

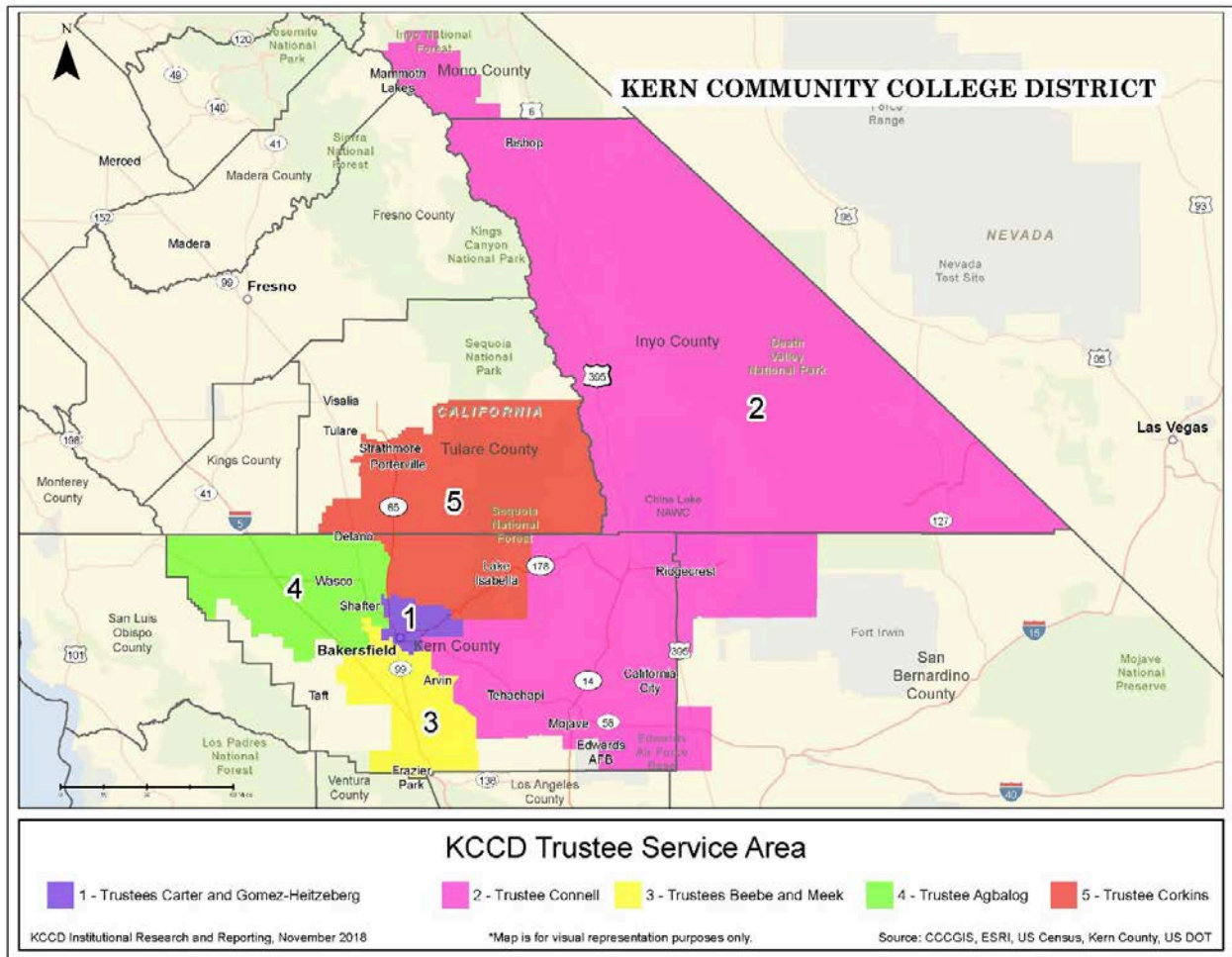
Each of the colleges goals differ slightly from each other responding to their own demographics and other service area characteristics. One college may have a goal that is slightly higher than the same goal at another college and another goal may be lower. The colleges may also have goals that are slightly higher for one goal than describe by the District's goals and may have one or more goal slightly lower. The goals are aspirational and meant to point to where we want to be by 2022. This Plan incorporates the specific targets provided by the State in the Vision for Success goals.



ABOUT THE KERN COMMUNITY COLLEGE DISTRICT

Kern Community College District (KCCD) serves communities over 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties through the programs of Bakersfield College, Cerro Coso College and Porterville College. Governed by a locally elected Board of Trustees, the district’s colleges offer programs and services that develop student potential and create opportunities for our citizens.

KCCD is geographically one of the largest community college districts in the United States, serving more than 35,000 students. Our students represent a diversity of religions, economic backgrounds, sexual orientations, abilities, and ethnicities.



Understanding the Community and Students That We Serve

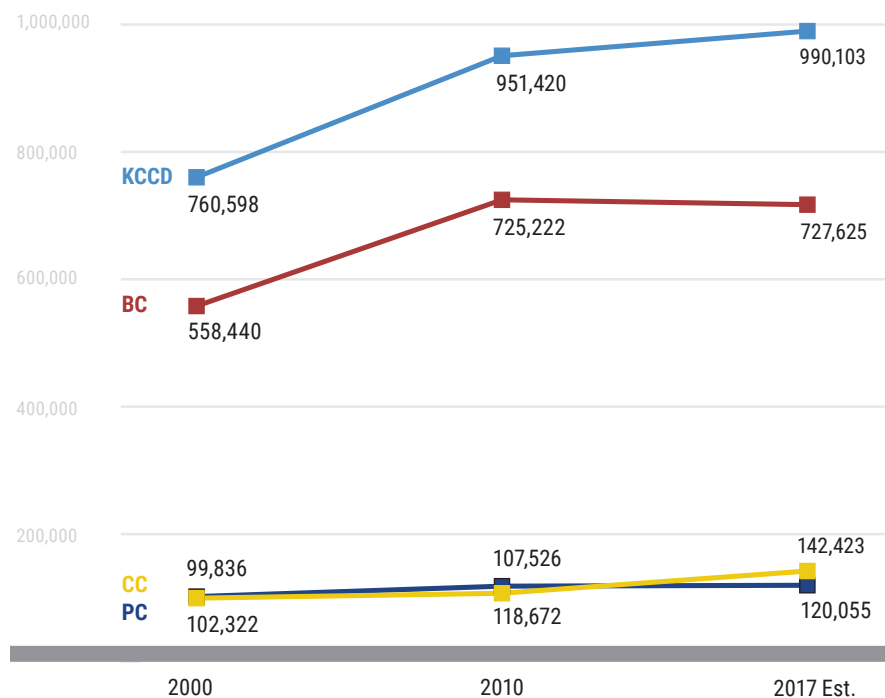
POPULATION AND DEMOGRAPHICS

Bakersfield College’s (BC) service area while not being the largest geographically is the most densely populated. Population in the BC service area increased by 29.9% from the 2000 to 2010 census, but only 0.3% from 2010 through 2018.

Cerro Coso Community College’s (CC) service area is the most widely spread geographically and the least densely populated. The campuses serve students in the communities of Ridgecrest, Edwards Air Force Base, Mojave, California City, Bishop, Mammoth Lakes, Tehachapi and the Kern River Valley. CC’s service area population grew at a rate of 7.7% from the 2000 to 2010 census and 32.5% from 2010 through 2017.

Porterville College’s (PC) service area is in southeastern Tulare County. PC’s service area population increased at a rate of 16% from 2000 to 2010 and 1.2% from 2010 through 2017.

Population Growth 2000-2018 by Service Area



Source: U.S. Census Bureau, American Community Survey 2017 Estimates
2013 ESRI BA Data Set

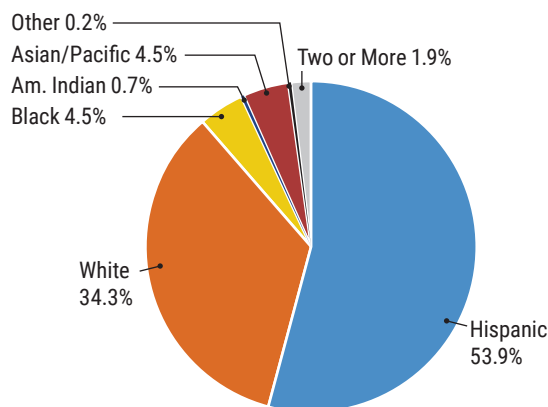
OUR COMMUNITY

RACE AND ETHNICITY

In 2017, 53.9% of the KCCCD service area population identified as Hispanic or Latino, 34.3% identified as White. The Hispanic or Latino population in the KCCCD service area is higher than the Hispanic or Latino population for the State of California, which was 38.8% in 2017. This trend was consistent for the BC service area and the PC service areas where the majority of the population identified as Hispanic or Latino. This trend was not consistent for the CC service area where the majority of the population identified as White. In 2017, 64.9% of the CC service area population identified as White and only 21.9% identified as Hispanic or Latino.

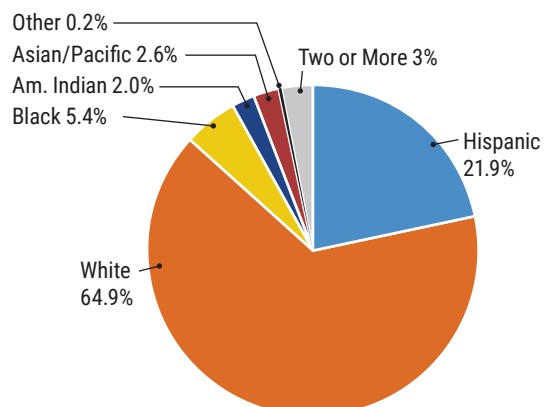
Kern Community College District Population By Race

2017 Estimate



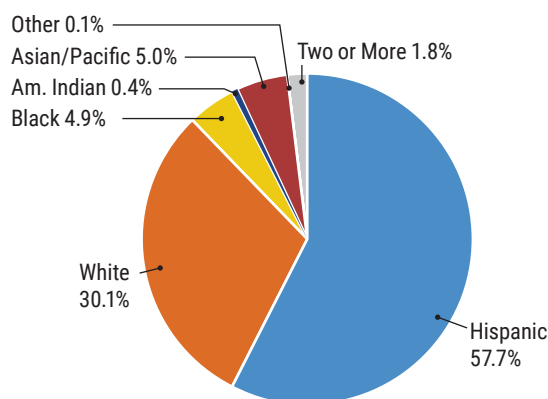
Cerro Coso Community College Population By Race

2017 Estimate



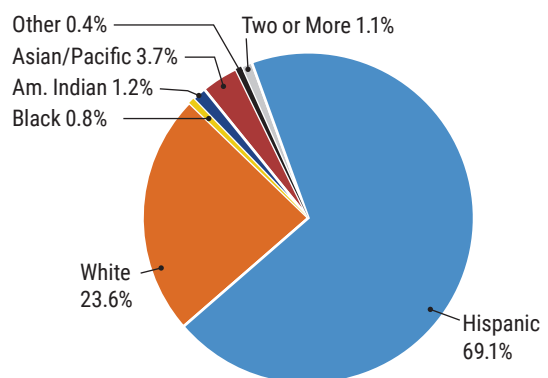
Bakersfield College Population By Race

2017 Estimate



Porterville College Population By Race

2017 Estimate



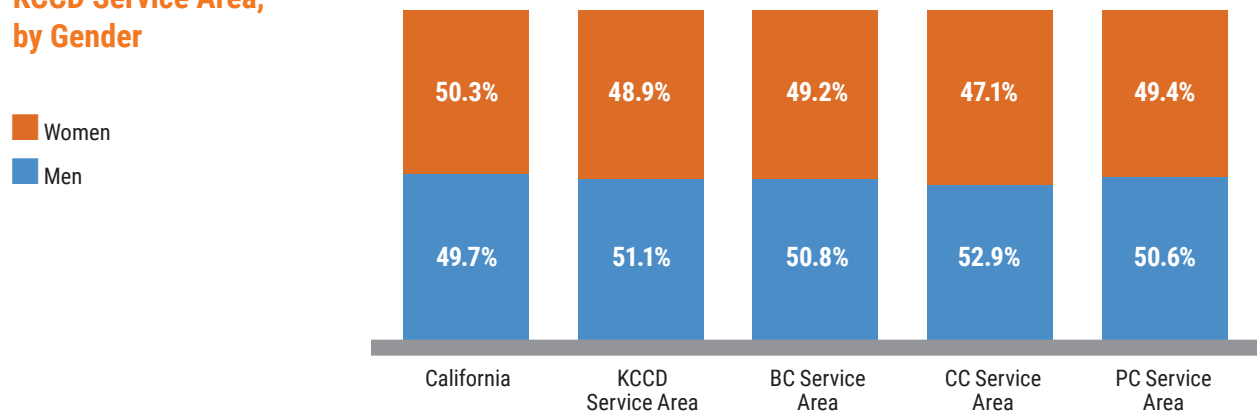
GENDER

In 2017, 51.3% of the KCCD service area population identified as men while 48.7% identified as women. There are more men than there are women living in the KCCD service area. The same was true for the BC, CC, and PC service areas. The gender distribution for the all of KCCD service areas are consistent with that of Kern County, which is 51.3% men and 48.7% women. The opposite is true for the State of California, which has more women than men (50.3% and 49.7% respectively).

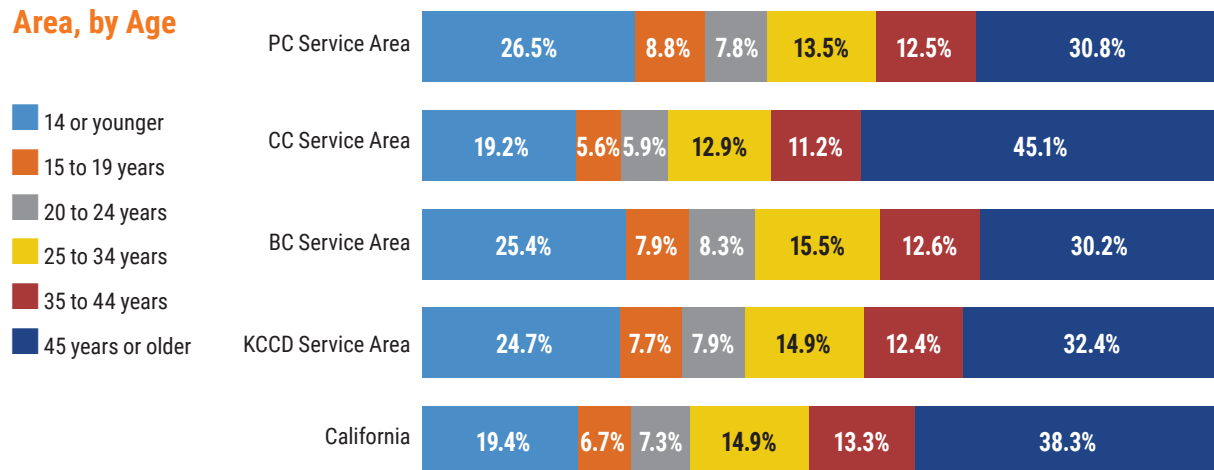
AGE

In 2017, 32.3% of the KCCD service area population was 19 years or younger, 22.8% between the ages of 20 and 34, 44.9% were over the age of 35. BC had a similar age distribution. CC had a larger percentage of their population over the age of 35 (56.3%). PC had a slightly larger percentage of their population under the age of 19 (35.4%). Overall, the KCCD service area population is younger than that of the State of California.

KCCD Service Area, by Gender



KCCD Service Area, by Age



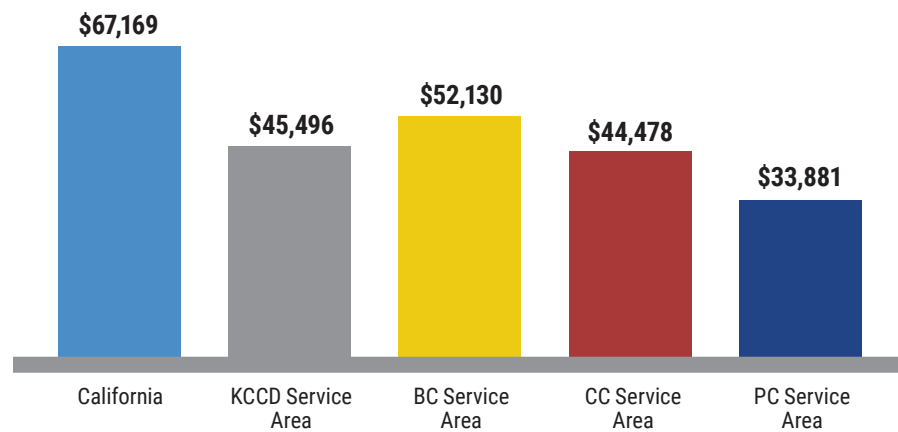
INCOME AND POVERTY

The median household income for the KCCD service area are much lower than Kern County and the State of California. In 2017, the median household income for the KCCD service area was \$45,496, \$21,673 less than the median household income for the State of California and \$5,330 less than the median household income for Kern County.

The percent of individuals living below poverty level in the KCCD service area is much higher than the State of California. In 2017, 23.3% of individuals in the KCCD service area were living below poverty compared to 15.1% for the State of California. The magnitude of the difference in poverty rates varied by individual college service area, ranging from the Porterville service area with 34.1% of individuals in poverty to Cerro Coso with 17.6% of individuals in poverty . The percent of families living below poverty level in the KCCD service area is also much higher than the State of California. In 2017, 19.7% of families were living below poverty compared to 11.1% for the State of California. The individual college areas' family poverty rate mirrored the individual rates, with Porterville having the highest (34.1%) and Cerro Coso having the lowest (13.4%).

Median Household Income

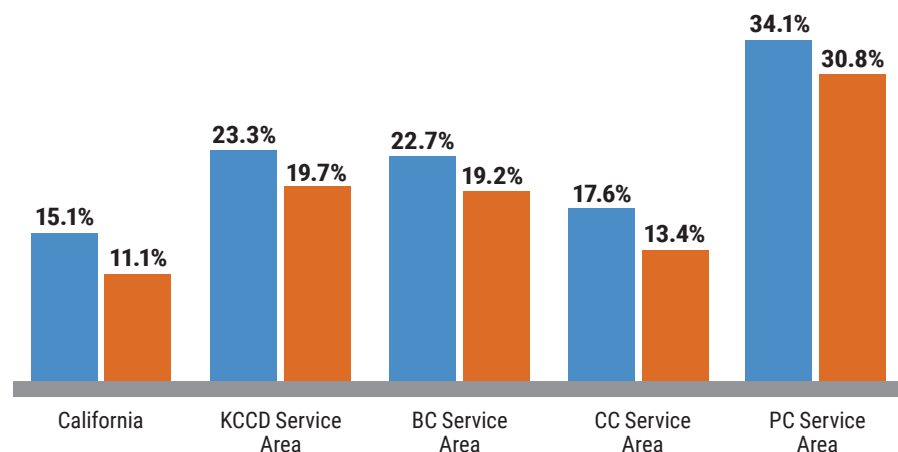
2017 Estimate



Income Below Poverty Level

2017 Estimate

■ All People
■ All Families



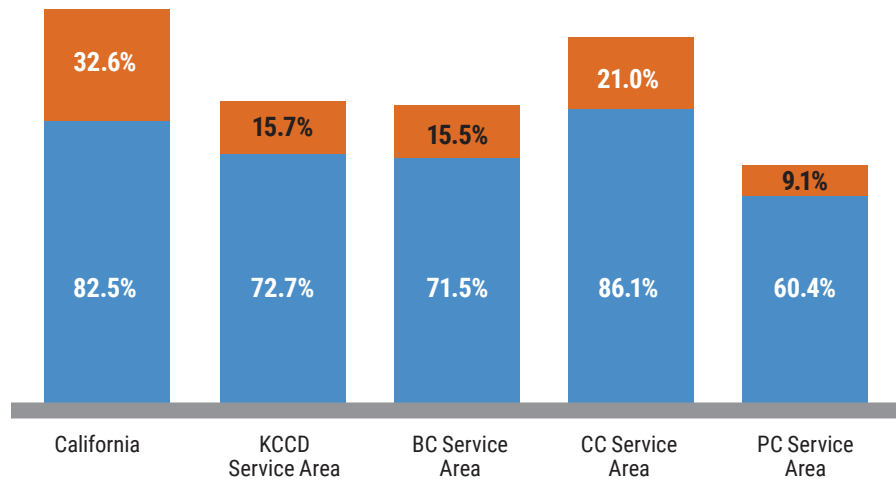
EDUCATIONAL ATTAINMENT

In 2017, 72.7% of the KCCD service area population 25 years and over reported having a high school diploma (or its equivalency) or higher, while 15.7% had a bachelor’s degree or higher. BC had similar rates of educational attainment for its population 25 years and over, while PC had lower rates and CC had higher rates. Overall, the educational attainment of KCCD service area population 25 years and over is lower than the State of California where 82.5% of the population 25 years and over reported having a high school diploma (or its equivalency) or higher and 32.6% had a bachelor’s degree or higher. Educational attainment impacts the employment, income level and quality of life of youth and families in our communities.

Educational Attainment Population 25 Years and Over

2017 Estimate

- Bachelor’s Degree or Higher
- High School Graduate or Higher



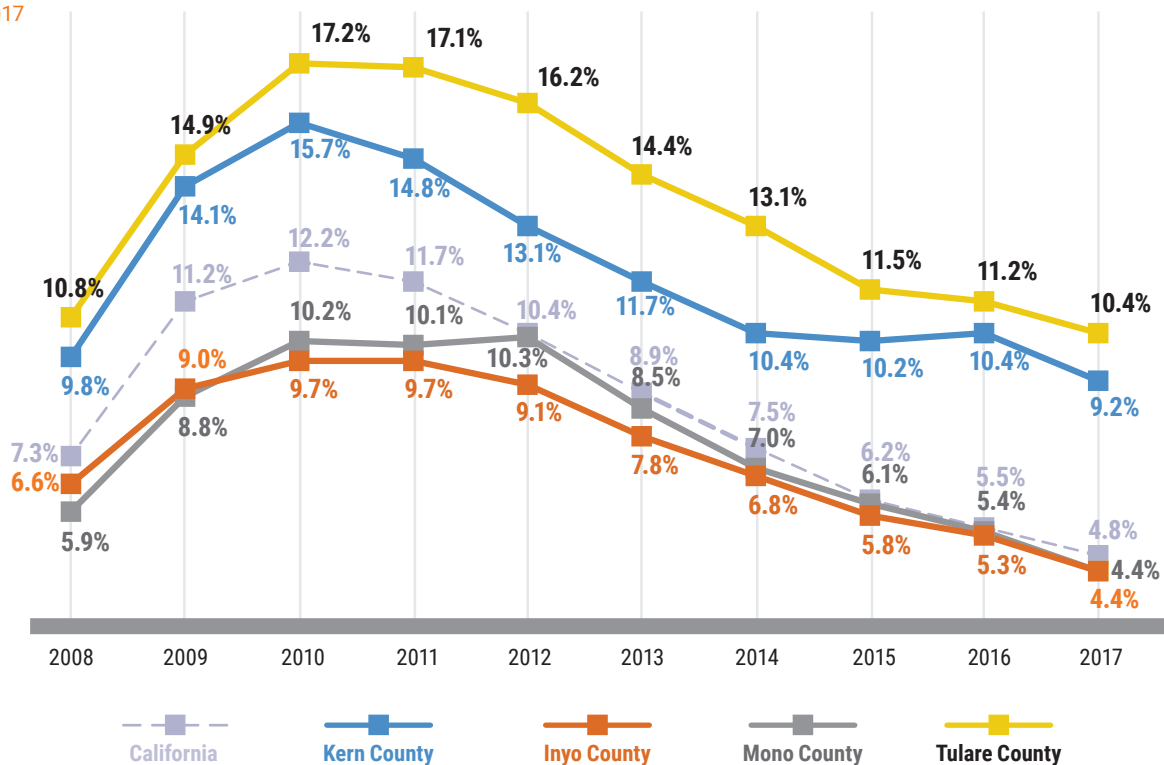
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

UNEMPLOYMENT

The four major counties within the KCCD service area are Kern, Inyo, Mono, and Tulare County. The labor force for these four counties consisted of 531,000 individuals in 2008. In 2017, the number of people in the labor force for these counties increased to 607,750. Over a ten-year period, these counties experienced a 14.5% increase in its labor force, a 6.3% increase in the total number of people employed, and a 0.6% decrease in unemployment. With the exception of Mono County whose unemployment rate was highest in 2012, unemployment¹ was typically highest in 2010 for the major counties within the service area. The unemployment rate in all four counties has been on the decline since 2010.

Unemployment Rate by County

2008-2017



Source: State of California, Employment Development Department (2018). Local Area Unemployment Statistics, Annual Average.

¹ The unemployment rate is the share of the labor force that is jobless and looking for work, expressed as a percentage. It does not include individuals who are jobless and are not looking for work (i.e. stay-at-home moms, retirees, students, and discouraged workers who would like a job but have given up looking are not part of the labor force).

Our Focus is Student Success

HEADCOUNT

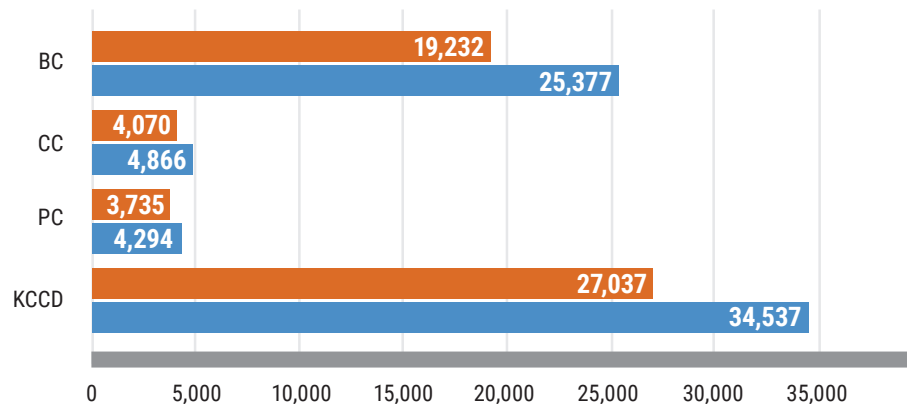
KCCD is geographically one of the largest community college districts in the United States. Student headcount for the Kern Community College District was 34,537 for Fall 2018². Student headcount increased by 7,500 students between 2014 and 2018. The district experienced a 21.7% increase in the overall student population during this time. Bakersfield College experienced the largest increase (24.2%), followed by Cerro Coso Community College (16.4%), and Porterville College (13.0%).

In Fall 2018, 6,982 students enrolled in the district (23.5%) were incoming students³. At Bakersfield College, 5,215 students (24.1%) were incoming students. At Cerro Coso Community College, 762 students (18.4%) were incoming students. At Porterville College, 1,005 students (25.8%) were incoming students. Overall, the percentage of incoming students increased slightly at BC and PC between 2014 and 2018. CC experienced a decrease in the percentage of incoming students.

Fall Headcount

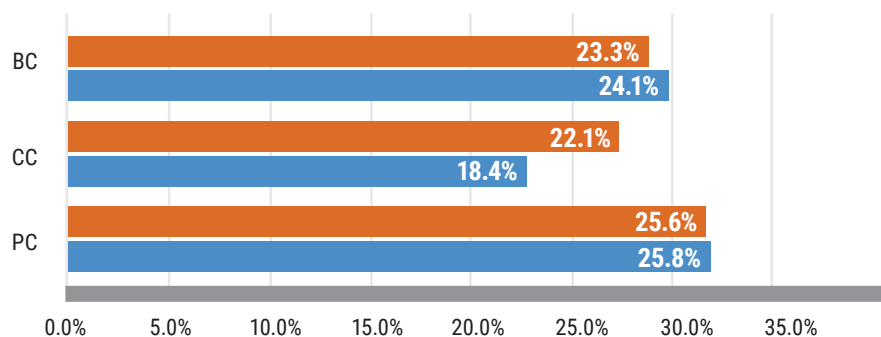
2014 & 2018

■ Fall 2014
■ Fall 2018



Percentage Incoming Students

■ Fall 2014
■ Fall 2018



Source: Kern Community College District, ODS Data Warehouse

² Special admit students, students currently enrolled in K-12, are included in this headcount. Student headcount with special admit students excluded was 29,639 for Fall 2018.

³ A student is considered an incoming student if their first term enrolled at KCCD equals the specified fall term or the previous summer term. Special admit students are not included in the count or percentage of incoming students.

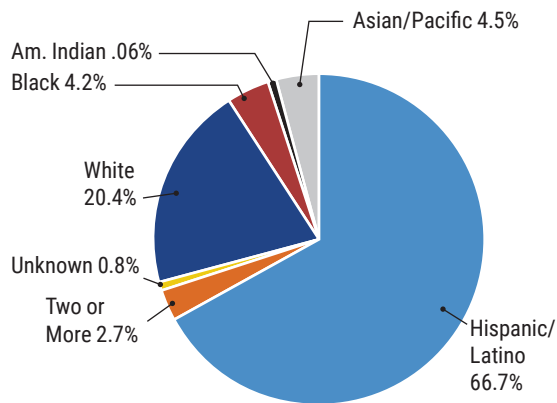
RACE/ETHNICITY

In fall of 2018, 66.7% of the KCCD student population⁴ identified as Hispanic or Latino and 20.4% identified as White. The underserved ethnic population represents 71.6% of the KCCD student population. The underserved ethnic group student population⁵ was even higher at BC and PC. Overall, 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 racial/ethnic population.

The KCCD student population is more diverse than that of the community's residents, with 34.3% of the KCCD service area being White compared to 20.4% of fall 2018 students. A significantly higher percentage of students also come from an underserved ethnic group.

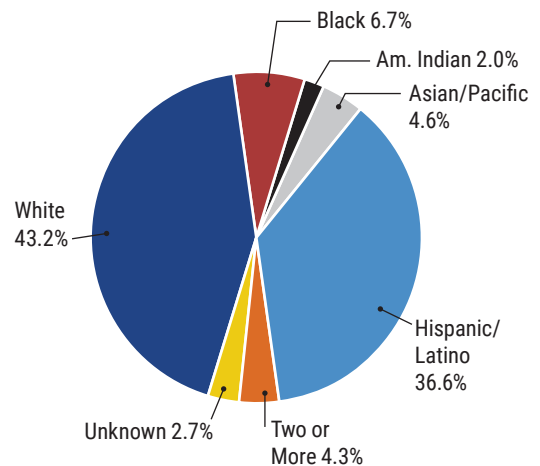
Kern Community College District Student Population By Race/Ethnicity

Fall 2018



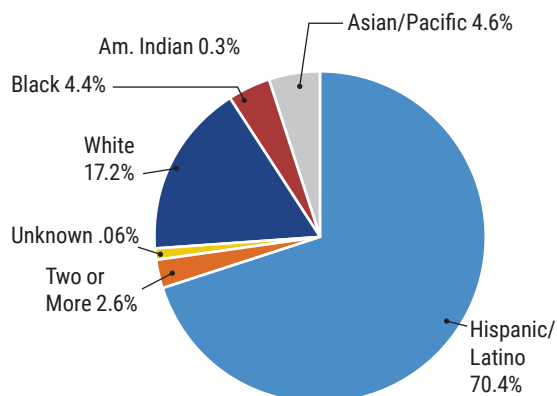
Cerro Coso Community College Student Population By Race/Ethnicity

Fall 2018



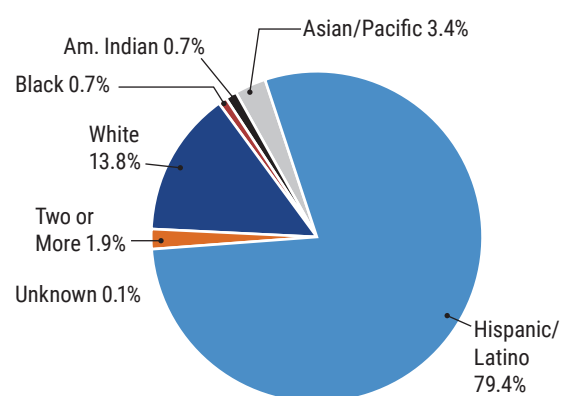
Bakersfield College Student Population By Race/Ethnicity

Fall 2018



Porterville College Student Population By Race/Ethnicity

Fall 2018



Source: Kern Community College District, ODS Data Warehouse

⁴ Special admit students are included in this discussion the KCCD student population by race/ethnicity.

⁵ African American, American Indian/Alaska Native, and Hispanic are included in the underserved ethnic population.

STUDENT SUCCESS

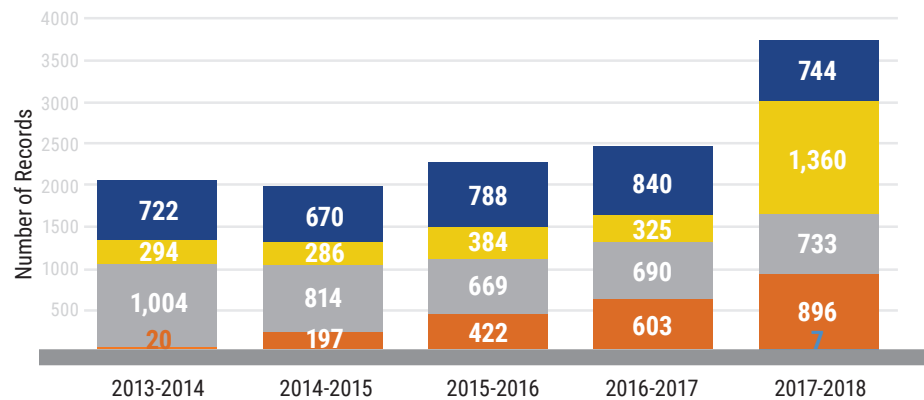
AWARDS

In 2018, BC awarded 3,740 awards, CC awarded 602 awards, and PC awarded 727 awards. Of the three colleges, BC has had the largest increase in awards (52.1%) from 2014, followed by PC and CC, which experienced a 40.77% increase and 13.80% increase in awards. Associate Degrees for Transfer were the primary awards awarded at all three colleges followed by Certificates of Achievement.

Bakersfield College Awards Conferred, 2013-2014 to 2017-2018

2013-2014 to 2017-2018

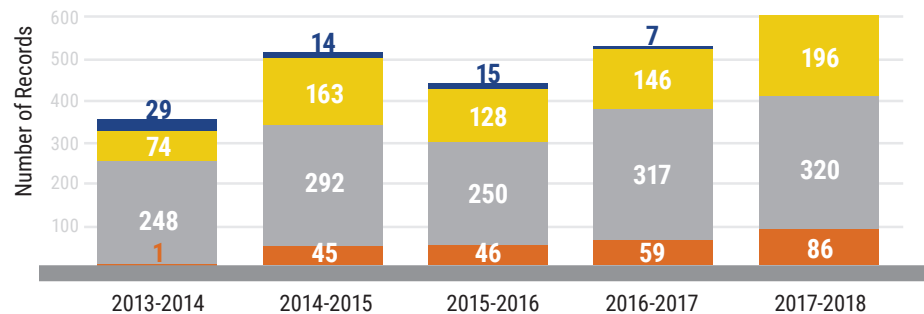
- Job Skills Certificate
- Certificate of Achievement (Chancellors Office Approved)
- Associates
- Associates for Transfer (ADT)
- Bachelors



Cerro Coso Community College Awards Conferred, 2013-2014 to 2017-2018

2013-2014 to 2017-2018

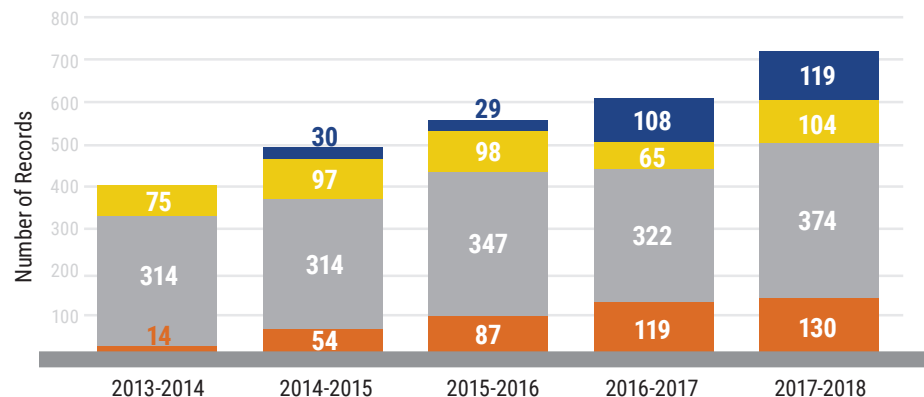
- Job Skills Certificate
- Certificate of Achievement (Chancellors Office Approved)
- Associates
- Associates for Transfer (ADT)



Porterville College Awards Conferred, 2013-2014 to 2017-2018

2013-2014 to 2017-2018

- Job Skills Certificate
- Certificate of Achievement (Chancellors Office Approved)
- Associates
- Associates for Transfer (ADT)



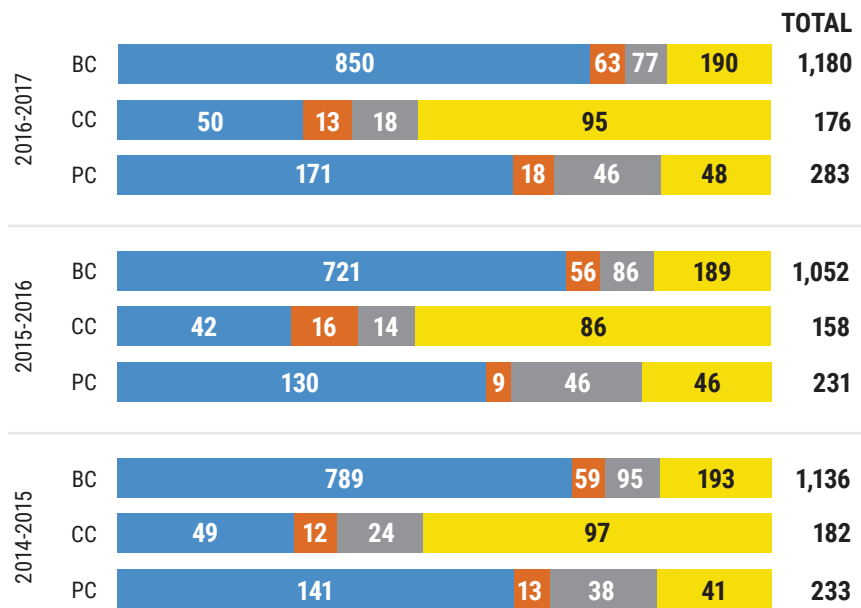
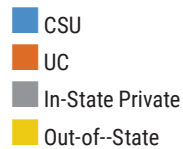
TRANSFERS

In 2017, BC had a 24.9% increase in the total number of students who transferred to a CSU, UC, In-State Private, or Out-of-State college institution, PC had a 23% increase and CC had a 5.9% decrease. In 2017, BC had 1180 transfers, PC had 283 transfers and CC had 176 transfers.

The majority of BC and PC students transferred to a CSU, while over 50% of CC students transferred to Out-of-State institutions. CSU Bakersfield and CSU Fresno were the two most popular destinations for transfer students in the district.

Total Transfers by Institution Type

2014-2015 to 2016-2017



Source: UC System, Infocenter, Admissions by Source School; CSU, Analytic Studies, Enrollment Reporting System, California Community College Transfers to the California State University System; Chancellor's Office Management Information System

TRANSFER LEVEL MATH AND ENGLISH

Over the past three years, all three colleges have experienced an increase in the percentage of students who completed a transfer-level English course, a transfer-level Math course, or both a transfer-level English and Math course during their first year.

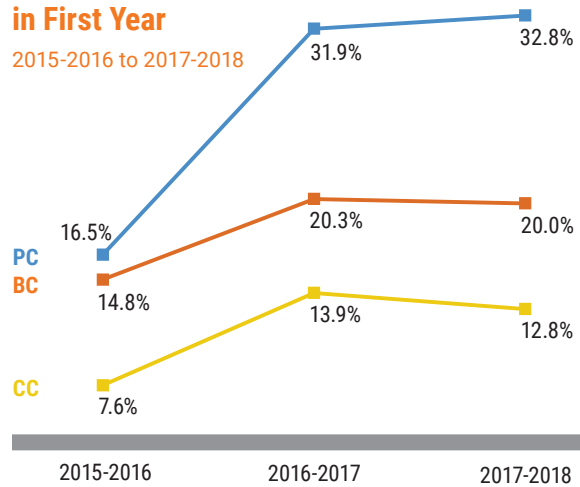
Between 2016 and 2017, BC experienced a 5.5 percentage point increase in the percentage of students who completed a transfer-level English course during their first year, CC experienced a 6.3 percentage point increase, and PC experienced a 15.4 percentage point increase.

Completion rates for transfer-level Math were much lower than completion rates for transfer-level English at all three colleges. PC had higher completion rates in both transfer-level English and Math than BC and CC.

In 2018, less than 10% of students at all three colleges completed *both* a transfer-level English and a transfer-level Math course during their first year.

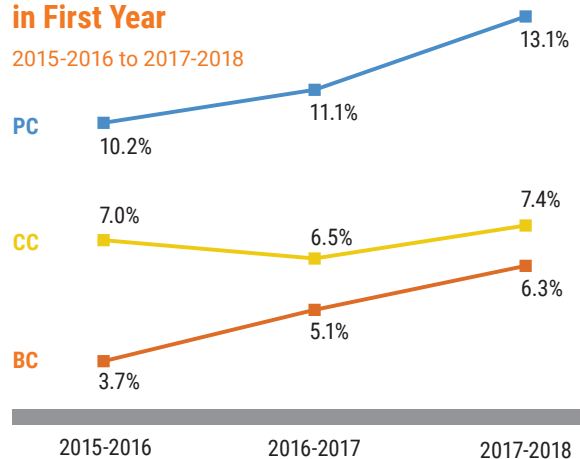
Completed Transfer-Level English in First Year

2015-2016 to 2017-2018



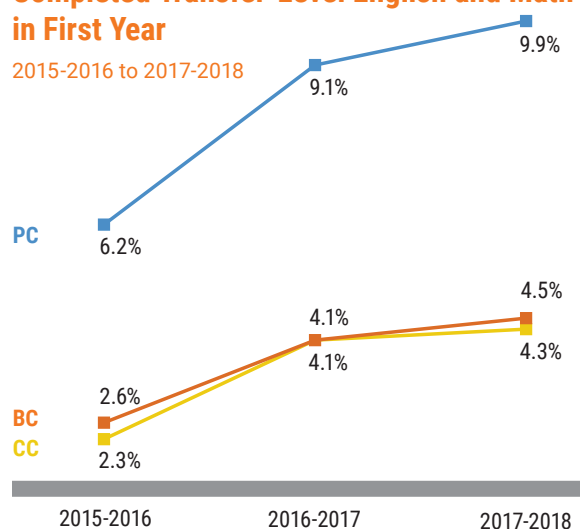
Completed Transfer-Level Math in First Year

2015-2016 to 2017-2018



Completed Transfer-Level English and Math in First Year

2015-2016 to 2017-2018

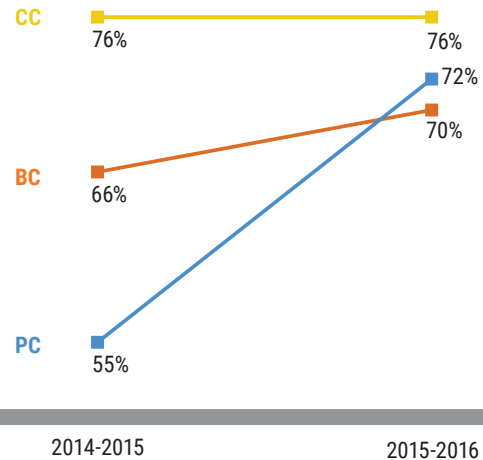


WORKING IN FIELD OF STUDY

Among students who responded to the CTE Outcomes Survey and did not transfer, CC had the highest percentage of students that reported working in a job very closely or closely related to their field of study, followed by BC and PC. The percentage of students that reported working in a job closely related to their field of study increased steadily for CC and BC between 2014 and 2017. PC experienced a spike in the number students that reported working in a job closely related to their field of study in 2015-2016.

Job Closely Related to Field of Study

2014-2015 to 2015-2016



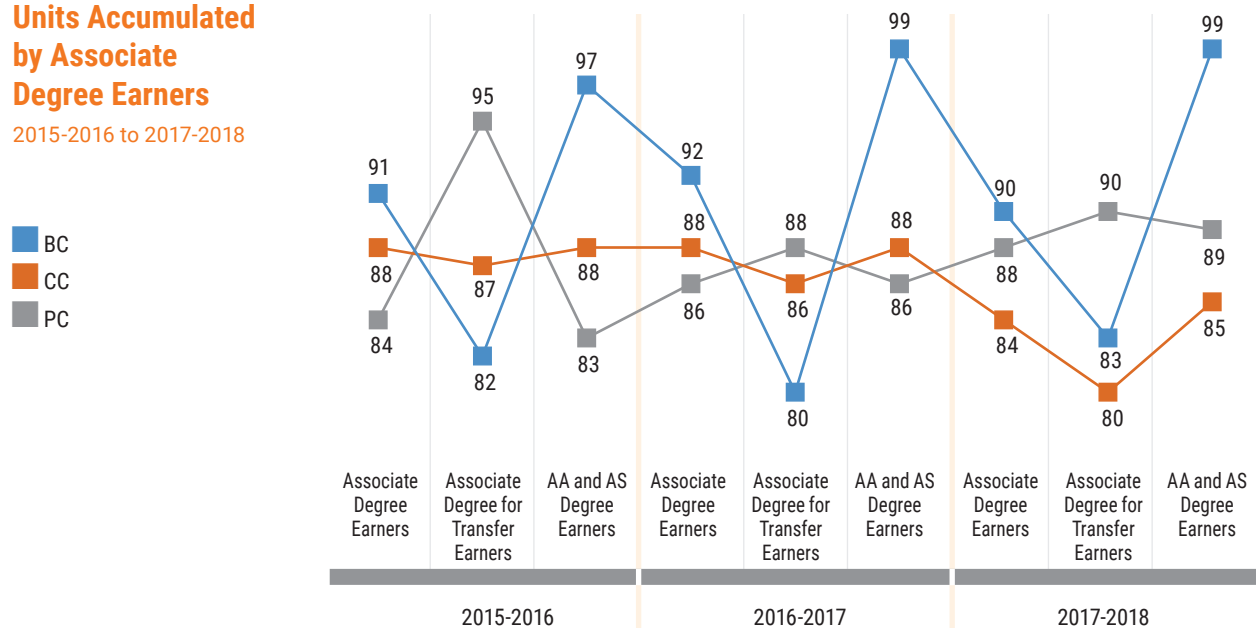
Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Match

UNITS EARNED ON GRADUATION

Among all students who earned an associate degree and AA and AS degree specifically, BC students averaged a higher number of units accumulated compared to CC and PC students. Among students who earned an associate degree for transfer, CC students averaged a higher number of units accumulated compared to BC and PC. Students at all three colleges are graduating with too many units upon graduation.

Average Number of Units Accumulated by Associate Degree Earners

2015-2016 to 2017-2018



Source: California Community Colleges Chancellor's Office Management Information System

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

As a part of the continuous strategic planning process described on page 3 of this document, each of the three colleges in the Kern Community College District developed strategic plans that align with the Vision for Success goals provided by the California Community Colleges Chancellor's Office. Within these strategic plans are the metrics used to assess progress on the goals of the college. Listed below are links to each district college's strategic plan:

■ **Bakersfield College Strategic Directions**

(<https://www.bakersfieldcollege.edu/scorecard/strategic-directions>)

■ **Cerro Coso College Strategic Plan**

(<https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/ccedu/s3fs-public/Strategic Plan 2019-2021.pdf>)

■ **Porterville College Strategic Plan**

(<https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/Porterville College Strategic Plan 2018-2021.pdf>)

The District-wide Strategic Planning Taskforce identified five strategic goals for the district with objectives which include alignment to the Vision for Success goals, as well as additional non-instructional areas that contribute to the success of our students. The Goals will be reviewed annually and metrics added or revised as appropriate.

■ **Strategic Goal #1: Maximize Student Success**

- ▶ Increase by at least 20% the number of KCCD students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job
- ▶ Increase by 35 percent the number of KCCD students transferring annually to a UC or CSU
- ▶ Decrease the average number of units accumulated by KCCD students earning associate's degrees from approximately 92 total units to 79 total units.

■ Strategic Goal #2: Ensure Student Access

- ▶ Optimize Student Enrollment
- ▶ Increase Annual FTES
- ▶ Increase Annual Productivity
- ▶ Decrease Waitlisted enrollments on first day
- ▶ Increase Number of concurrent enrollments

■ Strategic Goal #3: Provide Workforce and Economic Development Programs that Respond to Local Industry

- ▶ Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to 69 percent.

■ Strategic Goal #4: Reduce Equity Gaps

- ▶ Reduce equity gaps across all of the measures above (Goals 1, 2, and 3) through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

■ Strategic Goal #5: Strengthen Organizational Effectiveness

- ▶ Provide Effective Professional Development
- ▶ Meet and Exceed Internal and External Standards and Requirements
- ▶ Increase Trust and Create a Collaborative Culture
- ▶ Improve Facilities and Maintenance



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