California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Mini- Partnership Resource Team
List of Primary Successes and Menu of Options for Institutional Consideration
Date: September 29, 2026

KCCD PRT Resource Documents

Name of Institution: Kern Community College District (Bakersfield, Cerro Coso, Porterville)
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Primary Institutional Successes

Description of Primary District Successes	Notes and Comments
The district consistently demonstrated the presence of strong interpersonal connections between district and campus employees.	One of the most consistent themes was that every group interviewed felt they could reach out and personally connect with someone at the District. People seemed especially connected to those who has worked at both the colleges and the district. Participants also appreciated District staff who were personally responsive and who worked with them as partners to help address barriers and find solutions.
The district team is clearly committed to a culture shift toward intentional and systemic inclusion, collaboration, and trust.	The District team listened to what college employees had to say and made a commitment to respond.

	Examples of Collaborative Successes: Dual Enrollment Programs and Career Education as examples of successful collaboration between District and colleges. The District Consultation Counsel seemed to have broad representation from leadership groups across the campuses. Participants suggested that this group could play an instrumental role in developing a long-term plan The interviewees were deeply engaged in the conversations, offering honest and open input, even though many had not prepared comments or responses in advance. Multiple individuals noted a dramatic improvement in HR practices and renewed trust in new HR leadership compared with the time when the Letter of Interest was originally written.
Excellent practices around district professional development, e.g. Center for Wellness and Success, Leadership Series	Professional development came up in several interviews as a bright spot. One person said they appreciated having opportunities to connect and learn together, rather than connecting with District employees around policy matters. Several people emphasized the value of face to face connections (putting "a face to a name"), and appreciated opportunities to visit other campuses, or seeing folks from other campuses and the District visit their campus. These in-person interactions helped strengthen connections and relationships across the District.
Strong history of interest and inquiry around campus climate and culture: surveys, focus groups, PRT	Inquiry emerged as an inspiring practice. The District has a history not only of holding focus groups and distributing surveys, but also of collecting, analyzing the resulting information, discussing the findings, and responding to what it learns to inform its response.

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for District Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A. **District Office to District Services: Communication (ways in which any changes, updates, etc that the district shares district-wide are designed, developed, and disseminated)**	1. Standardized Operational Process Change Protocol: a. Develop a formalized protocol for designing, communicating, and implementing changes to business service process updates (e.g., contract processing, purchasing, fiscal forms). b. Include expectations for advance notice, visual workflow flowcharts, and clear contact points for questions and support. c. Consider establishing a process for college and District sign-off before new processes are implemented. d. When a process or significant change in protocol is developed, consider hosting training through the Center for Wellness and Leadership to support implementation. (see section B) 2. Continued shift in Language and Service Mindset: Continue reinforcing language and practices that communicate the role of District Services as a partner that *supports* the colleges and works with them to address needs and remove barriers. 3. District-Wide Forums and Communications: Consider establishing periodic district-wide focused forums or communications (ex. Student services VPs and relevant district level leadership, VPs of Instructions + district level leadership, Presidents…) possibly quarterly, to present emerging issues, upcoming changes, leadership transitions, or major project updates as they pertain to the whole district and how the college leadership is working with the district to support work of the colleges.	• Centralized Digital Process Repository & Knowledge Base (Vision Support Center, Canvas, other tools you probably already have at the district. • Monthly 'District Business Services Bulletin' • 'Warm Handoff' live Q&A webinars prior to policy effective dates • Sacramento City College Fast FAQs & Chart of Services (Role & Process Clarity Model) • IEBC Caring Campus General Hub (https://www.iebcnow.org/caring-campus/) • Models: This is often part of broader communication strategies or reorganizations focused on a "service center" model. Look at districts that underwent participatory governance reviews or strategic planning focused on district effectiveness, such as Los Rios CCD or San Diego CCD. • Mapping Experiences

B. **District Office to District Services: Transparency (how decisions are made, rolled out, and implemented)**	1. Classified Process Training & Procedural Onboarding: a. Provide structured, recurring hands-on training and reference toolkits for campus classified staff responsible for executing district business processes. b. Ensure no major workflow or procedural changes takes effect without prior training and provide opportunities for staff to ask questions, with training offered during paid work hours. 2. Decision-Making & Communication Framework a. Design a rubric through the consultation council that identifies various levels of decisions and establishes the corresponding communication and consultation expectation for each level. b. Use the rubric to clarify when and how information should be communicated to colleges, departments, managers, and affected employees. 3. Manager Onboarding & Support a. Develop a comprehensive onboarding process for managers that provides the tools, resources, and procedural knowledge to effectively support their staff. b. Ensure managers understand district processes, available resources, and where to go for assistance, building confidence in the district as their support.	• Coordinated Master Classes through the Center for Wellness and Success • Procedural Onboarding Academies for new classified hires • Step-by-step 'Cheat Sheets' & video walkthrough • **Exemplar Artifact:** Sacramento City College 'Webpage Workshop Wednesday' & Flex/PD Day Training Modules • **Resource Portal:** 4CS Professional Development & Governance Hub (https://www.ccccs.org) • RCC Program Review Resource Prioritization.pdf Great samples of ~~a~~ final documents that summarizes policies and procedures~~)~~ • Gallaudet University (both internet searchable/clickable document and as a downloadable PDF • UC Berkley

C. District Office Culture: Leadership & Shared Governance	1. Facilitate an inclusive, strengths-based conversation about what "district services" means, particularly as it differs from "district office." a. Identify and build on what the district already does well in serving the colleges, while developing a shared vision of what a successful service-oriented district services unit could look like. b. Use the shared vision as the foundation for a plan that identifies priorities, responsibilities, and opportunities for improvement. c. Consider using an "Appreciative Inquiry" framework to guide this discussion focusing on strengths, successful practices, opportunities, and shared vision for the future. d. Establish an ongoing cycle of reflection and continuous improvement that gathers and examines evidence of successes, challenges, and lessons learned over time. e. Examine the roles of stakeholders, including the community and Board of Trustees, in building this culture of service across the district. 2. District Office Caring Campus Committee & Ambassador Structure: a. Form a dedicated District Office Caring Campus Workgroup composed of classified professionals to identify and advance practical strategies for strengthening a culture of care and service. b. Pair the workgroup with a Vice Chancellor serving as Administrative Caring Campus Ambassador, to drive grassroots behavioral commitments. c. Develop shared behavioral commitments that translate the Caring Campus principles into everyday interactions, practices, and service expectations.	• Appreciative Inquiry Dialogue Models to surface shared successes, values, and visions of the future • Los Positas & Sacramento City College Caring Campus Organizational Structures • Agendize Caring Campus in President/Chancellor Cabinet meetings • Integration into Classified Senate bylaws • Las Positas College Caring Campus Executive Pitch Deck Presentation • **Resource Portal**: IEBC Caring Campus Implementation Hub (https://www.iebcnow.org/caring-campus/) • SOCCCD Caring District Committee Composition - Purpose - Charge • 4CS Caring_Campus_Institutionalization_and_Sustainability_Guidebook.pdf

D. District Office to District Services: Connecting with Campuses (how people work at the district and those that work at the campuses)	1. Create opportunities for employees to connect in less formal settings, like over coffee or at mealtimes. 2. Design these opportunities to build relationships, strengthen trust, and create connections. Create opportunities for cross-talk among campuses and between campuses and the district, where participants can share and exchange ideas, experiences, and solutions. 3. Develop practitioner-led "sharing events" around topics of interest. These are intended to highlight the work of all attendees and not just "exemplar" or "best" practices. Example: a. 3CSN Regional Sharing events – Bring together people from different campuses who do the same kind of work (e.g. learning assistance) gather for a day to share successful practices and generate ideas for sharing. b. LAPC Student Success Crosswalk – Bring together committees that are related to student success and basic needs gather for a day to share what they do and generate ideas for how to collaborate. 4. Expand the excellent work currently being done by the Center for Wellness by expanding the range of topics, locations and opportunities for connection. a. Offer programming in multiple formats and more locations, including remote and rotating events at different campuses, including those furthest from the district); highlight the expertise of those at the campuses as well as those at the district; b. Create opportunities for participants to share, create, and connect. c. To maximize meaningful participation, be intentional about: i. Selecting topics that respond to the expressed strengths, values, and hopes of campus community members	• People Connecting Over Coffee (PCC) & Department Open Houses • Sample agenda of a 3CSN Sharing Event • Sample facilitation guide from LA Pierce College Student Success Crosswalk • Cal State LA Center for Effective Teaching and Learning • California Community Colleges' Success Network • Standing 'District Operations' item on College Councils • A.C.E Mentoring Program Now Accepting Applications!.pdf • RCC Strategic Plan 2025-2030 Professional Development Section.pdf • WLAC Classified Mentoring Program - Resources.pdf • Las Positas College Caring Campus Web Portal • Sacramento City College Caring Campus Portal • Mendocino College 'Mendo Cares' Web Portal • Irvine Valley College Caring Campus Portal • 4CS Senate Portal & IEBC Portal (https://www.ccccs.org)

	ii. Deciding who should share, who should participate, and how invitations are distributed (including highlighting "the why" of each event), iii. Determining who is best position to sending invitations and encourage participation. iv. Creating a standing advisory group like the Consultation Council, to provide input on topics, formats, outreach, and participation. 5. Predictable Governance & Cross-College Consultation Alignment: a. Re-evaluate the frequency of College Council and operational committee meetings to restore bidirectional information flow. b. Establish standing opportunities for operational feedback between district departments and campus representatives. 6. Consider developing a comprehensive strategic communication plan aligned with the revised strategic plan that creates a consistent approach to sharing information across the district. 7. Use the plan to elevate best practices, highlight various campus voices, and communicate progress and early wins and help employees understand how initiatives connect to broader district priorities.	• West Los Angeles College Strategic Communication Plan Draft 10_2_25 AC.pdf

E. Employee Ecosystem: Workload & Capacity Management	1. Extra-Work Compensation & Bandwidth Protection Protocols: Establish clear policies and formal compensation mechanisms (stipends, reassigned time, or workload rebalancing) for classified professionals who undertake additional operational duties, system implementation, special projects, or committee leadership.	• Direct alignment with Strategic Plan EX (Employee Experience) goals • Adherence to Caring Campus Chapter 2 guidelines on protecting planning time during work hours • Workload audit & rebalancing reviews • Salem Community College Staff Steering Committee Governance & Workload Model • Workload audit & rebalancing reviews • IEBC Caring Campus Research Hub (https://www.iebcnow.org/caring-campus/) • Employee Onborading Program (PCC) • Caring District Onboarding • South Orange County Planning and Decision-Making Manual