



2024-2025

Kern Community College District

District Office Administrative Unit Review

Office of the Deputy Chancellor

Zav Dadabhoy
Deputy Chancellor

INDEX

Department	Page
Office of the Deputy Chancellor	3
Grants and External Funding	25
Institutional Research and Reporting	42
Workforce and Economic Development	62
Educational Services	87
Public Affairs and Development	107
Student Success Programs and Innovation	129
CREL	191

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

The Office of the Deputy Chancellor (ODC) is an Administrative Unit of Kern CCD which oversees Grants and External Funding, Institutional Research, Economic and Workforce Development, Educational Services, Student Success Programs and Innovation, Government Relations and Development, and the California Renewable Energy Laboratory (CREL). The ODC provides executive leadership for and evaluation of District and College progress on the [Kern CCD Strategic Directions and Strategic Goals](#).

At the direction of the Board of Trustees in Spring 2021, Kern CCD shifted to a model in which the District serves as a collaboration hub to support operations, compliance, reporting, and innovation amongst the Colleges, College Centers, partnerships, and the District Office. This collaborative structure allows for increased communication, greater efficiencies, broad shared services, economies of scale, reduced duplication of effort, refined data systems, and engagement in “bleeding-edge” innovation.

The Office of the Deputy Chancellor provides executive leadership, oversight, and guidance for implementing the requirements of the Kern CCD Board of Trustees, CCCC’s Vision 2030, ACCJC Accreditation Standards, and other state and federal requirements. This work is accomplished through management of the offices that report to the Deputy Chancellor, as outlined in this administrative unit review.

Some of the key points learned in this Administrative Unit Review are:

- Grants and external funding continue to play a crucial role within the Kern Community College District. Although the department has minimal staff, they continue to provide excellent support for the colleges as we continue to seek resource development, pursue grant opportunities, and manage existing grants. (See Department Review p. 25)
- Institutional Research is in a period of transition. The Associate Vice Chancellor, Analytics and Innovation has taken a temporary (2 year) role at the State Chancellors office. Additionally, the Executive Director of Institutional Research and Planning transitioned to a new employer in October 2023. (See Department Review p. 42)
- Workforce and Economic Development continues to expand workforce partnerships and provide leadership in critical areas of Vision 2030, such as the rapid expansion of apprenticeships. (See Department Review p. 62)
- Educational Services has experienced a significant transition with the Vice Chancellor position being vacated Fall 2023. (See Department Review p. 87)
- Public Affairs and Development continues to build relationships with many of our industry partners as well as advocate for the Kern CCD and its colleges. (See Department Review p. 107)
- Student Success Programs and Innovation has also experienced a significant amount of change. The Associate Vice Chancellor, Outreach has been promoted into the Acting President role at Bakersfield College. This work has been assigned to an Associate Vice Chancellor, Student Success Programs and Innovation, under the Deputy Chancellor. (See the separate section in this document for this department p. 129)
- CREL is focused on developing our alternative energy strategies and cultivating relationships with our energy industry partners. (See Department Review p. 191)

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

In alignment with the goals of the Kern CCD Board of Trustees and our colleges, the Office of the Deputy Chancellor will continue to support the colleges with an eye toward improving the student experience. This includes maximizing student success, ensuring student access, and reducing equity gaps. The unit will focus on expanding and improving our economic development programs by intentionally responding to local and regional industry partners. Additionally, the unit will continue to strengthen organizational effectiveness and promote intra-district collaboration. To meet these goals, the department will be agile in response to the many changes in personnel and continue to strive for excellence in supporting our colleges and district.

Section One: Unit Overview

a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District? who benefits directly from the services provided by the unit?]*

The Office of the Deputy Chancellor exists to provide direct support to the Chancellor, responding to the Board of Trustees on critical matters, and providing support to the colleges in the key areas of responsibility. The offices overseen by the Deputy Chancellor include:

Grants and External Funding – The Grants and External Funding Office, staffed by the Director of Programs and Compliance and the Director of Grants and Resources Development, facilitates the development of grants, investment proposals, and supports the development of external partnerships and funding opportunities.

Institutional Research – Provide data analysis for various district-wide units.

Economic and Workforce Development – Normalize equity in education in the workplace, improve student success outcomes, and increase social and economic mobility in the region.

Educational Services – Provide support and leadership for the instructional and instructional related programs, and student services. Educational Services is committed to serving our students, faculty, professional classified, the Chancellor, the Deputy Chancellor, Board of Trustees, and the public.

Student Success Programs and Innovation – Kern CCD's Student Success Programs and Innovation Office provides leadership and oversight for multiple areas of shared services, including Adult Education, Credit for Prior Learning, Early College, Equity, External Pathway Partnerships, Persistence/Retention Efforts, Resource Development for Innovation, and Transfer.

Governmental Relations and Development – Government Relations and Development serves the colleges primarily through collaboration with the Presidents and PIOs to develop and implement a comprehensive public and government affairs program on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The priorities of the district are student access, student success, student equity, workforce and economic development that responds to industry needs, and organizational effectiveness which are priorities of this unit.

CREL – The purpose of the California Renewable Energy Laboratory is to connect industry, governmental agencies, and workers, including disinvested communities and high-road training partnerships, with the most up-to-date information regarding carbon management technologies, clean energy innovation and microgrid and energy storage technologies, and clean transportation, including hydrogen fuel and electrical vehicle technologies, that will shape the regional and statewide economy for decades to come.

b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

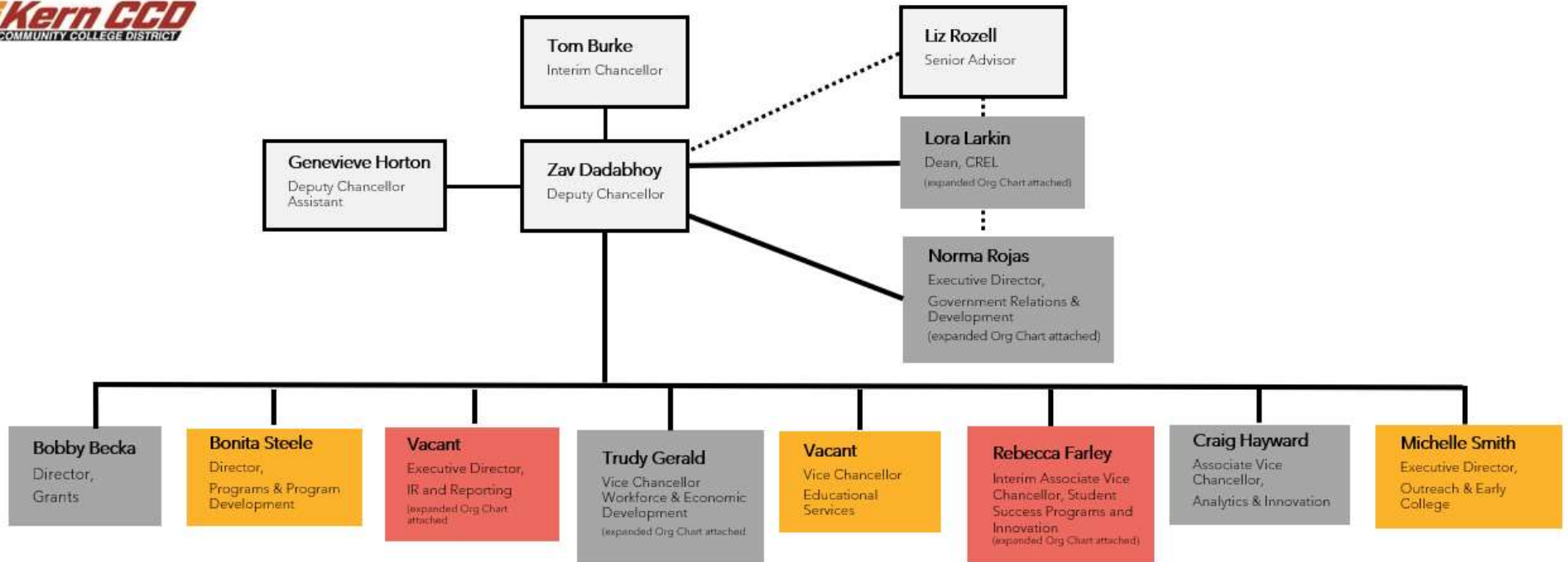
The Office of the Deputy Chancellor (ODC) provides executive leadership, oversight, and support to the Colleges in the areas of Grants and Resource Development, Institutional Reporting, Economic and Workforce Development, Educational Services, Student Success Programs and Innovation, Government Relations and Development, and the California Renewable Energy Laboratory (CREL). To this end, the Office of the Deputy Chancellor facilitates robust collaboration and innovation across the region to champion equitable student access, support, and success.

The ODC operates in alignment with the California Governor’s Roadmap for Higher Education (2021), CCCCO Vision 2030 (2023), Kern CCD Board of Trustees, Kern CCD Strategic Directions/Goals, and primary plans of Bakersfield College, Cerro Coso Community College, and Porterville College (Educational Master Plan, Facilities Master Plan, Equity Plan, Guided Pathways Plan, Annual Workplan).

Kern CCD is focused on robust districtwide collaboration through cross-functional teams working with intentionality and urgency to continue enrollment growth, maximize resource development opportunities, scale effective practices, and accurately report the work of the Colleges and District. The Deputy Chancellor serves the District as the chief executive overseeing collaboration across all instructional and support services, as outlined in this report.

Section One: Unit Overview *continued*

c) How is the unit structured within the district?



Section One: Unit Overview *(continued)*

d) For the positions included in the unit’s organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district, and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Deputy Chancellor (GUI funded)	Supports the Chancellor. Provides leadership for the Grants, Institutional Research, Economic and Workforce Development, Educational Services, Outreach and Early College, Governmental Relations and Development, and CREL departments.		
Deputy Chancellor Assistant (GUI funded)	Supports the Deputy Chancellor.	Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings.	
Vice Chancellor, Educational Services (GUI funded)	Supports the Deputy Chancellor. Coordinates and Communicates Districtwide, Program and Course Approvals, Student Success Initiatives, Enrollment Management, Strategic Planning, Board Review and Update, Academic Calendar, Faculty Evaluations.		VACANT
Vice Chancellor, Economic and Workforce Development (GUI funded)	Supports the Deputy Chancellor. Provide overall leadership in the planning, organization, administration, evaluation, policy development, and implementation for all CTE (Career and Technical Education) and Economic and Workforce Development programs and initiatives throughout the District.	Manage, coordinate, and provide leadership for the District economic and workforce development programs and initiatives to assure the viability and legality of the programs, improve processes, maintain established academic and legislative standards,	

		maximize the Career and Technical Education Opportunities for students and facilitate economic development in the many communities served by the Kern Community College District. Serve as a liaison between the district and agencies administering District-wide economic development and Career and Technical Education areas.	
Director, Grants and Resources (GUI funded)	Plans and assists in writing grants for the Kern CCD and its colleges: Bakersfield, Cerro Coso, and Porterville. Provides technical assistance on grant opportunities, assistance in understanding grant application guidelines, and technical assistance on guidelines for effective grant writing. Assist with the grant approval process.	Directs grant opportunity notices to appropriate colleges' staff. Provides assistance and support in analyzing and evaluating grant opportunities.	Provides technical assistance regarding grant development, budgeting, match/leverage, grant-related MOUs and procurement, programmatic and fiscal reporting.
Director, Programs & Compliance (GUI funded)	Provides oversight to various grant funded projects and implements operational systems to ensure contractual, fiscal, and operational compliance with all department, district, state and federal grants management and reporting policies and procedures.	Provides program and fiscal support and technical assistance. Prepares program reports, manages fiscal expenditures, and prepares program data reports.	Provide support / professional development regarding fiscal process, federal & state grant policies, career pathways, and component elements.
Interim Associate Vice Chancellor, Student Success Programs and Innovation (GUI funded)	Provides overall leadership in the development and implementation of district innovation strategies and projects supporting BOT strategic directions, including Adult Ed, Credit for Prior Learning, Early College, Equity, External Pathway	In strong coordination with the college presidents and vice presidents, provide leadership in the development and leadership of assigned areas, in	Propose making this position permanent.

	Partnerships, Persistence/Retention, Resource Development, and Transfer and other student success initiatives. Provides leadership and guidance in the resource development process related to the area.	alignment with the district strategic plan. Serve on a variety of district committees and workgroups.	
Dean, CREL (Grant or RP funded)	<p>The Dean, CREL is responsible for the leadership, management, and direction for all the energy and development initiatives for the District. The position is also responsible for coordinating all planning activities related to energy and development initiatives districtwide.</p> <ul style="list-style-type: none"> • Provide leadership and oversee unit activities. • Coordinate with other district college administrators and faculty on project plans supporting their programs. • Meet and take direction from Deputy Chancellor and Chancellor. • Create all plans due to the Chancellors Office. • Manage Board Doc documents due for Board Meetings. • Facilitate team, community, and industry engagement and partnerships. • Develop initiatives for further goal attainment. • Manage incompatible perspectives related to proposed climate change mitigation and develop problem solving plans for interpersonal cohesion. 	<ul style="list-style-type: none"> • Make presentations to community agencies, college administrators, industry partners, governmental organizations, and Board of Trustees. • Assist the Chancellor and Deputy Chancellor on new initiatives. • Work collaboratively with the California Community College system – State Chancellor and the Foundation. • Coordinate resource development and funding opportunities with State and National lobbyists. • Participate in the National Energy Innovation Consortium as the lead for the Western Region. 	
Executive Director, Government Relations & Development (Grant or RP funded)	The Associate Vice Chancellor, Student Success Programs and Innovation (SSPI), reports directly to the Deputy Chancellor and provides overall leadership in the planning, organization, administration, evaluation, and implementation of a comprehensive enrollment management plan, innovations, and special programs		Propose transitioning Executive Director, Government Relations and Development position to Associate Vice Chancellor, External Relations

	throughout the District.		
Executive Director, IR and Reporting (GUI funded)	The Director is responsible for disseminating analytical data related to academic, student, and administrative programs; providing technical and analytical support for institutional assessment, planning and decision-making activities; and designing, maintaining, and manipulating databases and information systems for research, planning, and institutional accountability.		Propose transitioning Executive Director, IR and Reporting role to Associate Vice Chancellor, Institutional Research
Associate Vice Chancellor, Analytics & Innovation (RP funded 2023-2025)	The Associate Vice Chancellor provides overall leadership in the application of data, analytics, and modeling to the development of programs and initiatives that increase student engagement, access, and success as well as provide access to the benefits of education including employment in good jobs.		Currently on loan to CCCCCO as a Visiting Executive of Strategic Research and Innovative Design
Executive Director, Outreach & Early College (RP funded 2023-2025)	Provide overall leadership in the planning, organization, administration, and implementation of outreach and early college efforts.		Currently on loan to CCCCCO as Visiting Assistant Vice Chancellor, Office of Equitable Student Learning, Experience and Impact (ESLEI). Propose transitioning Executive Director, Outreach & Early College position to Associate Vice Chancellor, Enrollment Systems and Integrated Support Services

Senior Advisor (Grant or RP funded)	Professional Expert that provides guidance on baccalaureate applications and plays a key role in the implementation of the CREL grant.		
--	--	--	--

Section Two: Administrative Unit Outcomes (AUOs)

- a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience, or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

AUO's for each department can be found in later sections of this document.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

Summarized results from each department can be found later in this document.

Section Three: Key Performance Indicators (KPI s)

- a) List the KPI's for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

KPI's for each department can be found in later sections of this document.

- b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

This is the first cycle for the Department of the Deputy Chancellor, so this AUR does not have historical trend data.

During this AUR cycle, offices within this new area noted a few common challenges that have impacted the work and decision-making processes:

- Significant changes in District and College leadership
- Post-pandemic recovery efforts
- The need for increased collaboration between the Colleges, District, and Partners

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

The Office of the Deputy Chancellor will be the primary office guiding implementation and monitoring of the Kern CCD Strategic Directions and Strategic Goals (see Section 5).

Goals for each department can be found in later sections of this document.

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

New Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group(s) (besides one of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
<p>1. Maximize Student Success:</p> <ul style="list-style-type: none"> - Increase by at least 20% the number of KCCD students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. - Increase by 35% 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 	Goal #1	Please see 2022-2024 KCCD Strategic Directions Addendum	Bakersfield College Cerro Coso College Porterville College (see 2022-2024 KCCD Strategic Directions Addendum - planning committee membership list, page 4)	Kern CCD BOT
<p>2. Ensure Student Access:</p> <ul style="list-style-type: none"> - Optimize Student Enrollment - Increase Annual FTES 	Goal #2	Please see 2022-2024 KCCD Strategic Directions Addendum	Bakersfield College Cerro Coso College Porterville College (see 2022-2024 KCCD	Kern CCD BOT

<ul style="list-style-type: none"> - Increase Annual Productivity - Decrease Waitlisted enrollments on first day - Increase Number of concurrent enrollments 			Strategic Directions Addendum - planning committee membership list, page 4)	
<p>3. Provide Workforce and Economic Development Programs that Respond to Local Industry:</p> <ul style="list-style-type: none"> - 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. - Focus program development on regional priority sectors: <ul style="list-style-type: none"> o Healthcare o Energy o Automation and Manufacturing o Military and Aerospace o Entrepreneurship o Agriculture 	Goal #3	Please see 2022-2024 KCCD Strategic Directions Addendum	Bakersfield College Cerro Coso College Porterville College (see 2022-2024 KCCD Strategic Directions Addendum - planning committee membership list, page 4)	Kern CCD BOT
<p>4. Reduce Equity Gaps:</p> <ul style="list-style-type: none"> - 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 	Goal #4	Please see 2022-2024 KCCD Strategic Directions Addendum	Bakersfield College Cerro Coso College Porterville College (see 2022-2024 KCCD Strategic Directions Addendum - planning committee membership list, page 4)	Kern CCD BOT

<p>and fully closing those achievement gaps for good within 10 years</p> <ul style="list-style-type: none"> - Ensure that districtwide enrollment management strategies are equitable and based upon core priorities of student needs, access, and success – including the support and continuation of Transition Teams in 6 key areas: <ul style="list-style-type: none"> <i>o Economic and Workforce Development/Non-Credit Education</i> <i>o Economic and Workforce Development/Adult Education</i> <i>o Incarcerated Student Programs</i> <i>o Dual and Concurrent Enrollment</i> <i>o Outreach and Retention</i> <i>o Administrative Technology</i> <i>o Tactical Efficiencies</i> - Understand the specific factors impacting the success of these learners - Support traditionally underrepresented student groups with equity minded strategies and support 				
--	--	--	--	--

<p>5. Strengthen Organizational Effectiveness:</p> <ul style="list-style-type: none"> - Provide Effective Professional Development - Meet and Exceed Internal and External Standards and Requirements - <i>Foster Districtwide Collaboration and Cooperation</i> *See 22-24 KCCD Strategic Directions Addendum (pages 16-17) 	<p>Goal #5</p>	<p>Please see 2022-2024 KCCD Strategic Directions Addendum</p>	<p>Bakersfield College Cerro Coso College Porterville College (see 2022-2024 KCCD Strategic Directions Addendum - planning committee membership list, page 4)</p>	<p>Kern CCD BOT</p>
--	----------------	--	--	---------------------

Goals for each department can be found in later sections of this document.

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	<ul style="list-style-type: none"> ▪ 1.0 FTE Deputy Chancellor ▪ 1.0 FTE Deputy Chancellor Assistant ▪ 1.0 FTE Director, Programs & Program Development ▪ 1.0 FTE Director, Grants and Resources (other area personnel and related budgets are embedded within their department AURs later in this document)
Technology / Equipment	Department utilizes desktop computers and phone system.
Space / Facilities	Space is allocated within the District Office.
Budget (Unrestricted) Total	\$ 1,109,430.75
1000 (Academic Salaries)	\$ 565,973.98
2000 (Classified Salaries)	\$ 72,493.99
3000 (Employee Benefits)	\$ 333,962.78
4000 (Supplies & Materials)	\$ 0.00
5000 (Operating Expenses and Services)	\$ 137,000.00
6000 (Capital Outlay)	\$ 0.00
7000 (Other Outgo)	\$ 0.00
Budget (Restricted) Total	\$ 0.00
Budget (Contract/Community Ed) Total	\$ 0.00

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource requests are embedded within the individual AURs for the departments reporting to the Deputy Chancellor (see below)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Positions: Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</p>	<p><input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Administrator</p> <p>1. Transition Interim Associate Vice Chancellor, Student Success Programs and Innovation to permanent position</p> <p>2. Transition Executive Director, Outreach and Early College to AVC, Enrollment Systems and Integrated Support Services</p> <p>3. Transition Executive Director, Government Relations and Development to AVC, External Relations</p>			<p>1</p> <p>2</p> <p>3</p>

	4. Transition Executive Director, IR and Reporting to AVC, Institutional Research			4
Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>	<input type="checkbox"/> 1: Provide Professional Development 2: Attend Professional Development			
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance			
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, , explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____			
Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, , explain how this request or requests will impact your unit's service to the colleges.</i>	1: Replacement 2: New 3: Other _____			
Total cost of resource needs over and above current budget allocation:		\$ Salary conversions for roles outlined above		

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

The Office of the Deputy Chancellor (ODC) plays a critical role in the executive leadership, implementation, evaluation, and reporting of all aspects of the Kern CCD Strategic Directions and Strategic Goals. Fully realizing the goals set forth in Vision 2030, the 2022-2024 KCCD Strategic Directions Addendum, and California Governor's Roadmap for Higher Education will require the District and Colleges to work in ever-increasing collaboration and with ever-increasing intentionality. The Office of the Deputy Chancellor will convene, mobilize, and support the work of collaborative workgroups, transition teams, and offices within the ODC unit in pursuit of these goals.

When a new chancellor is identified, this office will continue to respond to the directions of the new chancellor and provide continued support

Grants and External Funding



2024-2025 GRANTS OFFICE

Kern Community College District

District Office Administrative Unit Review

Educational Services

2024-25 District Office Administrative Unit Review for: **Grants and External Funding Office**

Executive Summary

- a) **In one paragraph or with bullet points, summarize the key points learned in this evaluation.** *[list the highlights of the document]*

This is the first Grants Office AUR. The prior year AURs that included the grant function did not select grant related AUOs for evaluation.

The Grants Office, staffed by the Director of Programs and Compliance and the Director of Grants and Resources Development, facilitates the development of grants, investment proposals, and supports the development of external partnerships and funding opportunities. In the 2021-2022 and 2022-2023 academic years, the grants office directly or indirectly supported acquisition of over \$100M each year in external funding. Funding acquired supports College and District progress toward achievement of the 2022-2024 Strategic Directions #1-3 adopted by the Kern Community College District Board of Trustees. The Grants Office is committed to excellent service to our internal and external stakeholders and partners. New unit goals, activities, and AUOs were established and are the focus of the Grants Office evaluation for the next cycle.

Future Directions of the Unit

- a) Provide a brief abstract synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

The Grants Office serves the Kern CCD colleges through collaboration with the Vice Presidents of Instruction, Vice Presidents of Student Services, and Deans of Instruction, as well as the appropriate Vice Chancellors and Deputy Chancellor, with oversight of certain instructional and student services on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The number one priority of the colleges is student success and student equity. This unit supports these priorities by helping to secure funding for programs and services to make progress toward achieving these objectives.

Section One: Unit Overview

- a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District? Who benefits directly from the services provided by the unit?]*

The unit's purpose is to provide professional leadership in grant resource and program development. The unit serves both internal collegiate stakeholders and collaborates with external college/district partners. Unit activities include: i) identification and analysis of current and future relevant grant opportunities; ii) maintaining current awareness of funding agencies' interests, requirements, and competitiveness levels; and iii) promoting awareness of current district data, research findings, educational and student success approaches and initiatives for their relevance and inclusion in competitive grant applications. The unit will maintain grant seeking and grant awards records for the use of district and college leadership.

Section One: Unit Overview *(continued)*

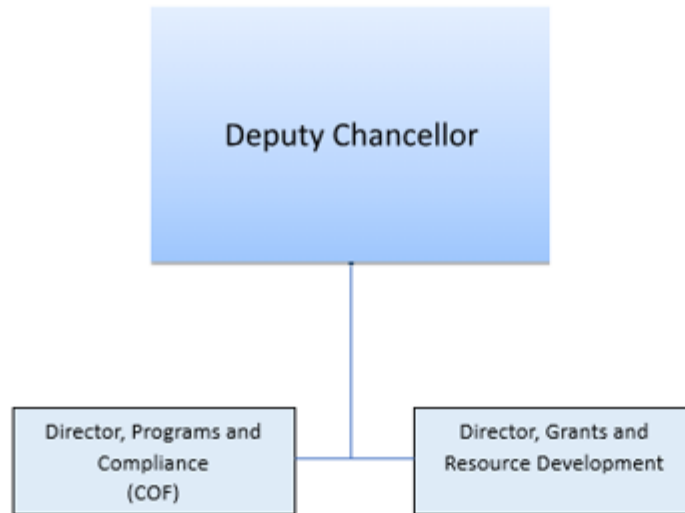
b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The unit utilizes data in providing leadership, planning, organizing, reviewing, coordinating, and evaluating district-wide and college-specific support for the development of non-credit and credit programs, and grants to provide seed funding while new programs are self-sustaining through the funding metrics of the Student-Centered Funding Formula, or any subsequent state or federal funding model.

Section One: Unit Overview continued

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.

Please refer to the Organizational Chart of the Deputy Chancellor.



(11/1/23 DRAFT)

Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district, and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Director, Grants and Resources Development	Plans and assists in writing grants for the Kern CCD and its colleges: Bakersfield, Cerro Coso, and Porterville. Provides technical assistance on grant opportunities, assistance in understanding grant application guidelines, and technical assistance on guidelines for effective grant writing. Assist with the grant approval process.	Directs grant opportunity notices to appropriate colleges' staff. Provides assistance and support in analyzing and evaluating grant opportunities.	Provides technical assistance regarding grant development, budgeting, match/leverage, grant-related MOUs and procurement, programmatic and fiscal reporting.
Director, Programs and Compliance (COF)	Provides oversight to various grant funded projects and implements operational systems to ensure contractual, fiscal, and operational compliance with all department, district, state and federal grants management and reporting policies and procedures.	Provides program and fiscal support and technical assistance. Prepares program reports, manages fiscal expenditures, and prepares program data reports.	Provide support / professional development regarding fiscal process, federal & state grant policies, career pathways, and component elements.

Section Two: Administrative Unit Outcomes (AUOs)

- a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience, or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Facilitate timely submission of College and District grant applications that address student educational and service needs.	2022-24 Strategic Directions #1-3	2024-2025	Maintain records, provide interim reports, and complete a year end summative assessment of the status of grants attempted, completed, submitted, and awarded.	Colleges and the District acquire needed funding to better serve and address the needs of students, incumbent workers, and employers.
2. Provide grant applications, legislative investment proposals, and grant implementation support to college staff, faculty, and administrators	2022-24 Strategic Directions #1-3	2024-2025	Maintain records for inclusion in the year end summative assessment of support provided to college and district staff, departments, and divisions.	Annual survey to assess college and district grant funding needs and assess stakeholders' satisfaction with the grants office services.
3. Serve as a liaison and staff support for grant project partners, and between the awardee and funding organizations.	2022-24 Strategic Directions #1-3	2024-2025	Maintain records for inclusion in the year end summative assessment of support provided relating to federal, state, and private grant projects.	Summative Report will provide examples such as: TCC pre-award site visit, CCPHIT Convening, and Investment Proposals

- b) **Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.**

Not applicable. There are no prior year unit-specific AUOs.

Section Three: Key Performance Indicators (KPI's)

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2020-21	2021-22	2022-23
1. Number & amount of competitive and categorical grants awarded and legislative allocations	5 awards \$17,367,665*	103 awards Total: \$100,757,305	61 awards Total: \$110,606,836
*Note: 2020-21 number and award amounts are based on known awards, but is incomplete due to grant development position vacancy.			

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

COVID-19 related economic recovery funding is continuing to present a large number of opportunities.

Unexpected turnover of executive leadership and staff has presented both opportunities and challenges.

Current staffing levels have been and are currently inadequate and lack flexibility to respond to priority grant opportunities.

The current manual grant intent to apply and approval to submit forms are an administrative burden that impacts grant development & completion. Attempts to modernize and automate the grant intent to apply and approval to submit forms have been languishing.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1 Acquire external funding to support Colleges and District in achieving 2022-24 Strategic Directions #1-3 and addressing un- and under-funded needs of students, colleges, and District.	2022-24 Strategic Directions #1-3	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 6/30/26	Continue to work with College and District staff to identify, apply, and submit external funding requests.	Bakersfield College Cerro Coso Community College Porterville College	Deputy Chancellor Chancellor Board of Trustees

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

New Goals	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
2. Conduct iterative assessment and evaluation of Colleges and District educational, program and student support, capital and infrastructure needs to achieve the 2022-24 Strategic Directions #1-3	2022-24 Strategic Directions #1-3	Conduct Annual External Funding & Stakeholder Satisfaction Survey.	Bakersfield College Cerro Coso Community College Porterville College	Deputy Chancellor Chancellor Board of Trustees
3. Establish College and District External Funding objectives and targets demonstrating progress toward 2022-24 Strategic Directions #1-3.	2022-24 Strategic Directions #1-3	Provide interim and annual summative External Funding reports disaggregated by college.	Bakersfield College Cerro Coso Community College Porterville College	Deputy Chancellor Chancellor Board of Trustees
4. Review and recommend unit-related Board Policies and Procedures updates to the appropriate district committees for consideration.	2022-24 Strategic Directions #1-3	Review BP & AP 3280 at least annually. Provide update recommendations as appropriate.		Deputy Chancellor Chancellor Board of Trustees

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	GRANTS OFFICE The Grants Office does not currently have its own departmental budget. • 1.0 FTE Director, Programs & Compliance (2023-24: \$142,963.80 wages & \$76,182.49 fringe; Subtotal of \$219,146.29; R00CO1) • 1.0 FTE Director, Grant and Resource Development (2023-24: \$142,963.80 wages & \$76,182.49 fringe; Subtotal of \$219,146.29; R00CO1).
Technology / Equipment	• 2 desktop computers (w/double screens), 2 laptop computers, 2 desk phones
Space / Facilities	• 2 offices in the current 21st Century Energy Center (1st floor of the Weill Center)
Budget (Unrestricted) Total	\$438,292.58 TOTAL Notes (if any)
1000 (Academic Salaries)	\$ 0.00
2000 (Classified Salaries)	\$ 0.00
3000 (Employee Benefits)	\$ 0.00
4000 (Supplies & Materials)	\$ 0.00
5000 (Operating Expenses and Services)	\$ 0.00
6000 (Capital Outlay)	\$ 0.00
7000 (Other Outgo)	\$ 0.00
Budget (Restricted) Total	\$ 0.00
Budget (Contract/Community Ed) Total	\$ 0.00

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i></p>	<p><input checked="" type="checkbox"/> 1: 1.0 FTE Director, Programs & Compliance (2024-25 W&F \$225,720.68)</p> <p><input checked="" type="checkbox"/> 2: 1.0 FTE Director, Grant and Resource Development (2024-25 W&F \$225,720.68)</p> <p><input checked="" type="checkbox"/> 3: Classified Staff - Administrative Assistant (2024-25 W&F \$105,506.10)</p> <p><input checked="" type="checkbox"/> 4: Professional Expert - (2024-25 W&F \$30,000 annual estimate)</p>	<p>1 & 2: Establishing Grants Office budget. The first 2 positions currently exist in the District's budget.</p> <p>3: Requesting the addition of 1.0 FTE Administrative Assistant to assist current staff with maintaining project tracking, time-consuming administrative tasks, and various office duties that take time away from grant application work.</p> <p>4: Requesting additional resources to allow for hiring a Professional Expert grant writer (flexible PT / assignment) to address workload and submittal deadline conflicts.</p>	<p>College & District opportunities unable to be addressed due to lack of additional staff support.</p>	<p>1: Existing 2: Existing 3: Rank 4 4: Rank 1</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle.</i></p>	<p><input checked="" type="checkbox"/> 1: Professional Development (Est. \$15,000 for 2 people)</p> <p><input checked="" type="checkbox"/> 2: Professional Dues & Memberships (Est \$5,000)</p> <p><input checked="" type="checkbox"/> 3: Local Mileage (est. \$4,000) and Materials & Supplies (\$1,000)</p>	<p>Provide funding for Grants Office staff to attend critical conferences such as: CASE FFTF, CCCCCO, CCCAOE, Foundation for CCC, HACU, WestEd, and others.</p>		<p>1: Rank 3 2: Rank 6 3: Rank 7</p>

Section Seven: Resource (cont.)

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (<u>Leave blank if no college requests the new resource.</u>)	Rank
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input checked="" type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input checked="" type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	Additional permanent space and furniture for Admin Assist and flex space (multi-use space, e.g., conference room) for the Professional Expert grant writer		
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology ~\$2k <input checked="" type="checkbox"/> 3: Software ~\$15k <input type="checkbox"/> 4: Other _____	2. Computers for new staff positions. 3. Grant management software/site license fees (ex. estimate for AFI's GrantNavigator) to include automated grant approvals, tracking, management assignment, etc.		2: Rank 5 3: Rank 2
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____			
Total cost of resource needs over and above current budget allocation:			\$190,654.88 (with existing positions' step increases) \$177,506.10 (New positions & expenses only)	

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

The Grants Office continues to support the three colleges and the district developing external funding to support coordinated district-wide existing and emerging instructional programs, student services programs, and student services to maximize student equity, learning, success, and completion outcomes. Instead of relying on ad hoc opportunities, the Grants Office will implement an annual stakeholder survey and grants webpage to better drive external funding priorities, internal and external district wide collaboration, and more effectively communicate across the district. The primary external funding focus is to ensure the colleges have the funding necessary to provide quality instructional and student services programs that result in employment in quality jobs and high paying careers. An equal external funding focus will continue to support the regional economic and workforce transition to a vibrant Kern County net zero economy.

|

Routing and Review

Submitter's Name: Dr. Bonita Steele

Title: Director, Programs and Compliance

Submitter's Signature: Bonita Steele

Date Submitted: 11/3/2023

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Institutional Research and Reporting



2024-2025

Kern Community College District

District Office Administrative Unit Review

Institutional Research & Reporting

Submitted by:

Bob Ngo,

Director of Institutional Research & Reporting

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

In 2022-23, the Office of Institutional Research & Reporting has continued to improve the quality of the data that the district collects, reports, and analyzes for self-improvement. It has done so by

- Expanding data products and dashboards including new dashboards that provide insight on:
 - Admissions Cycle Data (CCCApply and Outreach)
 - Financial Aid Application and Awards
 - SCFF data
 - Scheduler's Validations Dashboards
 - 320 Validation Dashboards
- Providing grant support to 4 major grants awarded to KCCD
 - PSSG Grant
 - Calbright Internship Project
 - K-16 Data Collaborative with KCSOS and other Higher Ed Institutions
 - IEPE Institutional Effective and Innovation Grant
- Streamlining and organizing MIS data collection and validation
- Conducting surveys to assist the district and the colleges plan for the return of in person instruction and work.
- Consolidating all data products (Cognos Reports, Tableau Dashboards, PDFs) into single searchable online report portal
- Fulfilling over 250 different ad hoc data requests and data research projects for District and College Staff
- Initiating the use of Data Science as part of strategic planning
 - AWS Program Success Project
 - Enrollment Fraud Project
- Providing ongoing support to the college IR staffs
-

For the 2023-24 academic year, the Office of Institutional Research will need to build on the progress made by concentrating on achieving the following

- Complete first phase of data warehouse platform
- Expand use of Tableau Platform in conjunction with the data warehouse platform
- Create ongoing training program in conjunction with district and colleges for all district employees to move towards self-service data request fulfillment
- Work with Ed Services and IT to create a comprehensive plan for colleges to ensure accurate MIS reporting.
- Provide actionable data from Data Science Projects
- Work with IT to fully leverage new Banner Platform if it comes online in the coming year.

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

The period between 2021 and the present saw IR's help improve the district's knowledge on how data gets entered into Banner. As real time data became key to each college's outreach and student success programs, IR, in collaboration with IT and the colleges further improved its understanding of how data is populated in Banner and how to extract the custom data. However, because of inconsistent business processes across the colleges, getting this data requires much time and effort on IRs part as we work with IT and the colleges to sleuth out where in banner data is located. IR very often has to reconcile differences from other official state reports and internal reports.

Data flows faster than it did in previous years, but there is still much room for improvement. As colleges and district staff have begun to embrace using data in their planning, the demand for institutional data has increased and fulfilling data requests takes up the majority of all of the staff's time. The addition of a new analyst position, as well as filling vacancies have helped IR fulfill most of the data requests in a timely manner, but the more time spent on individualized data requests, the less time available for in depth institutional research at the district level, and less time to support the IR offices at the colleges.

2022-23 saw further development of the data infrastructure at KCCD. After two years, the difficult decision was made to abandon the data warehouse project with the Phytorian Group. It was disappointing as a lot of time and resources, but the final product required more development and maintenance than KCCD had originally believed. However, many important lessons were learned and working with IT and the Colleges, District IR is using funds from the IEPI Institutional Effectiveness and Innovation grant to fund the construction of a data warehouse using the Invoke Clarity platform. The Invoke Clarity platform works as a "Data Warehouse as a Service" and does most of the heavy lifting of organizing and extracting data from banner in a unified data structure that can serve most of the districts data analysis needs. The work began over the summer of 2023, and it has already exceeded the previous attempt to build the warehouse with Phytorian, the previous vendor that we attempted to build a data warehouse with but ultimately failed.

Having a unified data source that is aligned with State and Federal Reporting is the key to moving towards a self-service data model for the district. This will not only reduce the amount of time that is spent by IR and IT staff reconciling data issues, but it will also allow the IR offices to complete effective research studies. We can already begin to see some of the fruits of this labor, as the Data Scientist has already begun to use the data warehouse as a source for his projects.

The main need for the District IR office is to be given the time and resources to complete the Data Warehouse that was started over this summer. This includes securing permanent funding for the data warehouse and permanent funding for the expansion of the Tableau platform at KCCD.

Section One: Unit Overview

a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District, who benefits directly from the services provided by the unit]*

The Office of Institutional Research & Reporting (IRR) is responsible for the collection, organization, analysis, and dissemination of official data for the Kern Community College District. This data includes but is not limited to student data, financial aid data, faculty workload data, budget and finance data, human resources data, course data, and student success data. In doing so, it contributes to establishing a culture of data driven decision making at all levels of the district and each of the colleges. The work that IRR comes in the form of data reports, research studies, and data extraction services for the District and College staff, and is used for program and policy evaluation, short and long term planning, self-improvement efforts, and mandated reporting to state, federal, and accreditation agencies. IRR provides services for virtually all units at the district office, and at the colleges, all students, and several external groups. Below is a high-level summary of these services

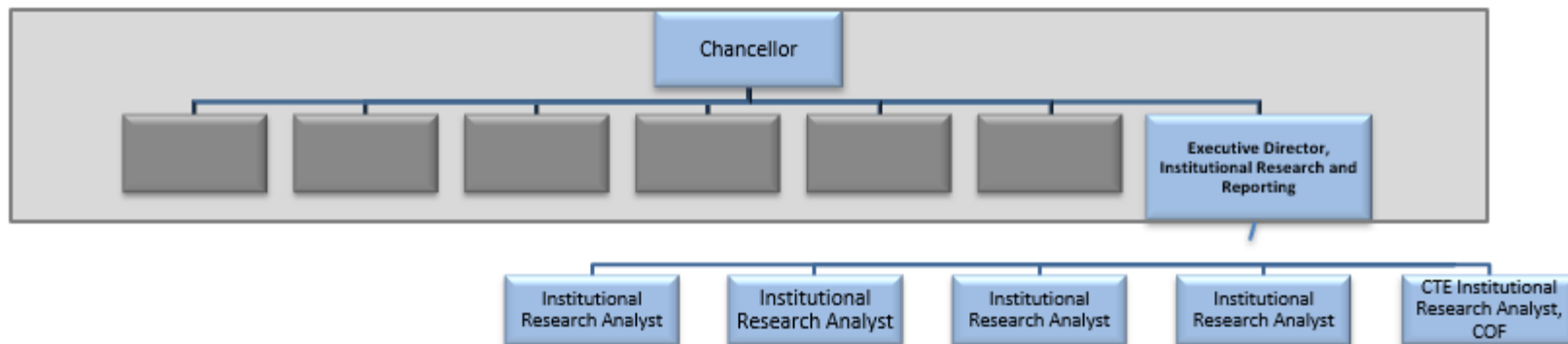
District Office	Completes federally mandated IPEDs survey for the district, works with IT to submit MIS data to Chancellor's office, facilitate transition to new student-centered funding formula, provides projections about enrollment and FTE, direct long- and short-term strategic planning
District Office Academic Services	Provide data on student enrollment and student success, community demographics and economic trends, program level data for CTE programs and Adult Education, support grant funding with data support, manage district wide surveys, Assist with validation of MIS Financial Aid Data, Coordinate business practices required to submit MIS and 320 data accurately. Assist in incorporating data into new processed and initiatives such as Pell Fraud Processes and Transition Committee Work.
District Office Business Services	Calculates FTES enrollment for allocation and budgeting process, provides data for state budget allocation process (320 Report) and assists with audit process
District Office Human Resources	Assists with submission of state mandated employment reporting, provides consultation in analyzing staffing data, assists with MIS HR submission and IPEDS HR Submission
District Office Information Systems	Facilitate efforts between colleges and IT to increase data integrity in MIS reporting
Colleges	Provide colleges with data and reports on enrollment, financial aid, student success, and faculty workload. Provide College IR offices with data structure and methods for doing college specific research projects
Kern Community College District Service Area Constituents	Provide relevant data to public on enrollment and student success at each of the colleges on the KCCD website, coordinate data research efforts with other local education agencies such as CSUB and the Kern County Superintendent of Schools.

Section One: Unit Overview Section One: Unit Overview *(continued)*

b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The Office of Institutional Research & Reporting oversees the collection and distribution of institutional data to be used in decision making processes. These data are distributed either through individual data requests or through our set of self-service dashboards which allow district and college staff to have more access to more data than ever before. Also, working with the college IR departments, colleges then use this data to assess and improve their services to students with the goal of improving the college's performance in these metrics. Additionally, the Office of Institutional Research also oversees the collection and distribution the data that drives much of the funding for the district and the colleges, including 320 Apportionment Reporting, Student Centered Funding Formula Data, SSSP Grant data support, Title III and IV Federal grants. Finally, the Office of Institutional research assists the colleges and the district in determining problem areas in data collection to ensure greater accuracy of data.

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Executive Director	Supervise staff Provide Strategic Direction for Institutional research Coordinate District Wide IR Activities Ensure all reporting and compliance are completed in a timely and accurate manner	Train and Develop Staff Oversee MIS data collection process Create research agenda for district office	Recommend transitioning Executive Director role to Associate Vice Chancellor, Institutional Research
Analyst	320 Report IPEDS Reporting/Dashboards Enrollment Cycle Reporting HR Reporting	Ad Hoc Reporting and Research	
Analyst	Student Success Reporting/Dashboards MIS Validation Academic Program Review/Dashboard New Report Building	Ad Hoc Reporting and Research	
Analyst	District and Campus Surveys/Dashboard Qualitative Research Financial Aid Reporting	Ad Hoc Reporting and Research	
Analyst	Data Warehouse Management and Development Surveys/Dashboard MIS Validation Qualitative Research HR Reporting	Ad Hoc Reporting and Research	New Position in 2022-23
CTE Analyst	CTE Program Reporting Adult Ed Program Reporting Special Admit Program Reporting	Ad Hoc Reporting and Research	Funded by Strong Workforce

Section Two: Administrative Unit Outcomes (AUOs)

- a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Provide timely and relevant enrollment management information	Goal 3: Ensure Student Access - Optimize Student Enrollment	2022-2023	Personnel who receive the weekly Enrollment Update reporting will be surveyed to assess their level of usage of and satisfaction with the reporting as well as to gather feedback for improvements.	85% of all respondents should be satisfied with the reporting.
2. Ensure all data reported internally and externally is accurate and timely	Goal 5 – Strengthen Organizational Effectiveness - Meet and exceed internal and external standards and requirements	2022-2023	Survey each data area head about how accurate the data being reported to internal and external agencies.	All data area heads are satisfied with the accuracy of data.
3. Create Student Success reports and dashboards to support short and long term strategic planning of District and Colleges	Goal 1 - Maximize Student Success - All goals	2022-2023	Measure usage of dashboards via website metrics	College and District officials access dashboards and use data in decision making
4. Create public facing data dashboards and documents	Goal 4: Enhance Community Connections - Reflect the communities we serve	2022-2023	Creation of dashboards on IRR website, Measure usage of public facing dashboards via web metrics.	Data about KCCD and its colleges available to public
5. Create and maintain infrastructure for college IR offices	Goal 5 – Strengthen Organizational effectiveness - Increase trust and create a collaborative culture	2022-2023	Measure the usage of data warehouse and District Office reports and data sets by college IR offices	College IR offices use/build on district office reports and data for college specific IR projects
6. Communicate effectively and accurately the mandated state and/or federal reporting and compliance activities to colleges, district and stakeholders.	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	2022-2023	Assess whether or not colleges and district are in compliance with federal, state, and other agencies, and that District office and College Staff understand the compliance process	Colleges and Districts stay in compliance with federal, state, and other agencies, District Staff and College Staff are aware of their role in the collection of data for the compliance process

7. Attend professional development to enhance knowledge and understanding of IR relevant issues and current practices	Goal 5 – Strengthen Organizational effectiveness - Provide effective professional development	2022-2023	Assess whether analysts use new techniques and technology in providing services to District Office and Colleges	Analysts apply new techniques and knowledge in their work.
8. Support new initiatives and grants that College’s pursue by providing the data needed.	Goal 5 – Strengthen Organizational effectiveness - Increase trust and create a collaborative culture	2022-2023	Count number of grants and new initiatives that IR provides data support for	All grant applications use institutional data in making their case for funding
9. Design and execute management and institutional improvement research studies	Goal 5 - Strengthen Organizational Effectiveness - Meet and exceed internal and external standards and requirements	2022-2023	Count number of research projects completed and reported on; Count number of research projects requested	Research findings used in short term and long term decision making process

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

The Program review dashboards were improved and provide extra flexibility for the types of data that colleges need to assess their programs. Response to the new iteration of dashboards has been positive as IR has added several new features. More enrollment management dashboards were created and have received positive feedback from College A&R staff and College Scheduling staff. Furthermore, IR was able to gather data that examined the enrollment cycle, from application to enrollment to completion to transfer. These dashboards have also received positive feedback from the college staffs.

The staff climate survey was completed in Fall of 2022 and results will help with the accreditation process at the district and at the colleges. It took some time to get the findings out but the findings were released this fall.

KCCDs understanding and process for submitting MIS has seen great strides in some areas but still struggle in other areas. The HR and the Financial Aid submissions now have a standard process that has made submitting go more smoothly and more accurately in the last two years. As a result, state and federal reporting in these areas has gone smoother and processes continually improved. Our ability to understand how MIS data is put together assisted greatly in helping business services complete the federal HERFF reporting requirements.

We’ve also uncovered processes and concepts that we did not know about that have helped us further improve our process for submission. However, with the departure of Charley Chiang, the district has lost the person with the most institutional knowledge on how MIS Student data gets submitted properly. In one sense, it is a blow because Charley took care of a lot of issues that came up when it came time to submit. Since Charley left, I know that IT has struggled to get the MIS data submitted in a timely manner. In another sense, this is actually what the district needs. It is forcing the district to truly figure out and document the business processes that generate the data in banner that is eventually

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed. (cont.)

turned into MIS Data. IT and IR have already begun the process and that process will need resources, both human resources and budgetary resources to continue this work.

Key to all of this is to create a data warehouse that aligns with official reporting. Data generated by IR, IT, and the colleges still conflict with each other because everyone is still using their own methods of extraction, and all district staff have expressed frustration in the time it takes to resolve any conflicting reporting numbers.

Section Three: Key Performance Indicators

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose

Key Performance Indicators (KPIs)	2020-2021	2020-2021	Comments
External facing dashboards completed	7	7	For the upcoming year dashboards will be need to be converted to use the data warehouse.
Internal Data dashboards completed	38	45	Cognos is being used less by IR but at the same level at the district. IR and IT need to concentrate on converting as many reports from Cognos to Tableau, since the future of Cognos is coming to a probably end.
IR reports published	6	5	
Ad Hoc Data Requests Fulfilled	194	264	The revamped data request system has allowed IR to better keep track of all data requests and demand for data increases every year.
Research Studies Completed	4	0	
Grants applications supported	8	5	
All Federal and State reporting completed accurately	Completed	Completed	

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

The main challenge that IR faced since the last AUR was having a complete staff. However, as of May 2023, the IR staff is at full strength, and the team is thriving now. Up until the director (me) took another job. This is the main challenge that the IR office will have transitioning into 2024. Many of the initiatives (Unified Data Warehouse, Self Service Data Request, District Wide Training, use of AI and Machine Learning, centralized reporting portal, etc.) were kept in motion by the director. A lot of the asks in the updated budget revolve around completing and implementing these long-term projects that will ultimately benefit the district in the long run. The district will need to move quickly to find a replacement to retain some of the momentum of the projects being led by the former director. The staff can keep some of these projects moving but it will require someone at the director level to keep the projects running long term.

Also, turnover at the district executive level has made the reporting structure a little unclear. Changes in Chancellor's, in who the director of IR reports to, and other changes in other district divisions has left the IR office to make some decisions that it probably should not make again in the long run. Now might be a good time to discuss reorganizing the office underneath the Associate Vice Chancellor of Analytics and Innovation.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
Reorganize and streamline ODS database into a more efficient data source consistent with modern IR practices	Goals 5, 3, 1	<input checked="" type="checkbox"/> Ongoing: 10/22/23	Changed vendors mid-stream, and started over using the Invoke Clarity Platform. Degree Table and most student tables close to being ready.		
Create efficient and effective process for submitting MIS data for the district	Goals 5, 3, 1	<input checked="" type="checkbox"/> Ongoing: 10/30/20	MIS HR and FA processes improved. But need for standardized documentation of process and definition of roles of college staff and district staff needed. Student processes need to be figured out and documented in collaboration with IT and the colleges	All Colleges	Office of the Chancellor
Recreate public facing data on website and increase amount of data available to the general public about KCCD and its colleges	Goals 5,4,3	<input checked="" type="checkbox"/> Completed 09/01/23			Office of the Chancellor

Have District Wide Institutional Research retreat to develop Updated Mission, Goals, Values for district and college offices and refine and formalize relationships and duties of District office in relation to college offices, as well as assure that goals align with District and college goals	Goal 5	<input checked="" type="checkbox"/> Completed:	Yearly retreat has happened each May and has helped the district and college collaborate more effectively and efficiently.		
Shift focus of IR operations from reporting, which will be automated to completing management and institutional improvement studies	Goal 5,1,3	<input checked="" type="checkbox"/> Ongoing: 10/22/23	IR analysts still need to give more presentations and publish more studies.		
Facilitate use of data in student success efforts and long range planning	Goal 5,4	<input checked="" type="checkbox"/> Ongoing: 10/22/20	Reporting still takes up most of our efforts. But this year, IR staff will be required to create narrative reports to accompany data reports. See above.		
Create Intern/Student Worker position to assist with data entry and management aspects of IR functions allowing Analysts more time to do research	Goal 5	<input checked="" type="checkbox"/> Not Accomplished	Have been in touch with CSUB but have not been able to get something formalized. Also, no money in the budget to pay. Recommend we shelve this for the time being.		
Update current Job Descriptions and expand analyst job descriptions into three types of analysts	Goal 5	<input checked="" type="checkbox"/> Ongoing: 10/12/23	Education Data Scientist job description added, still need to create separate Senior Research Analyst position and entry level Research Associate position.	All Colleges	

<p>Create Process Maps for key data elements to increase data literacy and transparency for all district and college staff as to how data elements get populated.</p>	<p>Goal 2, 3, 6, 7</p>	<p><input checked="" type="checkbox"/> Ongoing: 10/12/23</p>	<p>Created Process Map for Pell Grants in association with BC Achieving the Dream Engagement. Possible that we will contract out this with consultants and pay for this with IEPI funds.</p>		
---	------------------------	--	--	--	--

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
Create comprehensive training program for KCCD and College Staff to utilize self-service data dashboards	Goals 1,2,3,4,5	<ol style="list-style-type: none"> 1) Create training webinar to be taught quarterly to provide new users with training on how to access data through tableau and through Cognos. 2) Create Canvas Shell so that any staff can access training modules and resources at any time. 3) Conduct regular surveys and other research into how effective new dashboards are and how well district staff know how to use them 	All Colleges, District Staff	Schedulers, A&R, Financial Aid

Section Six: Current Unit Resources

a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level	
Staffing (list current staffing levels)	<ul style="list-style-type: none"> • 1.0 FTE Director • 4.0 FTE Research Analyst 	<ul style="list-style-type: none"> • 1.00 FTE COF Analyst (Funded by strong workforce) • .25 Administrative
Technology / Equipment	<ul style="list-style-type: none"> • 6 Desktop computers • 6 Laptop computers • Printer for Director's Office 	<ul style="list-style-type: none"> • Copier/Scanner in Analyst's Office • 20 creator licenses for tableau data visualization software • 130 viewer licenses for tableau data visualizations • 6 SAS Statistical software license
Space / Facilities	<ul style="list-style-type: none"> • Director's Office – Recently remodeled to accommodate 3 offices. • Other analysts work remotely and do not need office space 	
Budget (Unrestricted) Total	\$678,312.42	Notes (if any)
1000 (Academic Salaries)	\$0.00	
2000 (Classified Salaries)	\$534,134.70	We are currently funding ¼ time for use of Tiarra McCormick as an admin assistant. With Lori Ortiz working at the district office now, this is not necessary.
3000 (Employee Benefits)	\$317,886.20	
4000 (Supplies & Materials)	\$2,380	
5000 (Operating Expenses and Services)	\$49,120	
6000 (Capital Outlay)	\$4,500	
7000 (Other Outgo)	\$0.0	
Budget (Restricted) Total	\$0.00	
Budget (Contract/Community Ed) Total	\$0.00	

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Positions:	Recommend transitioning Executive Director role to Associate Vice Chancellor, Institutional research	Expanded support of District and Colleges		
Professional Development:				
Facilities: <i>No resources requested</i>				
Technology: Total of 100K to pay for continued use of Invoke Clarity Platform (~\$75,000)	<input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input checked="" type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	The data warehouse works on an annual subscription. Not sure what the status of Cognos is with IT, but whatever was being paid for Cognos should be used towards paying for the data warehouse, expansion of the number of tableau licenses, and whatever other reporting platform that IT decides on. Cognos does not seem like it fits into the long term plans	All Colleges	1

		of KCCD so the district should move immediately towards replacing it. Tableau is preferred by many college and district staff and will keep KCCD in line with the current trends in Data Reporting and Analysis in Higher Education.		
Other Equipment:				
Total cost of resource needs over and above current budget allocation:			\$100,000 + salary increase for transition of ED role to AVC	

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

The IEPI engagement has demonstrated that KCCD, while far ahead of the average California Community College district in terms of its level of data maturity, still has much room to improve how data is collected and used to increase student success and help the colleges reach their long-term strategic goals. The district and the colleges have relied on the IR staff at the district and at the colleges to get data and the lack of a centralized data strategy continues to be an issue at KCCD. The district and the college IR staff still spend too much time reconciling data and combing through Banner tables looking for the correct information.

The data warehouse truly is the next step in KCCD's data evolution. While the failure of the Phytorian data warehouse was a disappointment for sure, the lessons that were taken from that experience are being applied to the current iteration of the data warehouse through the Invoke Clarity platform. Getting the main student, financial aid, HR, and scheduling data standardized and automated will not only provide better and more timely analysis but it will free up the time of IR and college staff to do more in depth and cutting edge analysis. This coming year, most of the efforts of the IR office (and IT office) should be directed towards the completion of the data warehouse and the standardization of data across the district.

Routing and Review

Submitter's Name: Bob Ngo

Title: Director of Institutional Research & Reporting

Submitter's Signature: _____

Date Submitted: _____

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Workforce and Economic Development

2024-2025

Kern Community College District (KCCD)

District Office Administrative Unit Review

Workforce and Economic Development

Trudy Gerald
Vice Chancellor
Workforce & Economic Development

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

Workforce and economic development continues to experience increased emphasis and expectations related to advancing state, regional, and local economies. Kern Community College District (KCCD), in concert with the California Community Colleges (CCC), have increased their commitment to creating more and better CTE outcomes through advancements in P-16 pathway development, the California Community Colleges Strong Workforce Program (SWP), Carl D Perkins Vocational Education Act (VTEA), policy and procedure administration, CTE program planning and assessment, critical partnership development, internal and external professional development, leadership of the Adult Education Consortium, and the inclusion of contract education to non-credit programs as an on-ramp approach to postsecondary education.

- The Workforce and Economic Development (WED) unit has utilized the following strengths to help move the needle in meeting expectations:
 - Development and refinement of equity-centered capacity building through CTE program development, legislative and policy advisement, strategic planning, CTE student outcome monitoring and reporting, research and resource providing, crucial stakeholder convening.
 - Representation of KCCD/CCC throughout the region, state and nation while advocating for the critical role of community colleges in meeting the needs of local, regional and state economies.
 - Inform and advocate for adoption of appropriate evidenced-based initiatives, legislation, planning, procedure, policy, programming, research, resources, and professional development that maximizes and exceeds student outcome goals.
 - Seek, identify, and effectively respond to resource development and innovation needs driven by economic and workforce development priorities based on district, county, region, state and national research and evidence-based trends.
 - Increased regional P-16 planning, collaboration, iterative formative evaluation, and improvement.
 - Facilitate the creation and implementation of Career Exploration curriculum in all local high schools.
 - Increased collaboration between colleges and the district office Workforce and Economic Development division.
 - Expanded technical assistance to support targeted research, data, reporting, and fiscal management to inform both district-wide and college-level metrics and outcomes regarding K14 transitions, Strong Workforce, Adult Education, Perkins I-C C.
 - Sustained funding for Strong Workforce, Perkins and Adult Education and demonstrated agility in obtaining and braiding funding to support CTE efforts.
 - Sustained and expanded employer and workforce stakeholder engagement and collaboration between the colleges and the EWD division (district

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

Workforce and economic development are crucial tactics in addressing employment, income, and wealth disparities. The California Community Colleges Chancellor's Office (CCCCO) continues to deepen its expectations for student outcomes driven by innovation and collaboration between community colleges and our partner networks to deliver more and better workforce programs with better outcomes for all students. This commitment is exemplified by the California Adult Education Program, the Strong Workforce Program, K12 Strong Workforce Program, California Community Colleges Strong Workforce Program, VTEA, the Vision for Success, and the Student-Centered Funding Formula. Federal direct and state pass-through funding now require greater levels of collaboration, integrated across educational segment planning and preparation, accountability through formative review, and formal evaluations of project and program outcomes. The WED department needs additional fiscal and programmatic support to support intersegmental partnerships and to keep pace with increased accountability and outcomes. The district acknowledges and supports the achievement of these goals through this unit's provision of leadership, policy oversight, program expertise, data systems, technical assistance, communication, advocacy, and strategic partnership development. The Strong Workforce Program, K12 Strong Workforce Program, California Community Colleges Strong Workforce Program, VTEA, the Vision for Success, and the Student-Centered Funding Formula. Federal direct and state pass-through funding now require greater levels of collaboration, integrated across educational segment planning and preparation, accountability through formative review, and formal evaluations of project and program outcomes. The WED department needs additional fiscal and programmatic support to support intersegmental partnerships and to keep pace with increased accountability and outcomes. The district acknowledges and supports the achievement of these goals through this unit's provision of leadership, policy oversight, program expertise, data systems, technical assistance, communication, advocacy, and strategic partnership development.

The priorities of this unit are driven by our District and College planning and as identified in the Vision for Success Goals & Student-Centered Funding Formula metrics; [KCCCD Strategic Plan](#); [Bakersfield College \(BC\) Strategic Directions](#); [Cerro Coso Community College \(CCCC\) Strategic Plan](#); and [Porterville College \(PC\) Strategic Plan](#)

We recognize the need to:

- Ensure targeted leadership for our heightened focus on Adult Learner Outreach and not-for-credit & non-credit pathway development. .
- Continue development and refinement of CTE programming, equity-centered capacity building, legislative and policy advisement, strategic planning, CTE student outcome monitoring and reporting, research and resource providing, crucial stakeholder convening.
- Collaborate with regional community colleges, adult education, Workforce Industry Boards (WIB), and public four-year colleges to strengthen our response to the needs of our CTE programs, students, and local labor market demands.
- Provide education and training opportunities that respond to economic, industry, education and community needs utilizing credit, noncredit, and contract education.
- Access and share critical labor market related data for program planning, approval and continued decision making.
- Continue to support awareness and marketing of aligned K12 & College CTE programs and guided pathways that lead to quality jobs.

Section One: Unit Overview

a) What is the purpose of the unit and what populations (internal and external) are served by the unit? [*why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit*]

The unit serves the communities within the KCCD service area (community stakeholders), central valley region, students, and potential students of all ages (external customers) by working with KCCD faculty, deans, and other administrators (internal customers), P-16 education teachers, faculty, regional consortium, and administrators and workforce development agencies (external partners and stakeholders). The unit's purposes support the KCCD district and college vision and mission as detailed in its goals and outcomes (Sections 2 - 5). The unit's purposes are to:

1. manage, coordinate, and provide leadership for the district economic and workforce development programs;
2. build and sustain strategic partnerships with business, labor, government, nonprofit and other educational and community-based organizations to improve job creation, business attraction, retention and development;
3. offering a variety of industry-standard training for employers requiring skilling, upskilling, and reskilling to meet current and future workforce demands in an ever-changing marketplace;
4. engage with employers to better understand workforce and labor market trends and partner with the colleges to develop credit, noncredit, and contract education solutions to meet employers' needs;
5. advance workforce development programs and services in partnership with our three colleges (Moreno Valley College, Norco College, and Riverside City College), providing our diverse communities with access to education, training, and supportive services leading to self-sufficiency and improved economic mobility;
6. maximize career technical education opportunities for students by serving as a catalytic force in formulating and implementing, collaborating, and promoting career education and economic development throughout the district and regionally;
7. advance equity through the development and support of postsecondary education and training practices that serve to develop a large-scale workforce delivery system that offers the greatest promise for shared opportunity and social mobility and stability;
8. facilitate strategic planning regarding districtwide career education;
9. provide leadership regarding district-wide career / guided pathways, high school to college transition services, early college, adult education, contract education, noncredit, strong workforce, Carl Perkins / VTEA, and coordinate articulation and dual enrollment agreements;
10. coordinate with college administrators and faculty to evaluate student and program outcomes using available career education data;
11. serve as a liaison between the district and federal, state, county and local economic development and career education agencies including the CCCC system office, the CCCC regional structure, county offices of education, and county and city economic development divisions.

Section One: Unit Overview Section One: Unit Overview (continued)

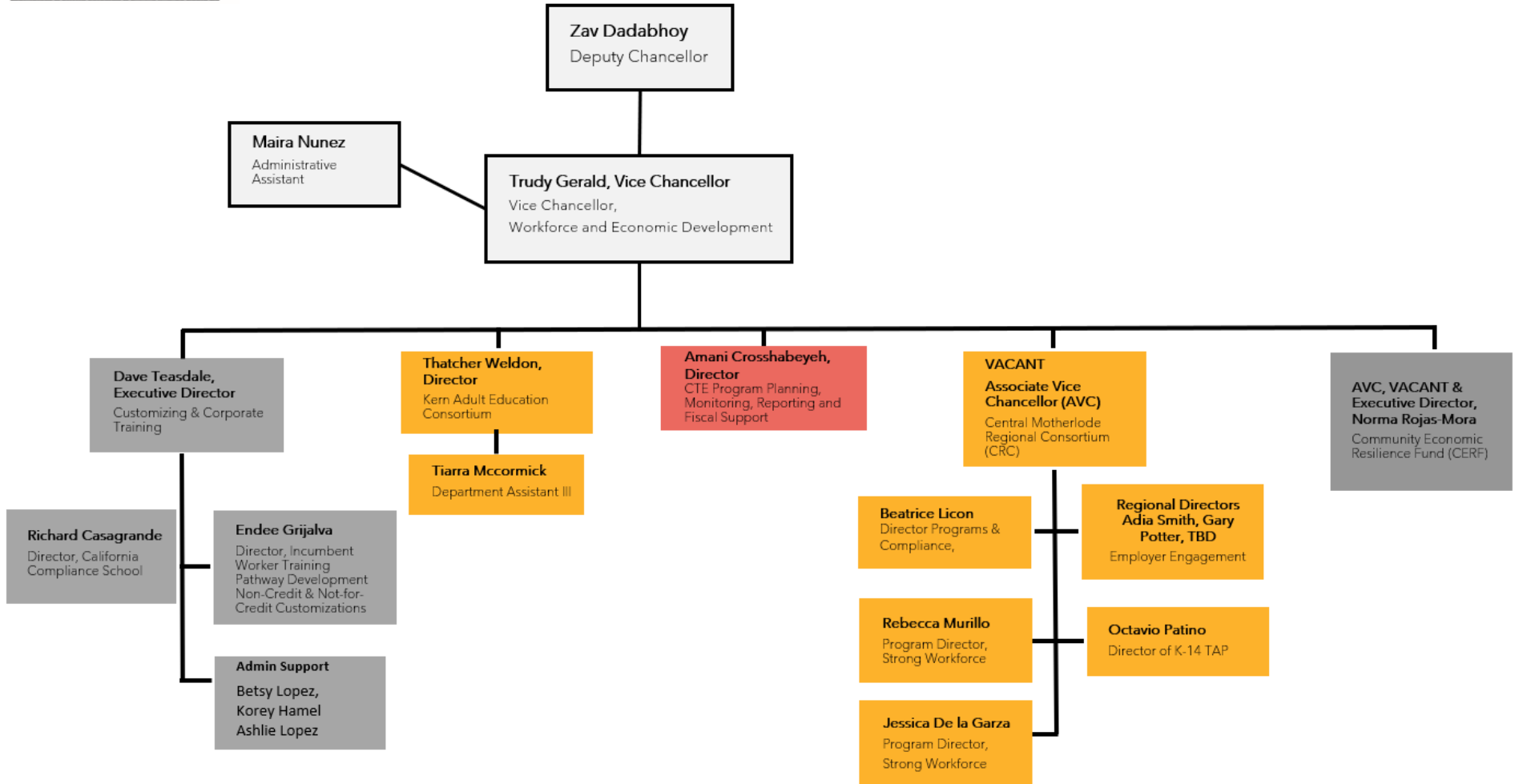
b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The unit supports the colleges in achieving their mission and efforts to improve student learning and achievement by addressing the goals of the CCC Chancellor's Office Vision for Success framework, the metrics of the Student-Centered Funding Formula, the Governor's CCC Roadmap, Vision 2030, and the California Community College's mission to develop a strong workforce. This includes the need for strategic alignment with current labor market data, local economic ecosystems, and linked P-16 collaborative partners. The following are examples of the many supports, initiatives, and resources the unit offers that strengthen and support the colleges' efforts to achieve their mission and improve student learning and achievement:

1. Support the colleges to maximize innovative and promising practice models to increase student learning and achievement.
2. Advance equity through the development and support of postsecondary education and training practices, including career pathways, dual enrollment integration, stackable credentials, job-driven/student-centered planning, research and data sharing, and professional development.
3. Promote Entrepreneurial initiatives, apprenticeship, work-based learning opportunities, earn-and-learn strategies, and student-centered planning.
4. Track career education outcomes across multiple initiatives to support integrated planning.
5. Strengthen the colleges' connections to essential educational pathway partners, industry, career, and other economic development stakeholders.
6. Support the colleges' development and refinement of educational and training opportunities that are responsive to industry and community needs utilizing credit, noncredit and contract education.
7. Provide professional development and technical assistance to college and partner faculty and staff to increase their overall knowledge of current and future trends, policies, innovative and best practices, guidelines and regulations in career education and workforce development.
8. Provide technical assistance for districtwide research, data analysis, data reporting, fiscal reporting, grant development, grant management, program planning, and the review and evaluation of project and program outcomes.
9. Strengthen and support the colleges' efforts by connecting colleges to resources that can help them evaluate and implement evidence-based best practices that have demonstrated the greatest promise toward increasing student success.
10. Support and promote colleges' critical role in workforce and economic development through participation and leadership with local and regional economic and workforce agencies and by serving as a communication liaison and career education advocate at the regional, state, and national level.
11. Provide oversight, technical support, and resources for Kern County's Adult Education Consortium, including dedicated support of college efforts.
12. Provide oversight, staff support and coordination of Kern County initiatives to develop sustained K-16 career pathways that connect businesses, K-16 and community colleges to better prepare students for the 21st century workplace, including dedicated support to college efforts.
13. Lead district partnership with Workforce Development Board (WDB). Serve on WDB, manage district CalJOBS account (the system that Workforce Development Boards use to determine the eligibility of classes and training for Individual Training Account reimbursement).
14. Represent the district to Employers, Industry Associations, Economic Development Agencies, Community Based Organizations, Unions, and other Economic and Workforce Development stakeholders (e.g., Kern Economic Development Corporation, Kern Initiative for Talent and Entrepreneurship, Kern County Builders' Exchange, East Kern Economic Alliance, San Joaquin Valley Electric Vehicle Partnership, Kern, Inyo, Mono Building Trades Council).

Section One: Unit Overview *continued*

c) **How is the unit structured within the district?** Modify the org chart template below to illustrate the unit's organization. (*chart includes proposed positions)



Section One: Unit Overview (continued)

d) For the positions included in the unit’s organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district, and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Vice Chancellor, Economic and Workforce Development	Provide overall leadership in the planning, organization, administration, evaluation, policy development, and implementation for all CTE and Economic and Workforce Development programs and initiatives throughout the District.	Manage, coordinate, and provide leadership for the district economic and workforce development programs and initiatives to assure the viability and legality of the programs, improve processes, maintain established academic and legislative standards, maximize the Career and Technical Education Opportunities for students and facilitate economic development in the many communities served by the Kern Community College District.	Serve as a catalytic force in formulating and implementing, collaborating, promoting, and implementing Career and Technical Education and economic development throughout the district and regionally.
Administrative Assistant	Provide support and technical assistance to the Associate Vice Chancellor and other unit leadership as appropriate.	Assist in the implementation of goals and objectives. Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings and conferences.	Coordinate office logistics, event planning, travel, and other duties as assigned.
Director, Economic Mobility and Adult Learner Outreach	Lead the planning, directing, and evaluating of program development that strengthens and increases pathways to higher education and the workforce for adult learners outside of the education or career ecosystem.	Review, assess and evaluate assigned programs and services; recommend and implement approved plans and policies to facilitate and improve outcomes, operations, and programs within areas of responsibility.	Develop, implement, and monitor the annual plans and budgets expenditures
Program Director, Strong Workforce Programs (COF)	Provide project leadership and facilitation with deans, faculty, staff, and administrators and the Strong Workforce Program Steering Committee and Workgroup to develop and submit the annual program plan and budget. Identify opportunities for innovative	Monitors Strong Workforce projects for compliance and appropriate utilization of Regional Strong Workforce funds, tracks encumbrances and expenditures. Works with internal parties in producing, and providing a variety of comprehensive, accurate and specialized program reports.	Administer programmatic platforms to integrate data sources in a streamlined platform to facilitate data collection, benchmark goals and objectives for project

	<p>processes to provide ideas to help collaborate project planning. Project management will help plan and oversee a project from its launch through completion to ensure projects are completed on schedule, within budget, and with the desired outcomes.</p>		<p>management.</p>
<p>Director, California Adult Education Program (COF)</p>	<p>Lead and facilitate Adult Ed. Consortium, student data reporting, fiscal reporting, budgeting, planning, support, consortium management, ensuring we are in alignment with state requirements, program area reporting.</p>	<p>Develop programs, conduct outreach and alignment of programs and data. Assist Adult Education principals, directors, and managers on program implementation. Perform student outreach, marketing support, and distance learning support.</p>	<p>Provide support / professional development in fiscal reporting, student data management, testing, program alignment, and any Adult Education related area.</p>
<p>Department Assistant III, Adult Education Program</p>	<p>Perform general secretarial and clerical work; schedule appointments and process personnel information; monitor, order, distribute and maintain office supplies; order textbooks; maintain and troubleshoot new equipment; receive and sort mail</p>	<p>Maintain calendars and schedules of activities, meetings, interviews, and appointments; coordinate activities with other departments, various Board and committee members, the public and outside agencies; maintain departmental bulletin board.</p>	<p>Participate in budget preparation and administration; prepare requisitions for supplies and equipment for all specially funded projects; monitor and control expenditures</p>
<p>Associate Vice Chancellor, Career Education and Workforce Development/Chair, Regional Consortium (COF)</p>	<p>Provides guidance, support, planning, organization, evaluation and implementation of Economic and Workforce Development programs and initiatives. This position serves as chairperson of the Central Valley/Mother Lode Regional Consortium (CVMLRC) and manages the activities, projects, grants, and sub grants associated with the CVMLRC as part of the economic and workforce development framework of the California Community Colleges Chancellor's Office (CCCCO)</p>	<p>This position oversees technical assistance to regional colleges and fiscal oversight of regional and statewide grants awarded to the CVMLRC and works closely with the CVMLRC steering committee, Key Talent, Related Technical Assistance Providers, Kern Community College District (KCCD), KCCD senior leadership, and other stakeholders, in cooperation with campus CEOs and CIOs, to facilitate regional and statewide collaboration between colleges, industry and other stakeholders to meet regional and statewide workforce development needs</p>	<p>Coordinate and leverage efforts of other regional, statewide, and federal stakeholders to identify and connect priority sector needs and resources leading to outcomes that directly or indirectly improve student success and student wage gain</p>

Regional Directors of Employee Engagement - (Central Valley /Mother Lode Regional Consortium-COF)	The Regional Director of Employer Engagement support the Centra Valley/Mother Lode Regional Consortium with broad accountability for planning, directing, and evaluating assigned functions associated with maintaining quality workforce development, academic and student services programs.	The Regional Director (RD) of Employer Engagement serves both the 15 colleges in the Central/Mother Lode Regional Consortium and one of the sub-regions within the Consortium—North, Central, and South—to facilitate higher performance levels in achieving the Strong Workforce Program metrics & Vision for Success goals.	Focus on earn-and-learn strategies, including apprenticeships, internships as well as employment tracking software, such as Jobspeaker, LinkedIn Learning, and Lightcast.
Director, Programs and Compliance (COF)	Provide oversight and management of the implementation of multiple programs. Responsible for departmental planning and operations related to compliance and grant management. Responsible for the identification and development of funding and partnership opportunities; grant writing and tracking of grant applications.	Provides oversight to various projects and implements operational systems to ensure contractual, fiscal, and operational compliance with all department, district, state and federal grants management and reporting policies and procedures	Supports the efforts of SWP and VTEA supported programs to expand enrollment and improve key student outcomes, including increased enrollment, completion, job placement, and wage gain.
Accounting Coordinator, Central Valley / Mother Lode Regional Consortium (COF)	Under the direction of an assigned manager, serves as lead worker over accounting, maintenance, and preparation of accounting and financial records AND/OR independently performs a variety of the most complex accounting and financial transactions and reporting.	Prepare financial and statistical reports for audit preparation, administrative decision support, state, and federal reporting. Plan, prioritize, coordinate activities within projects; communicate with a variety of district, county, state, and federal offices and agencies regarding specially funded programs.	
Department Assistant III, Central/Mother Lode Regional consortium (COF)	Provide a variety of complex and confidential clerical and secretarial services to college administrators, faculty, and staff; to provide information to the faculty, staff, students and public; to provide complex staff assistance to departments.	Perform general secretarial and clerical work; schedule appointments and process personnel information; monitor, order, distribute and maintain office supplies; order textbooks; maintain and troubleshoot new equipment; receive and sort mail.	

<p>Director, K14 Technical Assistance Provider (COF)</p>	<p>Provide regional leadership in the development, administration, and organization of Pathway Improvement initiatives for Career Technical Education Incentive Grants (CTEIG) for K-12 and intersegmental partnerships in the K12 Strong Workforce Program (K12 SWP). The TAP develops key relationships between CTEIG and K12 SWP partners and stakeholders, which include leaders and representatives from the region’s local education agencies (LEAs), community colleges and community college districts, professional organizations, and local business community.</p>	<p>Collaborate with K12 SWP partners to develop a regional technical assistance plan, utilizing needs assessment and diagnostic tools focused on career education and early college credit, aligned with guided pathways and regional economic priorities. The regional technical assistance plan will integrate K12 pathway improvement initiatives and work activities for K12 Pathway Coordinators and be situated within the larger regional plan for each Regional Consortia.</p>	<p>Support consortia in the understanding of metrics associated with CTEIG and K12 SWP, their relationship to existing accountability reporting requirements and larger labor market, and implications for continuous improvement. For K-12 outcomes, the metrics will be based on information that LEAs are already collecting for Perkins and Local Control and Accountability Plans (LCAP) including high school career technical education enrollment, dual enrollment, graduation, and student characteristics.</p>
--	---	--	--

<p>Executive Director, Customized and Corporate Training (COF)</p>	<p>Provides strategic leadership and administrative oversight for the 21st Century Energy Center, California Compliance School, and Contract Education related to training programs, funding resources, technical assistance, and program and curriculum development.</p>	<p>Employer engagement, customized training, planning, budgeting, Program, and fiscal reporting. Contract development. Stakeholder engagement. Provide support for the BC Launchpad.</p>	<p>Provide support / technical assistance on leveraging Contract education.</p>
<p>Program Director, Customized & Corporate Training (COF)</p>	<p>Employer needs assessment. Schedule training and instructors. Employment Training Panel (ETP) contract processing. Program marketing.</p>	<p>Customized non-credit and not-for credit course development. Support the BC Launchpad in expanding entrepreneurial efforts.</p>	<p>Provide support and education on contract education</p>

<p>Director, California Compliance School (COF)</p>	<p>Direct Hazardous Waste compliance training for businesses and agencies statewide. Interface with county/state enforcement staff. Develop curriculum with state experts in Hazardous Waste. Review to maintain correctness of curriculum.</p>	<p>Negotiate customized training to meet agency/business needs, engage state/local agency stakeholders and conduct program marketing. Coordinate all actions and planning with State DTSC Partners and submit monthly reports.</p>	<p>Assist the State in development and use of Supplemental Environmental Projects (SEPS).</p>
<p>Workforce Preparation Assistants (2) (COF)</p>	<p>Manage enrollments and training schedules for Contract Education, California Compliance School, and the BC Launchpad. Track ETP revenues and invoice clients for payment. Process purchase orders and payroll.</p>	<p>Customer service, program marketing, budget, profit, and loss reporting. Supervise student workers. Contract preparation, processing, and auditing.</p>	
<p>Computer Lab Assistant (COF)</p>	<p>Support BC Launchpad. Maintain department websites and social media accounts. Support ASAP enrollment software.</p>	<p>Generate enrollment and assessment reports.</p>	

Section Two: Administrative Unit Outcomes (AUOs)

a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience, or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service. (add additional rows as necessary.)

Administrative Unit Outcomes (AUO)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
Goal 1 – Maximize Student Success; Goal 2 – Advance Student Equity Measures; Goal 3 - Ensure Student Access; Goal 4 - Enhance Community Connections; Goal 5 - Strengthen Organizational Effectiveness				
1. Economic and Workforce Development (EWD) provides a forum for district-wide discussion related to CTE topics of interest, best practices, regional and state initiatives, and resource development.	Goals 1, 2, 3, 4, & 5	2024-2026	CTE Deans and program leadership staff meet monthly to plan, review student and LMI data, outcomes and discuss needs, best practices, resources, and data. Meeting minutes are taken to document these forums. Meeting agendas, minutes, and other information are retained on the CTE Deans share point site.	Increased student success outcome data. Continued educational topics of interest are discussed, best practices are piloted and adopted, and information and resources are shared among CTE Deans and program leadership staff.
2. EWD provides technical assistance, oversight and compliance support in the development, implementation, and evaluation of VTEA and Strong Workforce plans.	Goals 1, 2, 3, 4, & 5	2024-2026	CTE Outcomes data and SCFF data are reviewed to inform the development of Strong Workforce Plans to meet local and regional workforce needs. Perkins Title I-C VTEA Plans include implementation of evidence-based practices to close core indicator gaps.	Colleges demonstrate a 2.5% increase in more and better CTE is documented through CTE Outcome data and SCFF Metrics, Colleges demonstrate a 2.5% improvement in VTEA core indicator gaps noted in Perkins IC trend data.
3. EWD facilitates vision, mission and decision making through oversight, technical assistance and compliance support for CTE program reviews & regional projects and program planning.	Goals 1 & 4	2024-2026	Program planning is evidenced with local and regional Labor Market Information (LMI), along with current data aligned to local, regional, and State goals justification for each program.	100% of all Kern Community College District CTE program reviews meet Title 5 regulations.

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
Goal 1 – Maximize Student Success; Goal 2 – Advance Student Equity Measures; Goal 3 - Ensure Student Access; Goal 4 - Enhance Community Connections; Goal 5 - Strengthen Organizational Effectiveness				
4. Workforce and Economic Development provides oversight and technical assistance to colleges and high schools to support the development and implementation of a) high school-to-college pathways and b) college-to-career pathways.	Goals 1, 2, 3, & 4	2024-2026	Evidence includes: K12 College/Career Indicator (CCI) dashboard data, Perkins Pathways Adult Education data, and state longitudinal database.	An increase of 5% of students successfully completing aligned high school to college and adult to college pathways.
5. Incumbent, under-employed and unemployed workers are trained.	Goal 4	2024-2026	Review of training evaluations and billing records.	The total number of training hours will increase by 25% over the 2024-2026 academic year.
6. District staff will support colleges in acquiring, braiding, and leveraging additional resources to support CTE programs, projects, regional, and statewide initiatives.	Goals 1 & 5	2024-2026	Review and summary of the utilization of the additional resources acquired.	Colleges implement, expand, enhance, or scale-up student success interventions, or other strategies that result in improved student outcomes.
7. Execute strategic employer engagement to enhance college to career connections and employment opportunities for students	Goals 1, 4	2024-2026	Industry plans, proposals, program completion and participant outcomes; the number of industry work-based learning opportunities and job placements.	The total number of colleges to career pathway development plans; number of student participants; number of job-related placements.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the year. Provide details regarding findings and plans for change or improvement of service, if needed.

Administrative Unit Outcomes (AUOs) #1 2022-2024: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #2 2022-2024: Completed. Ongoing AUO. Colleges have historically demonstrated significant progress toward attaining the goal of a 2.5% increase in more and better CTE. This goal is most measured by the CTE Employment Outcomes Survey (CTEOS), which is a statewide study to assess employment outcomes of students who have participated in career technical education (CTE) coursework at California Community Colleges.

Administrative Unit Outcomes (AUOs) #3 2022-2024: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #4 2022-2024: Completed. Ongoing AUO. Launchboard and CalPassPlus data systems have been under development and, while they have some utility, they have not resulted in the comprehensive intersegmental data that California Department of Education (CDE) expected. The KCSOS KIDS, local intersegmental data warehouse, is being piloted but has not yet included college or CSU data.

Administrative Unit Outcomes (AUOs) #5 2022-2024: Completed. The number of contract training hours increased to 47,415 from the previous year's number of 35,057.

Administrative Unit Outcomes (AUOs) #6 2022-2024: Completed. Ongoing AUO. The Vice Chancellor evidenced impactful leadership on district and collegiate practices and processes regarding the implementation of national, state, and regional Workforce and Economic Development and Career Technical Education best practices including high school to college guided pathways as described by US Dept. of Education Office of Vocational and Adult Education (OVAE). The Associate Vice Chancellor provided guidance and professional development on VTEA, Strong Workforce, high school to college guided pathways, and other national, state, and regional topics, and research on career pathways, all of which supports best practices implementation districtwide.

Administrative Unit Outcomes (AUOs) #7 2022-2024: Completed. Ongoing AUO. Oversight in the streamlining of fiscal reporting and grant budget management. Reduced late reporting and increased CTE deans' confidence in budget and reporting numbers. Initiating processes to enhance collection of data and reporting that better links resource spending and efforts to student success outcomes.

Section Three: Key Performance Indicators (KPIs)

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2020-21	2021-22	2022-23
1. Number of PERKINS V Core Indicator outcome gaps greater than 10%	BC 1; Cerro Coso 4; PC 1; TOTAL: 6	BC 1; CC 2; PC 1; Total: 4	BC 1; CC 3; PC 2; Total: 6
2. Number of students enrolled in Adult Education Programs			
3. Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	Total CTE Awards: 3,233	Total CTE Awards: 3,403	Total CTE Awards: unavailable 10/19/23
4. Workforce Program Students – Unique headcount of students who took a CTE course.	27,502	27,949	Unavailable 10/19/23
5. Participation in local, regional, state, and national CTE and EWD organizations, ad hoc committees, task forces, conferences, meetings, and related leadership opportunities.	36	47	56
6. Number of contract training hours provided	16,447	35,057	47,415
7. Number of grants obtained that support district colleges and or support the provision of technical assistance regional and/or state CTE or economic development grants obtained.	Total funding: \$31,721,825 Number of grants: 20	Total funding: \$94,175,897 Number of grants: 103	Total funding: \$110,606,831.04 Number of grants: 61
8. Number of meetings with campus deans and other CTE faculty. Leadership and staff in support of CTE programming and student outcomes.	76	81	86

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

Engagement with CTE leadership has been consistent within and across the three years reported. Participation in local, regional, state, and national CTE and EWD organizations, committees, conferences, has remained high. However, there was an unexpected decrease in those activities since March 2020 due to the spread of COVID-19. The virus also impacted our Contract Education (CE) efforts. CE hours were down by approximately 56.63%. Adult Education experienced an increase in non-credit hours from 70,881 to 81,692 non-credit hours. Our districtwide CTE student outcome efforts continued to make strides and the number of VTEA core indicators 10% or more below negotiated levels is 4 districtwide. Pushing that metric to 0 will be a focus over the next two years.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Provide professional development that creates engagement, inclusion, and meaningful involvement of all stakeholders in the E&WD process. Including topics related to critical local and regional sectors and workforce need.	Goal 1 – Maximize Student Success	<input checked="" type="checkbox"/> Completed: 6/30/23 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/23	Deans' meeting and professional development event agendas and attendance records, or records of individual meetings, Scheduled events cancelled due to COVID restrictions. Other prof. development continued via web-based applications.	Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).	High school faculty and administrators, business and community stakeholders have requested systemic professional development in support of student success.
2. Provide national, state, regional, and local leadership on practice areas including career pathways, career education, adult education, and contract education.	Goal 1 – Maximize Student Success	<input checked="" type="checkbox"/> Completed: 6/30/23 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/23	Continue to lead, share, and serve through State and National organizations and forums focused on high performing adult education practices.	Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC).	Adult Education conference presentations and continued partnership with local WIB, Adult Ed leaders to develop and share best practices. Joined the Academic Senate for California Community Colleges CE Leadership Committee.

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group(s) (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
3. Implement external and internal data collection, reporting systems, and process improvements: Adult Education: TOPS PRO and CCCCO MIS data, Articulation: CATEMA - Banner interface, Perkins: Core Indicator reporting, and Strong Workforce metrics	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Completed: 6/30/23 <input checked="" type="checkbox"/> Ongoing: 7/1/23	Continued to create, report, and lead in the development of student and program data including dashboards and other sources of institutional support for research and planning for Program reviews.	Ongoing partnership with IR to develop more streamlined and automated reports.	Data systems continue to evolve, the KCSOS KIDS data warehouse has begun piloting a new state longitudinal data system. Kern (CCD) AE Consortium: Developed student data tables to track student numbers, gains, and Outcomes, and retention.
4. Increase in contract education training hours by 20%.	Goal 5 – Strengthen Organizational Effectiveness	Completed: 6/30/23 <input checked="" type="checkbox"/> Ongoing: 7/1/23	2022-24 goal: Over the last two years we have reached surpassed our goals to increase the number of contract training hours. The goal for 2024-26 is to further increase our offerings by 20%.	Bakersfield College, Cerro Coso Community College, and Porterville College	Our industry partners continued to request training for incumbent workers. In addition, we have partnered with the local employers and the WIB Board to develop more pathways from entry-level to mid-level careers.

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group(s) (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
5. Support colleges' improvement of Perkins Core Indicators.	Goal 5 – Strengthen Organizational Effectiveness	<input checked="" type="checkbox"/> Completed: 6/30/23 <input type="checkbox"/> Revised: (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/23	Reformed Perkins Program Review and Planning Processes on campuses; Increased timely institutional research data District moved from 4 to 2 Core Indicators missing the metric by 10% or more.	Bakersfield College, Cerro Coso Community College, and Porterville College.	California Community College Chancellors' Office (CCCCO) and the U.S. Department of Education.

<p>6. Increase the number of adult learner pathways to college and careers.</p>	<p>Goal 1 – Maximize Student Success</p> <p>Goal 2 – Ensure Student Access</p> <p>Goal 4 – Reduce Equity Gaps</p> <p>Goal 5 – Strengthen Organizational Effectiveness.</p>	<p>Use Institutional Research data to conduct targeted advertising campaigns and outreach/recruitment among hard-to-reach populations to optimize enrollment in non-credit and credit CTE programs.</p> <p>Increase non-credit offerings by 15% annually between 2022-2024.</p>	<p>Bakersfield College, Cerro Coso Community College, and Porterville College.</p>	<p>California Community College Chancellors’ Office (CCCCO) and the U.S. Department of Education.</p>
<p>7. Lead and facilitate regional consortium efforts to reach and surpass student instructional and workforce development goals and outcomes.</p>	<p>Goal 1 – Maximize Student Success</p> <p>Goal 2 – Ensure Student Access</p> <p>Goal 4 – Reduce Equity Gaps</p> <p>Goal 5 – Strengthen Organizational Effectiveness.</p>	<p>2022-2024: Developed baseline, planning and evaluation of success in meeting regional goal:</p> <p>Develop and implement strategies to increase:</p> <ul style="list-style-type: none"> • The number of students who earned 9 or more career education units in a Single Year • Students enrolled in apprenticeships • Students who complete a certificate, degree, job skill, or apprenticeship 	<p>Bakersfield College, Cerro Coso Community College, and Porterville College.</p>	<p>California Community College Chancellors’ Office (CCCCO) and the Central Valley Mother Lode Regional Consortium. Academic Senate for California Community Colleges CTE Leadership Committee.</p>

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Progress on goal-ActionPlan -	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
-------------------------	---	---	---	---

Section Six: Current Unit Resources

a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	<ul style="list-style-type: none"> • 1.0 FTE Vice Chancellor • 1.0 FTE Associate Vice Chancellor (COF); 12.0 FTE Dean, Directors, Program Managers, or TAPs (COF); • 1.0 FTE Administrative Assistant. • Assistant (Excludes temporary labor)
Technology / Equipment	• EMSI, CATEMA, and standard office and classroom equipment e.g., desktop and laptop computers, projectors, and copiers.
Space / Facilities	• 6,926 sq. ft. 1 st floor & 1,378 sq. ft. sq. ft. 2 nd floor Total sq. ft. = 8,304 sq. ft. [No change; corrected prior estimate.]
Budget (Unrestricted) Total	\$492,834 (Current)
1000 (Academic Salaries)	\$ 229,000
2000 (Classified Salaries)	\$ 58,834 (current)
3000 (Employee Benefits)	\$ 130,000
4000 (Supplies & Materials)	\$ 35,000
5000 (Operating Expenses and Services)	\$ 40,000
6000 (Capital Outlay)	\$ 0
7000 (Other Outgo)	\$ 0
Budget (Restricted) Funds Total:	Central Valley Motherlode: \$135,727,763 ; Employment Training Panel CCCF ET22-0180 12/20/21- 3/30/24 \$988,654 , Employment Training Panel Workplace Literacy 7/24/23 – 7/23/25 \$190,836 ; Employment Training Panel Core ET24-0102 7/24/23 – 7/23/25 \$583,543 ; Employment Training Panel Healthcare Workforce Advancement 7/24/23 – 7/23/27 \$749,000 ; California Workforce Development Board – High Road Training Partnership Resilient Workforce Fund (Energy) 7/1/23 – 3/30/26 \$2,493,267 , CAEP: 22/23 – \$1,482,101 ; 23/24 – \$1,602,595 ; ELL Healthcare Pathways: \$610,802 ; Perkin’s Reserve Innovation Grant: 22/23 - \$300,000 ; 23/24 – \$300,000

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year’s cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the “College(s) requesting” column blank. Rank the proposals in order of their importance to the unit (“1” is most important; “5” is least important)

Resource Category	Resource Requested <i>(Include Cost)</i>	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. <i>(Leave blank if no college requests the new resource.)</i>	Rank
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i></p>	<p>X 1: Provide Professional Development X 2: Attend Professional Development</p>	<p>The unit plans to provide professional development for faculty, staff, industry, and others as appropriate. Topics will vary but will largely focus on closing the employment and skill gaps through strategic interventions that better prepare our current and future workforce for success. The staff attend many industry-related conferences as presenters and attendees.</p>	<p>Members of the team work with all colleges to provide support, resources and professional development as needed.</p> <p>CCCAOE is an example of a semi-annual conference attended in partnership with representatives from all 3 colleges</p>	
<p>Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i></p>				
<p>Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests will impact your unit's service to the colleges.</i></p>				

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource <u>to</u> your unit. (Leave blank if no college requests the new resource.)	Rank
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____			
Total cost of resource needs over and above current budget allocation:			\$ unknown; not yet estimated	

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

In each annual Administrative Unit Review, the EWD district unit has consistently delineated, documented, and communicated the operational responsibilities and functions of the unit from those of the colleges and consistently adheres to this delineation in practice. The unit ensures that the colleges have received effective and adequate unit provided services to support the colleges in achieving their missions. Where the EWD district unit has the responsibility for resources, allocation of resources, and planning. ACCJC Standard IV.D.2 is used to evaluate the unit and its performance is reflected in the district and college accreditation documents and accredited status of the institution (ACCJC IV.D.2). The EWD district unit has participated in regular, integrated, district and college planning and evaluation to improve student learning and achievement and institutional effectiveness (ACCJC IV.D.5). This document is part of the District's regular documentation of its evaluations of the district unit and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district publicly posts and thereby widely communicates the results of these evaluations and uses them as the basis for improvement (ACCJC IV.D.7).

Routing and Review

Submitter's Name: Trudy Gerald

Title: Associate Vice Chancellor

Submitter's Signature: _____

Date Submitted: _____

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Educational Services



2024-2025

Kern Community College District

District Office Administrative Unit Review

Educational Services

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

Educational Services continues to provide excellent service to the District, our three colleges and our students, the Chancellor, the Board of Trustees, community partners, and the community at large. Through a relentless focus on institutional priorities, the Educational Services stives to ensure that the colleges have appropriate resources to improve student access with equity, student success with equity, and student completion equity. Educational Services will continue to focus on providing leadership, support, and coordination to meet the instructional needs of the colleges.

Educational Services will provide services to increase engagement with all colleges through district-wide teams.

Educational Services will serve as a hub for College and District engagement and improved communication in instruction.

During this evaluation period the division will complete the following goals:

- 1) Complete update Board Policies and Administrative Procedures
- 2) Facilitate support and provide leadership to the colleges for Guided Pathways
- 3) Facilitate support and provide leadership to the colleges for enrollment management services and programs
- 4) Facilitate adoption and implementation of scheduling software
- 5) Create, adopt, and implement a districtwide Accessibility Master Plan
- 6) Add focus on facilitating and leading innovation for colleges
- 7) Facilitate the development and submission of the ACCJC ISER by all three colleges

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

Educational Services continues to serve the colleges primarily through collaboration with the Vice Presidents of Instruction, the Vice Presidents of Student Services, and the Academic Senate Presidents, as well as oversight of certain instructional and student services on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The greatest priority of Educational Services is to provide coordination, guidance, and support of the colleges to achieve continuously improve outcomes in student access, student success, and student completion with equity.

Educational Services will focus on responsive, innovative, and nimble services that support the needs of the colleges by continuing to adopt a more interactive approach to assist the colleges through subject focused teams comprised and led by college personnel with expertise and interest in promoting innovation, best practices, and shared resources.

Section One: Unit Overview

- a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

Educational Services primarily supports the colleges and the Kern CCD Chancellor through the delivery of services and leadership for the instructional and instruction-related programs. Educational Services is committed to serving our students, faculty, professional classified staff, the Chancellor, Board of Trustees, stakeholders, and the community at large. Educational Services facilitates reporting and compliance functions, communications, as well as directly assisting the Vice Presidents, College Presidents, and Academic Senate Presidents in their roles so that our colleges can provide exemplary instruction, and support services for our students.

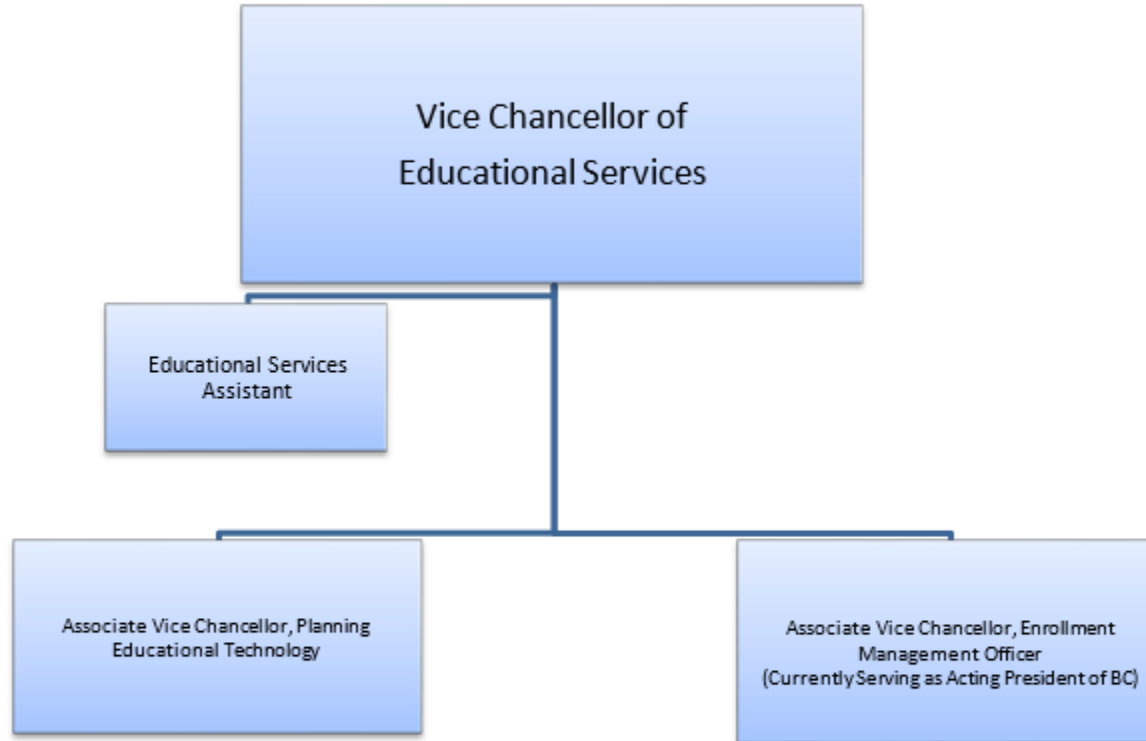
Section One: Unit Overview · Section One: Unit Overview *(continued)*

- b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.**

The Vice Chancellor of Educational Services utilizes data in planning, organizing, reviewing, coordinating, and evaluating district-wide instructional and student services programs and the development and implementation of District policies and administrative procedures. Educational Services also supports instructional and student support programs at the three colleges. Particularly, Educational Services meets monthly with the Vice Presidents of Instruction and Student Services to plan for programs and services as well as to develop new directions designed to maintain innovation. The Vice Chancellor works closely with the Vice Chancellor of Institutional Technology and involves college stakeholders to ensure that the technology needs of the three colleges are addressed and coordinated.

Section One: Unit Overview *continued*

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district, and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Vice Chancellor, Educational Services	Coordinates and Communicates Districtwide, Program and Course Approvals, Student Success Initiatives, Enrollment Management, Strategic Planning, Accessibility Planning, Board Review and Update, Academic Calendar, Faculty Evaluations.		Currently vacant
Educational Services Assistant	Supports the Vice Chancellor	Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings.	
Associate Vice Chancellor, Planning Educational Technology	Provides overall leadership in the development of district strategic plans, provides leadership and guidance in the accreditation process, and selection and implementation of educational technology	In coordination with the college vice presidents and provide leadership in the selection and implementation of strategic educational technology solutions in alignment with the district strategic and technology plans.	
Associate Vice Chancellor, Enrollment Management Officer	Provide overall leadership in the planning, organization, administration, evaluation, and implementation of a comprehensive enrollment management plan	Plan, and implement a Districtwide comprehensive enrollment management plan to establish Full-Time Equivalent Students (FTES) targets and FTES projections	Currently serving as Interim President, Bakersfield College

Section Two: Administrative Unit Outcomes (AUOs)

a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience, or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Communication occurs through monthly meetings with College Vice Presidents. Exchange will occur on district-wide issues for discussion, problem solving, and planning.	Goal #5: Strengthen Organizational Effectiveness	2024-2025	Survey of effectiveness submitted to Vice Presidents and results assessed.	90% of respondents will be satisfied with the providing of information.
2. Instructional programs are reviewed and recommended for approval to the Chancellor and Board of Trustees.	Goal #5: Strengthen Organizational Effectiveness	2024-2025	Information will be reviewed no later than 60 days and provide recommendations to the Chancellor for the Board of Trustees approval.	Colleges are providing students the most appropriate and timely instruction to ensure student success.
3. Policies are revised and input obtained through constituent groups to conform with new and revised Title 5 regulations from the CA Board of Governors that are incorporated into the KCCD Policies annually.	Goal #5: Strengthen Organizational Effectiveness	2024-2025	KCCD policies will be reviewed upon published state regulations to assess needed changes.	100% KCCD policies are in compliance with Title 5 rules, formatted into KCCD format and adopted by the Board of Trustees.

4. Professional development for Guided Pathways with a focus on faculty is provided and coordinated district wide. Resources are identified and provided and help to facilitate innovative solutions is provided.	Goal #5: Strengthen Organizational Effectiveness	2024-2025	Survey provided to vice presidents and results assessed for improvements in service.	90% of respondents are satisfied with services provided.
5. Leadership, coordination, and support for enrollment management is provided for district and college level efforts to stabilize/maximize enrollments, minimize stop out points and increase completions- credit, non-credit, dual enrollment, and inmate education. Proactive coordination and an overall framework for the transition teams to support progress and momentum is provided.	Goal #5: Strengthen Organizational Effectiveness	2024-2025	Survey provided to vice presidents and results assessed for improvements in service.	90% of respondents are satisfied with services provided.
6. State required reporting for various instructional services through District are submitted timely and accurately.	Goal #5: Strengthen Organizational Effectiveness	2022-2024	Complete an assessment of colleges and district in compliance with state agency's reporting requirement, and that the District office and College staff understand the reporting process.	Colleges and Districts stay in compliance with state reporting requirements. District Staff and College Staff are aware of their role in the collection of information for accurate reporting for the state compliance process.
7. District common A&R and Financial Aid services policies and practices are aligned across the Districts' colleges.	Goal #5: Strengthen Organizational Effectiveness	2022-2024	Survey provided to Vice Presidents, Admissions & Records and Financial Aid Directors, and results assessed for improvements in service.	Common student services and procedures are published

8. Student fee structures at all three colleges are aligned and reviewed annually.	Goal #5: Strengthen Organizational Effectiveness	2022-2024	All Student fees are reviewed. All student fee approvals are submitted to Board annually.	Increased student, faculty, and community clarity of fees and calendars resulting in increased participation and success.
9. Increased information to three colleges regarding state legislation that affects community colleges and increased advocacy back to our state legislators and decision-making entities is provided.	Goal #5: Strengthen Organizational Effectiveness	2022-2024	Survey of effectiveness provided to colleges and results assessed for effectiveness and needed changes in service.	District Staff and College Staff have the knowledge of state legislation and understanding of potential impacts.
10. Accessibility standards are implemented into district and college programs, services, and operations.	Goal #5: Strengthen Organizational Effectiveness	2022-2024	Survey of effectiveness to Accessibility Task Force and Chancellor's Cabinet and results assessed and provided out to same groups.	90% of respondents will be satisfied with the level of implementation of Accessibility Task Force consultant's recommendations.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

AUOs #1 - #10 are ongoing.

Section Three: Key Performance Indicators (KPI's)

a) List the KPI's for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2018-19	2019-20	2020-21	2021-22	2022-23
1. Number of board policies and procedures created and/or updated Chapter 4 & 5 board	70	Data not available	57		
2. Number of faculty evaluations reviewed	383	195	78		
3. Number of Confidential /Management Employee Evaluations	15	14	4		
4. Number of special compensation agreements approved	269	230	431		
5. Number of New Courses reviewed and approved	164	100	105		
6. Number of Course Revisions or Modifications reviewed and approved	286	172	298		
7. Number of Course Deletions, Discontinuations or Deactivations reviewed and approved	70	148	47		
8. Number of Program Revisions or Modifications reviewed and approved	20	21	26		
9. Number of New Programs evaluated and approved	10	34	17		
10. Number of Programs, Deletions, Discontinuations or Deactivations evaluated and approved	5	0	6		
11. Number of meetings with vice presidents	9	7	7		
12. Number of meetings with software district/college teams (BSC, A&R, Financial Aid)	41	10			
13. Number of grants awarded	12 (New) Total: \$2,280,783				
14. Other Categorical Grants		Total \$1,025,783			

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

The COVID-19 pandemic suddenly impacted all KCCD programs and services resulting in a decreased enrollment at all three colleges. At the same time the Student-Centered Funding Formula resulted in a unit refocus. Shifts in Educational Services Office personnel impacted the department.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group(s) (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Provide leadership that ensures student services policies and practices across the colleges are focused on student success in completion, transfer, job readiness annually.	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees
2. Assist progress on Vision for Success goals through facilitating collaboration and coordination among the colleges, identifying and providing central professional development opportunities.	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees
3. Assist progress on Guided Pathways goals through facilitating collaboration and coordination among the colleges, identifying and	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal.	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees

providing central professional development opportunities.					
4. Assist colleges and District Office with progress on achieving Equity goals through facilitating collaboration and coordination among the colleges and District Office, identifying and providing professional development opportunities.	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees
5. Increase level of collaboration with area Adult Schools.	Goal #1: Maximize Student Success	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	
6. Pursue professional development opportunities for College faculty and administration on best practices focuses on current issues of student success.	Goal #1: Maximize Student Success	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	.	Bakersfield College Cerro Coso Community College Porterville College	
7. District Leadership Academy will be offered each year with active participation from all employee groups.	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal that the department effectively delivers the annual outcomes	Bakersfield College Cerro Coso Community College Porterville College	

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group(s) (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level	
Staffing (list current staffing levels)	<ul style="list-style-type: none"> ▪ 1.0 FTE Vice Chancellor (GUI funded) ▪ 1.0 FTE Educational Services Assistant (GUI funded) ▪ 1.0 FTE Associate Vice Chancellor, Planning Educational Technology (GUI funded) ▪ 1.0 FTE Associate Vice Chancellor, Enrollment Management Officer (GUI funded) – currently vacant; serving as Interim President, Bakersfield College 	
Technology / Equipment	•	
Space / Facilities	•	
FY 22 Budget (Unrestricted) Total	\$ 1,101,169.98	Notes (if any)
1000 (Academic Salaries)	\$ 212,583.53	
2000 (Classified Salaries)	\$ 472,214.61	
3000 (Employee Benefits)	\$ 257,521.84	(Based on Benefits FY 2023 – effective August 2021 template)
4000 (Supplies & Materials)	\$ 3,650.00	Library/Magazines – Non-Instructional Supplies/Supplies (Leadership Academy budget included)
5000 (Operating Expenses and Services)	\$ 152,700.00	Consulting, Travel, Dues & Memberships, Food, Software/Maintenance (Leadership Academy budget included)
6000 (Capital Outlay)	\$ 2,500.00	
7000 (Other Outgo)	\$ 0.00	
Budget (Restricted) Total	\$ 0.00	
Budget (Contract/Community Ed) Total	\$ 0.00	

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Administrator			
Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>	<input checked="" type="checkbox"/> 1: Provide Professional Development <input type="checkbox"/> 2: Attend Professional Development	Online training provided by Lorman Education Services will improve personnel expertise and customer service		
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance			
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____			

Section Seven: Resource (cont.)

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____			
Total cost of resource needs over and above current budget allocation:			\$ _____	

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

Educational Services is in a transitional process. The Office will continue to foster two-way interaction and substantial support for the colleges. This support is provided through agile teams, increased focus on innovation and a new agility. The primary focus is to ensure the colleges have the tools to ensure quality in both instruction and student services programs and deeper level of commitment for equity, access, and student success. This focus will be measured through the SCFF as we move forward.

Educational Services will include the utilization of experienced leaders across the district by creating short-term assignments at the district so faculty can participate in the sharing of talent and innovative ideas on various initiatives.

Routing and Review

Submitter's Name: _____

Title: _____

Submitter's Signature: _____

Date Submitted: _____

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Public Affairs and Development

2024-2026

Kern Community College District

District Office Administrative Unit Review

Public Affairs and Development

Norma Rojas-
Mora
Public Affairs and
Development
Submitted by: Norma Rojas-
Mora

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

Public Affairs and Development continues to commit to providing excellent community engagement and positive public affairs and relations. Our unit supports the district, colleges, the chancellor, and board of trustees. As the division continues to focus on our strategic priorities the goal is to ensure that the district and colleges have the resources that are needed to implement an effective media and community engagement strategy. This division will increase focus on establishing strong community ties and positive media attention.

Public Affairs and Development will refocus services to increase each college engagement in participating in regional initiatives and strengthen community partnerships and engagement. The division will work with college campuses to support their communication and engagement efforts.

During this evaluation period the division will complete the following goals:

- 1) Establish the Community, Environmental Impact and Social Mobility Center
- 2) Expand Public Affairs Engagement with Community Stakeholders
- 3) Facilitate the development and submission of Board Media reports
- 4) Ensure compliance and implementation of CERF Regional plan
- 5) Implement HEAL regional summit

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

Public Affairs and Development serves the colleges primarily through collaboration with the Presidents and PIOs to develop and implement a comprehensive public and government affairs program on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The priorities of the district are student access, student success, student equity, workforce and economic development that responds to industry needs, and organizational effectiveness which are priorities of this unit.

The Public Affairs and Development unit must and will focus on legislative advocacy, community outreach, and development. This unit must and will continue to identify opportunities for cross-collaboration amongst the colleges, the community and develop regional partnerships. The Government Relations and Development unit must and will focus on effective communication and development of relationships with key community groups, external agencies to advance districtwide initiatives.

Section One: Unit Overview

- a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

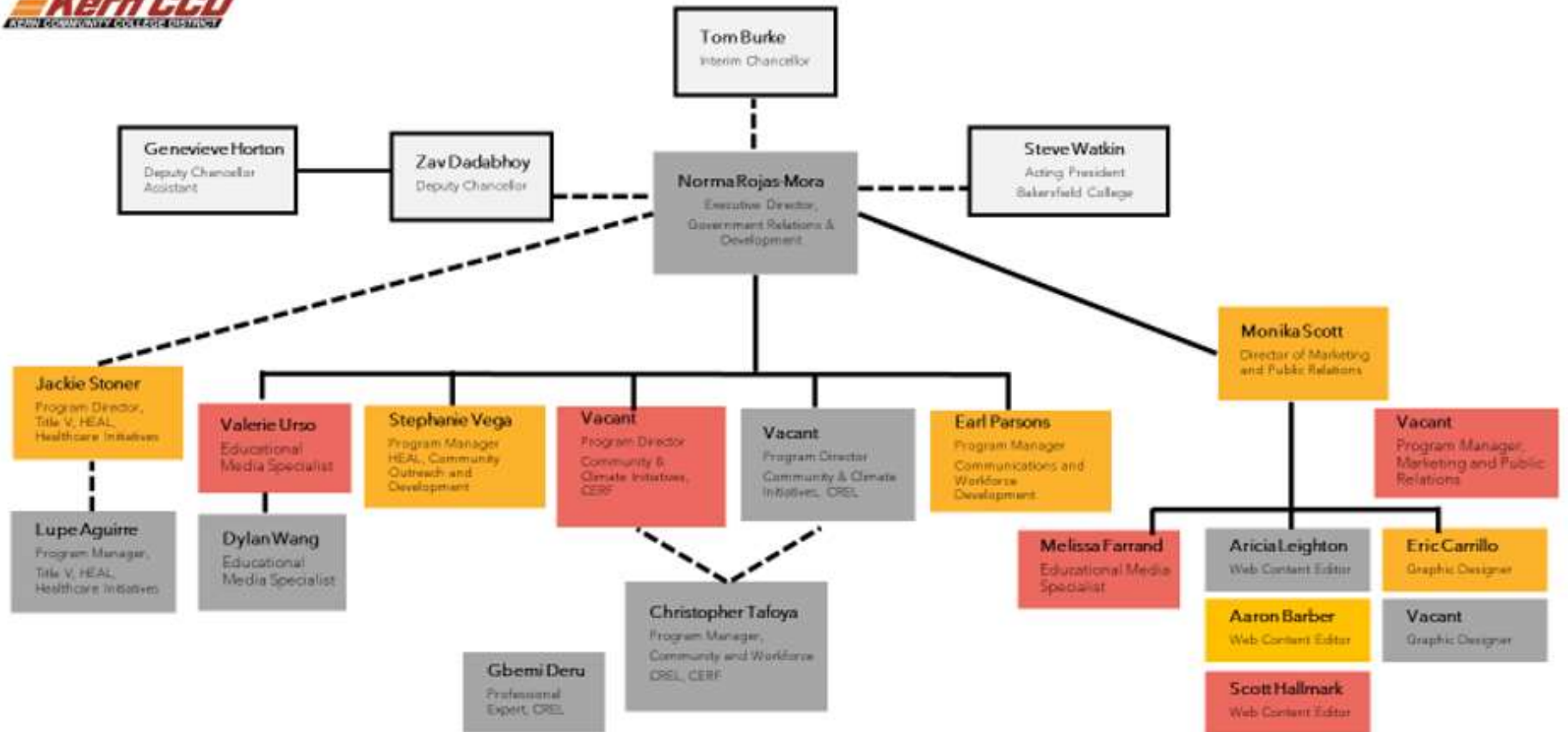
Public Affairs and Development exists to support the colleges and chancellor. The unit's purpose is to provide support and leadership for external relations and provide highly complex professional assistance to the Chancellor regarding current and potential public relations, legislative and communication issues and identifies opportunities for collaboration and resource development. The unit develops and implements regional and community initiatives to advance Districtwide community initiatives and outreach. Public Affairs and Development is committed to serving our students, faculty, professional classified, the Chancellor, Board of Trustees, and the public.

b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The Associate Vice Chancellor provides overall leadership and utilizes data in planning, organizing, reviewing, coordinating, and evaluating district-wide communication and community engagement strategies for the District. The Government Relations and Development unit supports communication strategies and legislative advocacy for the Chancellor and the three colleges. In particular, the unit meets monthly with the college PIOs to develop and evaluate the board media report. In addition, the unit meets with special program areas (CREL) to discuss community engagement strategies and supports. The unit engages with CERF and supports project development, implementation, and oversight of partnership. The Executive Director meets with community stakeholders to identify opportunities to support student success and learning.

Section One: Unit Overview *continued*

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district, and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Executive Director, Government Relations and Development	Organizes and implements a comprehensive public and government affairs program for the District. Coordinates and communicates districtwide and regional initiatives, Community, Environmental Impact and Social Mobility Initiatives, Development activities and community partnerships.		Recommend transitioning Executive Director position to Associate Vice Chancellor, Public Affairs and Development
Executive Secretary	Supports the Associate Vice Chancellor	Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings.	
Program Director, Community and Climate Initiatives, CREL	Plans, assists, and develops the framework for implementation of community and climate initiatives.	Ensures grant compliance and implementation of state and federal guidelines for special initiatives.	Focus on supporting CREL community outreach, engagement and CBP planning processes
Program Director Community and Climate Initiatives, CERF	Plans, assists, and develops the framework for implementation of community and climate initiatives.	Ensures grant compliance and implementation of state and federal guidelines for special initiatives.	Focus on supporting Associate Vice Chancellor with CERF project management, implementation and reporting as fiscal agent and co-convener

Program Manager, Community and Workforce Development	Manages assigned program activities for community and development initiatives including assisting with program coordination and grant support.		
Program Manager, Communications and Outreach	Manages assigned communications activities and provides writing support for public and media relations.		
Program Director, Title V, HEAL, Healthcare Initiatives	Plans, assists and develops framework for implementation of healthcare initiatives	Supports the Associate Vice Chancellor in developing HEAL and community collaboration for health initiatives.	
Education Advisor, Title V, Healthcare Initiatives	Advises students in areas related to academic careers	Supports HEAL with community outreach and student success programs	
Program Manager, HEAL, Community Outreach and Development	Manages assigned program activities for healthcare initiatives including regional engagement		
Education Media Specialists (3)	Produces, modifies, and evaluates multimedia, digital marketing, web-based presentations, and technical support to develop marketing materials for districtwide initiatives.		
Director of Marketing and Public Relations	Plans, assists and develops media strategy and marketing materials to ensure compliance with College branding.		

Program Manager, Marketing and Public Relations	Manages assigned activities and supports development of communications and marketing materials for the college.		
Web Content Editor (3)	Implements and manages web content using a content management system; implements social media strategies; provides training and technical support to staff and faculty in association with our web presence; develops and writes text for publication on the web.		
Graphic Designer	Plan and organizes the activities of the Graphics Section at the college; provides specialized assistance to regarding graphics projects, web page design and college marketing and informational materials		

Section Two: Administrative Unit Outcomes (AUOs)

- a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Communication occurs through monthly reporting and engagement with College PIOs	Strategic Direction #3: Strengthen Organizational Effectiveness	2024-2026	Monthly media report is submitted to the Chancellor for board report.	Media engagement thresholds are set for each campus with a set minimum of press engagements per campus: <ul style="list-style-type: none"> • BC-2 per week • PC-1 per week • CC-1 per week
2. HEAL Advisory Committee, Healthcare Oversight Committee, and instructional program support and community outreach are reviewed and	Strategic Direction #3: Strengthen Organizational Effectiveness	2024-2026	Meeting reports and outreach activities will be monitored.	Monthly HEAL Advisory Committee meetings and Quarterly meetings with Healthcare Oversight Committee.

<p>3. Increased information to colleges regarding state and federal legislation that affects community colleges and increased advocacy back to our state and federal legislators and decision-making entities is provided.</p>	<p>Strategic Direction #3 Strengthen Organizational Effectiveness</p>	<p>2024-2026</p>	<p>Survey of effectiveness provided to colleges and results assessed for effectiveness and needed changes in service.</p>	<p>District staff and college staff have the knowledge of state and federal legislation and understanding of potential impacts.</p>
<p>4. State reporting requirements for CERF are submitted timely and accurately.</p>	<p>Strategic Direction #3 Strengthen Organizational Effectiveness</p>	<p>2024-2026</p>	<p>Complete an assessment of colleges and district in compliance with state agency's reporting requirement, and that the District office and College staff understand the reporting process.</p>	<p>Districts stay in compliance with state reporting requirements. District Staff and College Staff are aware of their role in the collection of information for accurate reporting for the state compliance process.</p>
<p>5. Community Climate Initiatives/CBP state and federal reporting requirements are implemented and submitted timely and accurately.</p>	<p>Strategic Direction#3: Strengthen Organizational Effectiveness</p>	<p>2024-2026</p>	<p>Complete an assessment of colleges and district in compliance with state agency's reporting requirement, and that the District office and College staff understand the reporting process.</p>	<p>Districts stay in compliance with state reporting requirements. District Staff and College Staff are aware of their role in the collection of information for accurate reporting for the state compliance process.</p>
<p>6. Increased information to the community regarding Districtwide and regional initiatives.</p>	<p>Strategic Direction #3: Strengthen Organizational Effectiveness</p>	<p>2024-2026</p>	<p>Monitor and track media outreach and engagement through monthly media reports.</p>	<p>Increased community participation in districtwide and regional initiatives.</p>

7. Increased information to three colleges regarding state legislation that affects community colleges and increased advocacy back to our state legislators and decision-making entities is provided.	Strategic Direction #3: Strengthen Organizational Effectiveness	2024-2026	Survey of effectiveness provided to colleges and results assessed for effectiveness and needed changes in service.	District Staff and College Staff have the knowledge of state legislation and understanding of potential impacts.
---	---	-----------	--	--

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

AUOs #1 - #7 are ongoing

Section Three: Key Performance Indicators (KPI s)

a) List the KPI's for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2018-19	2019-20	2020-21
None at this time-first time AUR submission			

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

The unit assumed additional areas of responsibility and administration of new programs. It required re-evaluation of duties and assessment of program areas of responsibility.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Provide leadership that ensures public and government relations strategies are effectively communicated.	Strategic Direction #3 Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees
2. Assist progress on Vision for Success goals through facilitating collaboration and coordination among the colleges and the community at large.	Strategic Direction #3 Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College	Chancellor/Board of Trustees
3. Assist progress on HEAL through facilitating collaboration and coordination among the colleges and community partners.	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal.	Bakersfield College	Chancellor/Board of Trustees

4. Assist District Office with progress on collaboration, implementation and coordination of CERF as regional fiscal lead and co-convener.	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College	Chancellor/Board of Trustees
5. Increase level of collaboration and participation with community partners and regional initiatives	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees
6. Assist progress on community engagement in climate initiatives.	Goal #1: Maximize Student Success	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College	Chancellor/Board of Trustees
7. District Leadership Academy will be offered each year with active participation from all employee groups.	Goal #5: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal that the department effectively delivers the annual outcomes	Bakersfield College Cerro Coso Community College Porterville College	

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Establish the Community, Environmental Impact and Social Mobility Cener	Strategic Direction #3 Strengthen Organizational Effectiveness	Will be completed by June 30, 2024		Chancellor
2. Expand public affairs engagement with community stakeholders	Strategic Direction #3 Strengthen Organizational Effectiveness	Ongoing		Chancellor/Board of Trustees
3. Develop district- wide web standards and social media guidelines. Incorporate continuous reassessment of effectiveness.	Strategic Direction #3 Strengthen Organizational Effectiveness	Will be completed by January 30, 2024		Chancellor/Board of Trustees
4. Lead development of the HEAL Summit	Strategic Direction #3 Strengthen Organizational Effectiveness	Will be completed by September 2024	Bakersfield College	Chancellor/Board of Trustees
5. Lead implementation and compliance of CERF	Strategic Direction #3 Strengthen Organizational Effectiveness	Ongoing		Chancellor/Board of Trustees

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	<ul style="list-style-type: none"> ▪ 1.0 FTE Executive Director, Government Relations and Development ▪ 1.0 FTE Program Director Community and Climate Initiatives, CREL ▪ 1.0 FTE Program Director Community and Climate Initiatives, CERF ▪ 1.0 FTE Program Director Title V, HEAL, Healthcare Initiatives ▪ 1.0 FTE Program Manager Communications and Workforce Development ▪ 1.0 FTE Program Manager HEAL, Community Outreach and Development ▪ 1.0 FTE Program Manager Community and Workforce-CERF and CREL ▪ 1.0 FTE Executive Secretary ▪ 2.0 FTE Educational Media Specialist (3) ▪ 1.0 FTE Education Advisor Title V, HEAL, Healthcare Initiatives ▪ 1.0 FTE Director Marketing and Public Relations ▪ 1.0 FTE Program Manager Marketing and Public Relations ▪ 1.0 FTE Web Content Editor (3) ▪ 1.0 FTE Graphic Designer (2)
Technology / Equipment	•
Space / Facilities	•
Budget (Unrestricted) Total	\$
1000 (Academic Salaries)	\$ 0.00
2000 (Classified Salaries)	\$ 1,420,570.18
3000 (Employee Benefits)	\$ 871,437.89 (Based on Benefits FY 2022 – effective August 2021 template)
4000 (Supplies & Materials)	\$ 5,350 Library/Magazines – Non-Instructional Supplies/Supplies (Leadership Academy budget included)
5000 (Operating Expenses and Services)	\$ 55,000.00 Consulting, Travel, Dues & Memberships, Food, Software/Maintenance (Leadership Academy budget included)
6000 (Capital Outlay)	\$ 0.00
7000 (Other Outgo)	\$ 0.00
Budget (Restricted) Total	\$ 2,352,358.07
Budget (Contract/Community Ed) Total	\$ 0.00

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests <u>this</u> need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i></p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Administrator</p> <p>Propose transitioning Executive Director role to Associate Vice Chancellor, Public Affairs and Development</p>	Will expand public affairs and development support to Colleges and District		1
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i></p>				
<p>Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i></p>				
<p>Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests</i></p>				

Section Seven: Resource (cont.)

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit's service to the colleges.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>			
Total cost of resource needs over and above current budget allocation:			\$ Salary difference to transition Executive Director role to Associate Vice Chancellor	

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

Public Affairs and Development supports both districtwide and college initiatives. As the state Vision 2030 goals begin to focus on more outward facing and engagement with community, this unit will be increasingly focused on supporting the goal of outreach to students and adult learners in new and effective ways. Support is needed to engage more community-based organizations and partners to ensure students are supported and engaged in the educational process. A stronger emphasis on our messaging and community engagement will ensure implementation of Vision 2030 is successful and maximizes student success.

Routing and Review

Submitter's Name: Norma Rojas-Mora

Title: Executive Director, Government Relations and Development

Submitter's Signature: _____

Date Submitted:

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Student Success Programs and Innovation

2024-2025

Kern Community College District

District Office Administrative Unit Review

Student Success Programs & Innovation Office

Submitted by:

Rebecca Farley, Associate Vice Chancellor,
Student Success Programs & Innovation
October 2023

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

Kern CCD's Student Success Programs and Innovation Office (SSPIO) is a new office at the District, designed to provide leadership and oversight for multiple areas of shared services, including:

- Adult Education
- Credit for Prior Learning
- Early College
- Equity
- External Pathway Partnerships
- Persistence/Retention Efforts
- Resource Development
- Transfer

The Student Success Programs and Innovation Office (SSPIO) collaborates broadly across the District Office and with the District Colleges, K-16 partners, industry partners, and granting agencies to align with and support achievement of the CCCCO Vision 2030 Goals, Kern CCD Strategic Directions and Goals, College Educational Master Plans, College Workplan Goals/Targets, College Equity Plan Goals/Targets, and College Guided Pathways Plans/Goals. Additionally, SSPIO actively pursues opportunities for innovation and related resource development for its areas of oversight.

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

With the newly released Vision 2030, Kern CCD will continue its leadership within the California Community Colleges by embracing innovation, seeking resource development opportunities to fuel such innovation, and using real time, actionable data to reach as many future scholars in our region as possible.

In order to provide adequate support to the Colleges and District, SSPIO will require additional staffing, as outlined in Section 6, which include:

- Program Manager/Coordinator, Resource Development, SSPIO
- Director, Early College
- Educational Advisors, Early College (x2)
- Admissions & Records Technicians II, Early College (x2)
- Professional development, conference presentations, federal grant management training
- Technology for use in office and at high school sites

Section One: Unit Overview

- a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

Kern CCD's Student Success Programs and Innovation Office (SSPIO) provides leadership and oversight for multiple areas of shared services, including:

- Adult Education
- Credit for Prior Learning
- Early College
- Equity
- External Pathway Partnerships
- Persistence/Retention Efforts
- Resource Development
- Transfer

The Student Success Programs and Innovation Office (SSPIO) collaborates broadly across the District Office and with the District Colleges, K-16 partners, industry partners, and granting agencies to align with and support achievement of the CCCCCO Vision 2030 Goals, Kern CCD Strategic Directions and Goals, College Educational Master Plans, College Workplan Goals/Targets, College Equity Plan Goals/Targets and College Guided Pathways Plans/Goals.

SSPIO actively pursues opportunities for innovation and related resource development for its areas of oversight.

Kern CCD Early College is a shared service supporting dual enrollment, concurrent enrollment, and articulated credit partnerships between Bakersfield College, Cerro Coso Community College, Porterville College, and their respective feeder high schools/districts. Students participating in Kern CCD Early College have the opportunity to take college courses while still in high school, for little to no cost, and with access to a wide variety of academic and basic needs support. In alignment with the CCCCCO's Vision 2030, Kern CCD Early College is working toward the goal of all high school students in our district service area completing 12 units of college credit by high school graduation. Kern CCD Early College is committed to practices that foster equity in access, equity in support, and equity in success.

Fast Facts:

- Kern County encompasses 46 K-12/high school districts, 33 high schools, 54,700 high school students and a total of 196,030 K-12 students.
 - Bakersfield College currently partners with 43 high schools and serves 11,820 early college students (22-23)
- Cerro Coso serves an area comprised of 10 high school districts, and 32 high schools
 - Cerro Coso Community College currently partners with 13 high schools and serves 1,614 early college students (22-23)
- Porterville College serves 3 High School Districts (Porterville Unified, Burton School District, and also serves Lindsay Unified per approval from COS for a few dual/concurrent classes this semester).
 - PC currently partners with 8 high schools, and serves 1,338 early college students (22-23)

Please see Appendix A for additional information regarding Kern County educational service area.

b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

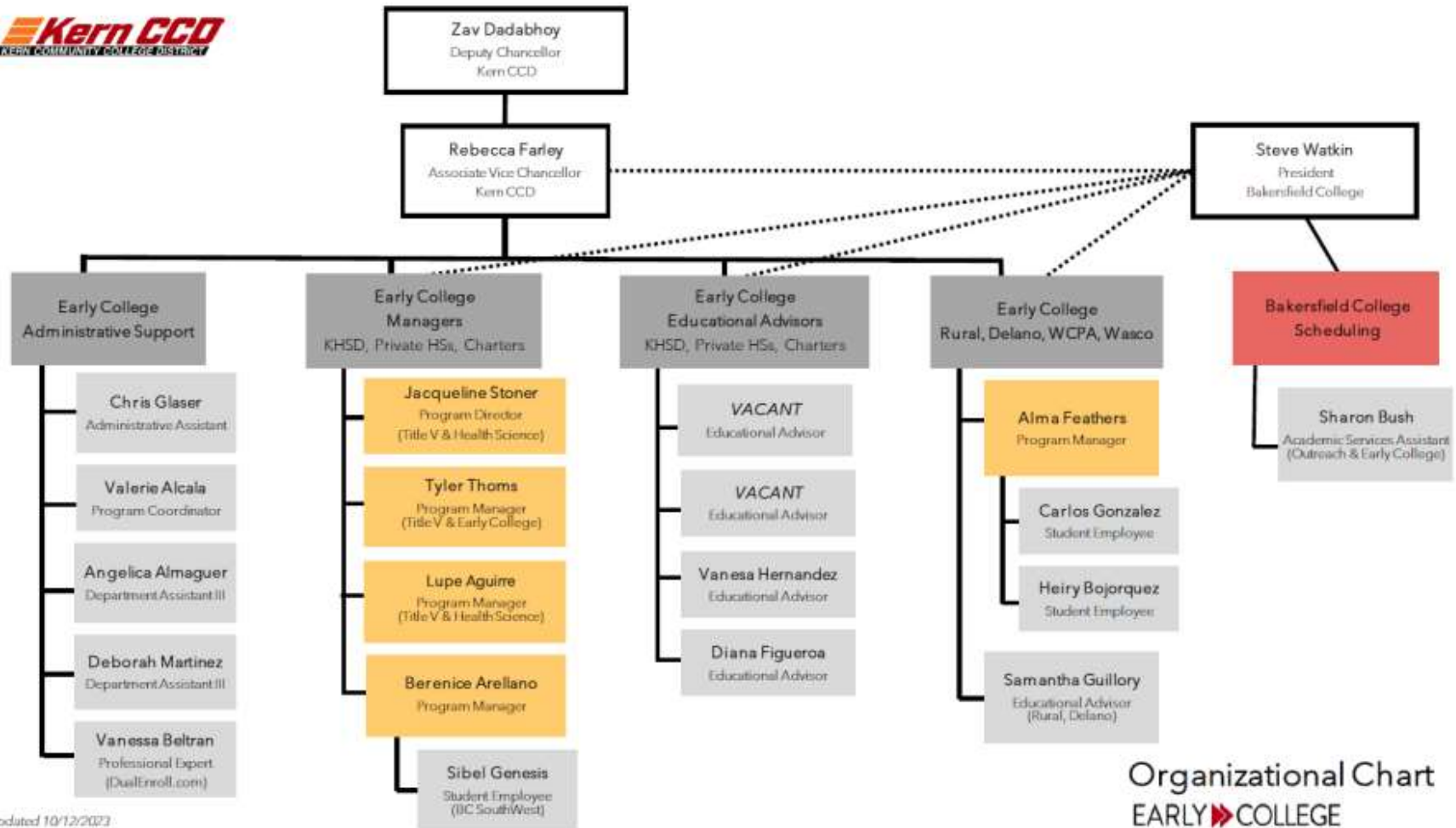
Kern CCD's Student Success Programs and Innovation Office supports the colleges in achieving their mission and goals for student learning and achievement by providing them with robust structures for collaboration and support on initiatives, programming, and resource development opportunities related to implementation and innovation in Adult Ed, Credit for Prior Learning, Early College, Equity, External Pathway Partnerships, Persistence/Retention, Resource Development, and Transfer.

In alignment with the guiding plans of the CCCCCO, Kern CCD, and the District Colleges, SSPIO provides robust collaboration, as well as leadership, oversight, and resource development for initiatives and shared services related to its areas of responsibility. SSPIO convenes College leadership, K-16 partners, industry and external pathway partners, and others, as needed, to support the Colleges and District in achieving their targets and goals.

Kern CCD Early College supports the colleges by providing centralized support for MOU/CCAP agreements, instructor agreements, student/parent outreach resources/events, CCCApply support, DualEnroll.com student enrollment support, data updates, regional EC events, registration assistance, pathway/partnership assistance, and high school instructor hiring and onboarding support. Additionally, Kern CCD Early College provides on-site support at feeder high schools for orientations, registration workshops, and parent events.

- Early College Advisors assigned to high schools and pathways to provide student enrollment support.
 - Outreach, High School events, Workshops, etc.
- PALs and Student Workers assigned to Early College pathways to connect students with support services.
- Early College Zoom Room
- DualEnroll.com
 - Information sessions, parent nights, tech support
- High school instructor hiring and onboarding support
 - Informational sessions for perspective instructors
 - Orientations for onboarded instructors

c) How is the unit structured within the district?



Organizational Chart
EARLY COLLEGE

Updated 10/12/2023

Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Interim Associate Vice Chancellor, Student Success Programs & Innovation	Provides overall leadership in the development and implementation of district innovation strategies and projects supporting BOT strategic directions, including Adult Ed, Credit for Prior Learning, Early College, Equity, External Pathway Partnerships, Persistence/Retention, Resource Development, and Transfer and other student success initiatives. Provides leadership and guidance in the grant development process related to the area.	In strong coordination with the college presidents and vice presidents, provide leadership in the development and leadership of assigned areas, in alignment with the district strategic plan. Serve on a variety of district committees and workgroups.	Request to make position permanent.
Executive Director, Outreach and Early College	Provides overall leadership on admissions functions, enrollment management, technology platform integration, DualEnroll.com, legislative updates, and district partnerships across the Colleges and region related to Early College district wide.	Lead and support outreach activities and Strategic Enrollment Management. Serve on a variety of district committees and workgroups.	Currently on loan to CCCCCO as Visiting Assistant Vice Chancellor, Office of Equitable Student Learning, Experience and Impact (ESLEI) . Request to transition this position to the title Associate Vice Chancellor, Enrollment Systems and Integrated Support Services

<p>Administrative Assistant</p>	<p>Supports the Associate Vice Chancellor and all aspects of the Student Success Programs and Innovation Office.</p>	<p>Monitor and process expenditures in area budget accounts. Oversee collection, signature, and filing of Early College partnership agreements. Manage travel for area leadership. Organize and maintain filing. Coordinate and participate in a variety of meetings.</p>	
<p>Program Director, Outreach and Early College, Health Sciences Expansion</p>	<p>Liaison between supervisor and Early College team. (EC Only)</p> <p>Oversee/Manage Title V grant and staff. (Health Science)</p> <p>Leads meeting for pathway (Health Science)</p> <p>POC for contracts and community partners (Health Expansion)</p>	<p>Oversight of managers, POC for concerns from HS partners as well as scheduling determinations. (EC)</p> <p>Supervise Title V Health Science team, activities, partnerships, contracts, and serve on various advisory boards.</p>	
<p>Program Manager, Title V, Early College Pathways</p>	<p>Oversees instructor hiring, onboarding, and administrative support for all Early College dual and concurrent enrollment instructors.</p> <p>Title V Grant Budget Manager and Activity Director</p>	<ul style="list-style-type: none"> - Supports the entire Early College team through project, presentation, and event collaboration. - Serves as the Faculty Mentor Program lead. - Early College representation on the Faculty Chairs & Deans Committee - Management the Early College Instructor Support Canvas Course 	

<p>Program Manager, Early College (x2)</p>	<p>Provide program development support through course scheduling and enrollment monitoring.</p> <ul style="list-style-type: none"> - One PM supporting Rural Initiatives schools. - One PM supporting KHSD 	<ul style="list-style-type: none"> - Facilitate enrollment workshops, trainings, and meetings with high school partners. - Schedule Dual Enrollment courses - Monitor student enrollment, student success and retention. - Develop new Early College Pathway opportunities. - Work with college departments for early college faculty assignments - Work with Faculty and departments for required books for DE courses - Work with academic technology and high schools to receive TA's and request them from department 	
<p>Educational Advisor (x5)</p>	<p>Provide student support for Early College students across our service area.</p>	<ul style="list-style-type: none"> - Schedules and leads enrollment workshops for Early College students. - Monitor student progress and success. - Create comprehensive student education plans for Early College Pathway students. - Serves as on-site support with high school partners. - Support Senior Matriculation - Attend and support HS events such as parent night, back to school night, career 	

		<ul style="list-style-type: none"> - day - Clear prerequisites on dual enroll - Check DE steps for students - Support the Early College zoom room - schedule appointments with students as needed 	
Program Coordinator	Develop, implement, and scale EC pathways in rural communities. They will coordinate with the Rural Initiatives and EC departments to schedule courses effectively so students may earn certificates and degrees while in high school.	<ul style="list-style-type: none"> - Supervises the Bilingual Outreach & Onboarding Specialist and Peer Mentors/Tutors to support early connections to resources and college personnel. - Oversees the Summer Academy. 	
Department Assistant III	Provides clerical support for the Early College department.	<ul style="list-style-type: none"> - Process student forms (i.e. enrollment/drop exception forms, grade change cards) - Collect mileage and absence forms from staff - Manage purchase orders, invoicing, and payment tracking for office 	
Professional Expert, DualEnroll.com	Responsible for all DualEnroll.com student onboarding activities, including parent orientations; supports the summer academy, and serves as the lead on DualEnroll.com efforts to streamline onboarding and collect data.	Partners with the IR team to ensure data have been moved into dashboards to inform onboarding improvements.	

Student Workers	Provide support for DE processes, Student support, workshops, and events	<ul style="list-style-type: none"> -Check DualEnroll.com steps for students -Attend HS workshops to support students in completing BC Application/Update form -Assist in the Early College Zoom room -Support at Early College events -Support at High school events 	Student workers are an essential part of the Early College work towards the success of our students as they are closer in age and can relate to the students at the high school. Most of our student workers took dual/concurrent courses in high school and fully understand the process to help guide our students and motivate them to continue in the Early College path.
-----------------	--	---	---

Section Two: Administrative Unit Outcomes (AUOs)

a) List all the AUOs for the unit. AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
<i>1. Adult Education initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i>	Goals 1, 2, 3, 4, 5	2023-2024	<ul style="list-style-type: none"> -Survey of College leadership -Adult Education program outcomes (increased participation, expansion of offerings, increased student success) 	<ul style="list-style-type: none"> -Satisfaction rate on survey -Improved Adult Education outcomes
<i>2. Credit for Prior Learning initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i>	Goals 1, 2, 3, 4, 5	2023-2024	<ul style="list-style-type: none"> -Survey of College leadership -CPL program outcomes (increased participation, expansion of offerings, increased student success) 	<ul style="list-style-type: none"> -Satisfaction rate on survey -Improved CPL outcomes

<p>3. <i>Early College initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i></p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<p>-Survey of College and Partner leadership -Early College program outcomes (increased participation, expansion of offerings, increased student success)</p>	<p>-Satisfaction rate on surveys -Improved Early College outcomes</p>
<p>4. <i>Equity initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i></p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<p>-Survey of College leadership -Equity program outcomes (implementation of equity plan initiatives, decreased equity gaps, increased student access, increased student persistence, increased student success)</p>	<p>-Satisfaction rate on surveys -Improved Equity program outcomes</p>
<p>5. <i>External Pathway Partnership initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i></p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<p>-Survey of College and Partner leadership -Pathway program outcomes (development of new pathways, increased student participation, increased partner engagement, expansion of offerings within pathways, increased student success, increased student completion)</p>	<p>-Satisfaction rate on surveys -Improved Pathway program outcomes</p>
<p>6. <i>Persistence/Retention initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i></p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<p>-Survey of College leadership -Persistence/Retention program outcomes (implementation of college workplan persistence/retention initiatives, increased student persistence, increased student success)</p>	<p>-Satisfaction rate on surveys -Improved Persistence/Retention program outcomes</p>
<p>7. <i>Transfer initiatives and innovation are coordinated, supported, refined, and expanded across the district, in close collaboration with College leadership.</i></p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<p>-Survey of College leadership -Transfer program outcomes (implementation of college workplan transfer initiatives, increased transfer student persistence, increased transfer student success, increased transfer rates)</p>	<p>-Satisfaction rate on surveys -Improved Transfer program outcomes</p>

<p>8. Resource development is explored for each area of SSPIO responsibility, including partnership development, regional/statewide collaboratives, grant opportunities, award applications, conference presentations, etc.</p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>2023-2024</p>	<ul style="list-style-type: none"> -Survey of College leadership -Grant application submissions -Grant application awards -Positive impact of awards SSPIO area programming 	<ul style="list-style-type: none"> -Satisfaction rate on surveys -# of applications submitted -Amount of award funding applied for -# of applications awarded -Amount of award funding received -Positive fiscal impact on SSPIO areas of responsibility districtwide
---	----------------------------	------------------	---	---

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

This is an initial review for the Student Success Programs & Innovation Office. AUOs will be reviewed annually moving forward.

Section Three: Key Performance Indicators (KPI s)

a) List the KPI's for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

KCCD saw a 61% increase in enrollments since 2018-19!

Key Performance Indicators (KPIs)	2018-19	2019-20	2020-21	2021-22	2022-23
# of Early College Student Enrollments (BC Only)	12,399	16,751	16,303	21,553	26,498
# of Early College Student Enrollments (CC Only)	3,055	3,108	2,943	2,896	3,921
# of Early College Student Enrollments (PC Only)	1,350	1,836	2,281	2,467	3,578
# of Early College Student Enrollments (KCCD)	16,804	21,695	21,527	26,916	33,997
Course Success Rates (%) (KCCD)	90.2%	87.4%	88.7%	87.7%	89%

Total # of Early College Associate Degree Awards (BC Only)	95	97	102	116	172
Total # of Early College associate degree Awards (CC Only)	0	0	16	4	26
Total # of Early College associate degree Awards (PC Only)	5	8	10	24	36
Total # of Early College associate degree Awards (KCCD)	100	105	128	144	234
# of Early College Certificate Awards (KCCD)	167	252 (+85 YOY)	311 (+59 YOY)	520 (+209 YOY)	Not Available
# of High School Partners offering Dual Enrollment Courses (KCCD)	27	30	34	50	50
Number of grants awarded				1 New Grant: Title V Early College Total: \$3,000,000 (5 years)	
# of CCCC Approved Vocational Certificates Awarded (KCCD)	2,408	2,220	2,223	2,989	2,506
# of Local Certificates Awarded (KCCD)	16	11	58	291	141
# of Job Skills (non-credit) Certificates Awarded (KCCD)	1,061	526	553	701	753

Persistence Rate FA to SP and FA to FA (BC)		70.9% / 52.9%	65.9% / 48.6%	66.7% / 54.1%	69.0% / 51.9%	
Persistence Rate FA to SP and FA to FA (CC)		66.2% / 45.7%	68.2% / 48.1%	49.6% / 35.4%	62.0% / 41.6%	
Persistence Rate FA to SP and FA to FA (PC)		77.6% / 54.3%	65.6% / 52.2%	69.2% / 57.2%	74.4% / 58.5%	
Persistence Rate FA to SP and FA to FA (KCCD)		71.5% / 49.4%	66.4% / 49.1%	65.5% / 52.8%	69.1% / 51.9%	
Transfer Rates (BC)	2-year transfer rate	460/5,298 (8.7%)				
	3-year transfer rate	757/5,298 (14.3%)				
	4-year transfer rate	996/5,262 (18.9%)				
Transfer Rates (CC)	2-year transfer rate	59/562 (10.5%)				
	3-year transfer rate	91/562 (16.2%)				
	4-year transfer rate	100/552 (18.1%)				
Transfer Rates (PC)	2-year transfer rate	113/968 (11.7%)				
	3-year transfer rate	171/968 (17.7%)				

	4-year transfer rate	225/976 (23.1%)				
Transfer Rates (KCCD)	2-year transfer rate	632/6,828 (9.3%)				
	3-year transfer rate	1,019/6,828 (14.9%)				
	4-year transfer rate	1,321/6,790 (19.5%)				

Early College Data Dashboard:

<https://public.tableau.com/app/profile/bc.office.of.institutional.effectiveness/viz/KCCDEarlyCollegeDashboard/StudentHeadcount>

Please see Appendices B-H for additional information re: Early College Pathways, Partners, and Outcomes.

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

- Lingering effects of the COVID-19 Pandemic
 - Persistence rates
 - Certificate completion rates
 - Transfer rates
- DualEnroll.com
 - Inconsistently utilized across district for Early College
 - Wish-list to Course Import not yet enabled for all three colleges
 - Glitches in DualEnroll.com platform and course end dates caused significant number of students to miss enrollment by Census
- Significant shifts in personnel in 2022-2023:

- KCCD/BC Outreach Team separated from KCCD/BC Early College Team and relocated to BC campus
- Kern CCD Chancellor moved to CCCCCO
- Associate Vice Chancellor moved to BC Presidency
- EC Director moved out of area
- Program Coordinator out on extended leave
- Significant shifts in personnel in 2023-2024:
 - New Associate Vice Chancellor assigned oversight of EC (October 2023)
 - One academic advisor moved out of area
 - One academic advisor transferred to another department
- Increase in demand for Early College
 - New pathways requested by HS partners
 - Additional courses requested by HS partners
 - Need for course review process
 - Need for faculty mentors to support high school instructors teaching dual enrollment sections
 - Increased demand for student support services provided to early college students

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

The Student Support Programs and Innovation Office is a new Kern CCD office and, therefore, does not have progress on specific unit goals to report this round.

Please see Appendices I-T for additional information regarding targets and goals informing Kern CCD Early College goals in this AUR.

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

The Student Success Programs & Innovation Office is a new Kern CCD office and, therefore, has set the following initial goals:

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
Convene and provide leadership and oversight for Kern CCD Adult Ed Team to facilitate collaboration with Colleges for achieving increased student participation and success in Adult Ed programs	Goals 1, 2, 3, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCC
Convene and provide leadership and oversight for Kern CCD Credit for Prior Learning Team to facilitate collaboration with Colleges for developing/expanding CPL offerings; achieve increased student participation and success in CPL program	Goals 1, 2, 3, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCC
Convene and provide leadership and oversight for Kern CCD Equity Team to facilitate collaboration with Colleges for achieving Equity Plan goals, as outlined in Equity Plan Crosswalk (see Appendix S)	Goals 1, 2, 3, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCC; KCSOS
Convene and provide leadership and oversight for Kern CCD External Partnership Team to facilitate collaboration with Colleges for developing, implementing, and supporting external pathway partnerships	Goals 1, 2, 3, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCC; WF boards; local employers;

Provide leadership and oversight in developing Pre-med partnership with Kern CCD, Morehouse School of Medicine, HBCUs, Dignity Health, and Bakersfield College.	Goals 1, 2, 3, 4, 5	Ongoing	New goal	BC Pre-med faculty/advising/transfer team. See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees, Morehouse School of Medicine, Dignity Health, Tejon Tribe
Provide leadership and oversight in developing Hospitality partnership with Kern CCD, UNLV, Tejon Tribe, Hard Rock Café and Casino, Tejon, and Bakersfield College.	Goals 1, 2, 3, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees, Tejon Tribe
Convene and provide leadership and oversight for Kern CCD Persistence/Retention Team to facilitate collaboration with Colleges for developing/expanding retention and persistence efforts; achieve increased student retention and persistence rates	Goals 1, 2, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCCCO; KCSOS
Convene and provide leadership and oversight for Kern CCD Transfer Team to facilitate collaboration with Colleges for developing/expanding transfer efforts and agreements; achieve increased student transfer rates	Goals 1, 2, 4, 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula	Kern CCD Board of Trustees; CCCCCO; CSUB; KCSOS
Convene and provide leadership and oversight for ad hoc grant development teams to support innovation in SSPIO areas of focus; leverage economies of scale for applications	Goal 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula, program review/resource allocation requests	Kern CCD Board of Trustees
Hire a resource development staff member to assist with identifying opportunities to support innovation in SSPIO areas of focus	Goal 5	Ongoing	New goal	See College work plans, College equity plans, College educational master plans, SCFF formula, program review/resource allocation requests	
Convene and provide leadership and oversight for Kern CCD Early College Team to facilitate collaboration with Colleges for developing/expanding early college efforts and agreements; refine practices; leverage economies of scale; achieve College early	Goals 1, 2, 3, 4, 5	Ongoing	New goal	PC Early College Lead CC Early College Lead BC Early College Team	Kern CCD Board of Trustees; CCCCCO; KCSOS

<p>college goals, as outlined in guiding plans. These goals include:</p> <ul style="list-style-type: none"> -increasing enrollment/FTES -expanded pathway/course offerings -OER offerings -increasing retention -increasing course success -increasing degree completion -increasing certificate completion -increasing transfer rates -increasing/refining use of DualEnroll.com -faculty mentorship -increasing counselor/advisor meetings w students -Program Pathways Mapper into high school partnerships -HS/MS/Parent outreach -reducing equity gaps -summer academy -early college marketing campaigns and materials -financial literacy -WBL experiences -HS partnership meetings/data (see Appendices B-H for details) 				<p>See College work plans, College equity plans, College educational master plans, SCFF formula, Early College Title V grant goals, program review/resource allocation requests</p>	
<p>Hire additional staffing to ensure Early College program is implemented and supported equitably across the Colleges</p>	<p>Goals 1, 2, 3, 4, 5</p>	<p>Ongoing</p>	<p>New goal</p>	<p>PC Early College Lead CC Early College Lead BC Early College Team</p> <p>See College work plans, College equity plans, College educational master plans, SCFF formula, program review/resource allocation requests</p>	

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
<p>Staffing (list current staffing levels)</p>	<p>1.0 FTE Associate Vice Chancellor, Student Success Programs & Innovation (DO funded) - R. Farley 1.0 FTE Executive Director (DO/RP funded) - M. Smith 1.0 FTE Administrative Assistant (DO funded) - C. Glaser 1.0 FTE Program Director, Title V & Health Sciences (Grant or RP funded) - J. Stoner 1.0 FTE Program Coordinator (Grant or RP Funded) - V. Alcala 1.0 FTE Department Assistant III (Grant or RP funded) - A. Almaguer 1.0 FTE Program Manager, Title V, Early College Pathways (Grant or RP funded) - T. Thoms 1.0 FTE Program Manager, Title V (Grant or RP funded) - L. Aguirre 1.0 FTE Program Manager (Grant or PR funded) - B. Arellano 1.0 FTE Program Manager, Student Success (Grant or RP funded) - A. Feathers 1.0 FTE Educational Advisor (Grant or RP funded) - V. Hernandez 1.0 FTE Educational Advisor (Grant or RP funded) - D. Figueroa 1.0 FTE Educational Advisor (Grant or RP funded) - S. Guillory Temp Professional Expert, DualEnroll.com (Grant or RP funded) - V. Beltran Temp Student Employee (Grant or RP funded) - S. Genesis Temp Student Employee (Grant or RP funded) - C. Gonzalez Temp Student Employee (Grant or RP funded) - H. Bojorquez 1.0 FTE Department Assistant III (DO funded) - D. Martinez 1.0 FTE Academic Scheduling Assistant (BC funded) - S. Bush 1.0 FTE Educational Advisor (Grant or RP funded) – Vacant 1.0 FTE Educational Advisor (Grant or RP funded) - Vacant Temp Professional Expert, Lead Early College Peer Mentor (Grant or RP funded) - Vacant</p>

Technology / Equipment	Multifunction machine Color printer Computers/laptops/dual monitors for each staff member Headphones for each staff member Office phones iPads for advisors MiFis Outreach materials
Space / Facilities	District Office 210 (open office for 8 staff, 2 administrator offices, 1 conference room) District Office IT212M (6 staff cubicles) Delano Campus Learning Center (2 staff and 2 students office space) Bakersfield College AS Building (1 staff cubicle)



Budget (Unrestricted) Total	\$ 654,961.48
1000 (Academic Salaries)	\$ 0.00
2000 (Classified Salaries)	\$ 429,354.70
3000 (Employee Benefits)	\$ 225,606.78
4000 (Supplies & Materials)	\$ 0.00
5000 (Operating Expenses and Services)	\$ 0.00
6000 (Capital Outlay)	\$ 0.00
7000 (Other Outgo)	\$ 0.00
Budget (Restricted) Total	\$ 2,296,656.99
Budget (Contract/Community Ed) Total	\$ 0.00

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Positions:</p> <p><i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i></p>	<p>X</p> <p>☒ SSPIO Request: Permanent Associate Vice Chancellor, Student Success Programs and Innovation</p>	<p>Will significantly improve assistance to colleges. No fiscal impact on DO budget – position already exists within budget as interim.</p>	<p>This role will support early college implementation, growth, and innovation across Kern CCD, including all three colleges.</p>	<p>1</p>

	<p>Transition Executive Director, Outreach and Early College to AVC, Enrollment Systems and Integrated Support Services</p> <p>Grant Work Request: 1 - Program Manager/Coordinator to support resource development activities of the SSPIO \$ 75,957.25 (salary) + \$24,306.32 (benefits) = \$100,263.57 (total) <i>Requesting 1 position = \$100,263.57</i></p> <p>Early College Request:</p>	<p>Will significantly improve assistance to colleges. No fiscal impact on DO budget – position currently paid by CCCCCO through 2025.</p> <p>Program Manager/Coordinator, Resource Development, SSPIO: This position will support the unit’s innovation initiatives by researching, applying for, and securing potential grants to create various funding sources to address the expanding work of the Student Success Programs & Innovation Office.</p>	<p>This role will support district wide enrollment systems, related technology platforms and integration. This role will enable us to fully leverage the expertise of the role currently on loan to the CCCCCO.</p> <p>This role will support grant development across Kern CCD, including all three colleges.</p>	<p>2</p> <p>6</p>
	<p>Director, Early College: \$108,959.09 (salary) + \$47,196.63 (benefits) = \$156,155.72 (total) <i>Requesting 1 position = \$156,155.72</i></p> <p>Educational Advisors: \$61,812.36 (salary) + \$43,512.13 (benefits) =</p>	<p>Director, Early College: This position will support the unit by providing management level administration of the district-wide dual enrollment processes, guiding the overall vision and mission of KCCD.</p> <p>Educational Advisors, Early College: These positions will support the unit by</p>	<p>This is a replacement request for the position formerly filled by Kylie Campbell.</p> <p>This is an expansion request to back-fill support</p>	<p>3</p> <p>5</p>

	<p>\$105,324.49 (total) <i>Requesting 2 positions = \$210,648.98</i></p> <p>Admissions & Records Technician II: \$50,732.28 (salary) + \$39,353.11 (benefits) = \$90,085.39 (total) <i>Requesting 2 positions = \$180,170.78</i></p>	<p>bringing dual enrollment on-boarding to new high schools and partnership sites and deepening relationships at existing sites. These positions will also begin to specialize in the support of district-wide initiatives, like baccalaureate pathways, etc.</p> <p>Admissions & Records Technicians II, Early College: These positions will support the unit by supplementing the dual enrollment on-boarding process in partnership with the Educational Advisors. As additional Educational Advisors are hired, additional A&R Tech support is needed to ensure the technical aspects of registration are addressed to provide the most effective on-boarding process for prospective students.</p>	<p>that was formerly provided by the Outreach Team and to enable Kern CCD Early College to support all 3 colleges with student registration workshops (CCCAppl, College Application, DualEnroll.com).</p> <p>This is an expansion request to back-fill support that was formerly provided by the BC A&R Office and to enable Kern CCD Early College to support all 3 colleges with student registration workshops (CCCAppl, College Application, DualEnroll.com), registration processes, add/drop request processes, grade change processes, etc.</p>	4
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i></p>	<p><input checked="" type="checkbox"/> 1: Provide Professional Development <input type="checkbox"/> 2: Attend Professional Development</p> <p>Provide Early College PD and registration workshops at BC, CC, and PC: \$10,000 (travel reimbursement)</p> <p>EC Team attend state-wide Early</p>	<p>\$30,000 for professional development, conferences, and federal grant management training.</p>		

	College PD (CLP, ECMC, CCCCC) \$30,000 SSPIO team to attend grant training \$10,000			
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine			
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Laptops: \$2,200 each <i>Requesting 2: \$4,500</i> MiFis: \$150 each <i>Requesting 10: \$1,500</i> Tablets/iPads: \$2,200 each <i>Requesting 10: \$22,000.00</i>	Laptops, MiFis: These will be used to support the work of Classified and Management staff, especially when working at our high school and other partner sites. Tablets/iPads: These will be used to support the work of Student Employees as they assist prospective students in the Dual Enrollment/Early College registration process and at related high school and other partner site workshops.		
Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, explain how this request or requests will impact your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: <input type="checkbox"/> Other _____			
Total cost of resource needs over and above current budget allocation:			\$765,408.79	

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

The Student Success Programs and Innovation Office (SSPIO) is a new Kern CCD office, tasked with supporting numerous critical areas of student success, instruction, resource development, and innovation. In alignment with Vision 2030, Kern CCD Strategic Goals, SCFF, and numerous guiding documents of the Colleges (College workplans, equity plans, educational master plans) and grant guidelines, SSPIO will work in close collaboration with the leadership of each college, Deputy Chancellor, industry partners, and regional K-16 partners to meet the goals of the Colleges and Kern CCD. Staffing will be needed to ensure SSPIO can successfully support the work of the Colleges.

Kern CCD Early College is a critical equity initiative of the district, and it has been increasingly more successful each year. To reach the Vision 2030 goal of ALL high school students completing 12 college units by high school graduation, the team's centralized structure and intentional districtwide collaboration will help to ensure success. Increasing the staffing level to include two additional Educational Advisors and two Admissions and Records Tech IIs will position the team to provide robust support of the three colleges for registration workshops, student case management, instructor support, scheduling, MOU/agreement processing, pathway refinement/expansion, and program growth.

Please see APPENDIX U for photos of Kern CCD Early College work.

Routing and Review

Submitter's Name: Rebecca Farley

Title: Associate Vice Chancellor, Student Success Programs and Innovation

Submitter's Signature: _____

Date Submitted: November 2023

Submitter's Immediate Supervisor: _____

Date of Review: _____

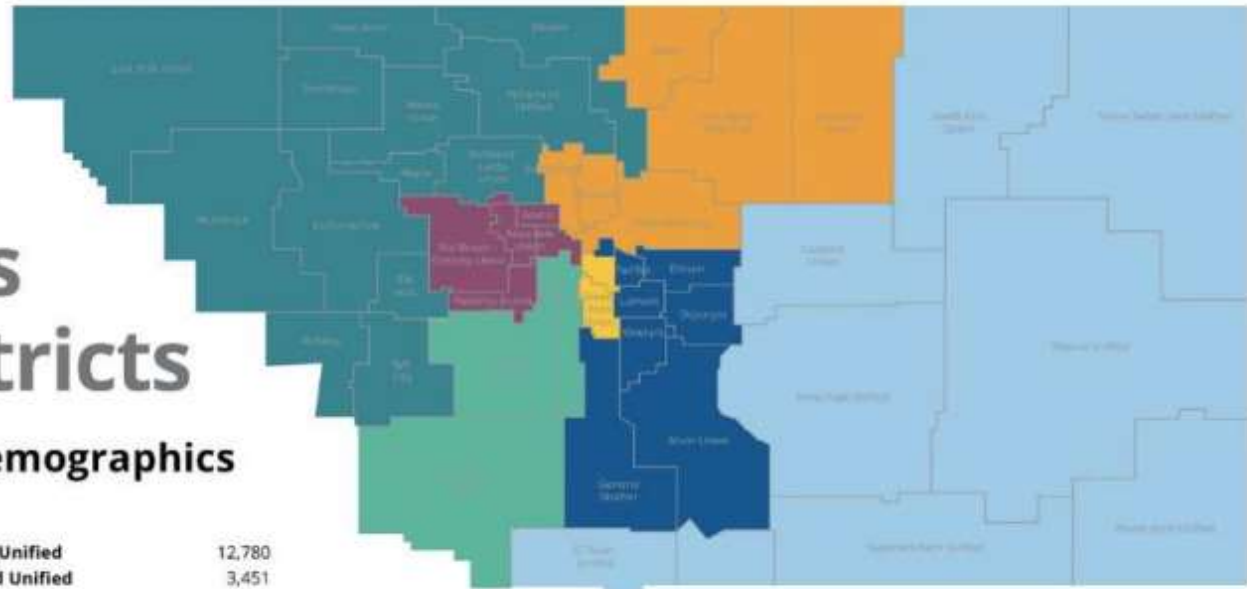
Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Kern County's 46 School Districts

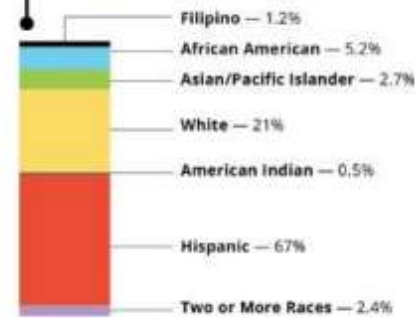
2021-2022 Enrollment & Demographics



Arvin Union	2,993	Maricopa Unified	12,780
Bakersfield City	29,256	McFarland Unified	3,451
Beardsley Elementary	1,853	McKittrick Elementary	80
Blake Elementary	18	Midway Elementary	64
Buttonwillow Union Elementary	322	Mojave Unified	3,036
Caliente Union Elementary	55	Muroc Joint Unified	1,683
Delano Joint Union High	4,110	Norris Elementary	3,833
Delano Union Elementary	6,285	Panama-Buena Vista Union	18,785
Di Giorgio Elementary	211	Pond Union Elementary	179
Edison Elementary	1,036	Richland Union Elementary	3,404
El Tejon Unified	685	Rio Bravo-Greeley Elementary	987
Elk Hills Elementary	173	Rosedale Union Elementary	5,898
Fairfax Elementary	2,676	Semitropic Elementary	162
Fruitvale Elementary	3,063	Sierra Sands Unified	5,100
General Shafter Elementary	190	South Fork Union	291
Greenfield Union	9,215	Southern Kern Unified	3,481
Kern Union High	42,863	Standard Elementary	2,968
Kernville Union Elementary	782	Taft City	2,968
Lakeside Union	1,504	Taft Union High	1,139
Lamont Elementary	2,802	Tehachapi Unified	4,134
Linns Valley-Poso Flat Union	24	Vineland Elementary	690
Lost Hills Union Elementary	263	Wasco Union Elementary	3,430
Maple Elementary	288	Wasco Union High	1,900

196,030
Public School Students

Home to more than 900,000 residents, Kern is the eleventh most populous county in California. It sprawls a massive 8,100 square miles covering the south end of the San Joaquin Valley, Sierra Nevada mountain communities, and expansive high desert.



APPENDIX B

Bakersfield College Associate Degree and Certificate Pathways	Location
Agriculture Business — AS-T	Wonderful College Prep Academy (WCPA) Wasco High School
Mechanized Agriculture — AS	Wasco High School
Communication — AA-T	Arvin High School
Spanish — AA-T	McFarland High School
Psychology — AA-T	BC Southwest (KHSD Partnership), WCPA
Administration of Justice — AA-T	BC Southwest (KHSD Partnership)
Public Health — AS-T	CTEC (KHSD Regional Center)
Industrial Automation — AS	CTEC (KHSD Regional Center)
Law, Public Policy, and Society — AS-T	BC Southwest (KHSD Partnership) *new*
Police Science — AA	CTEC (KHSD Regional Center) *new*

Communication — COA	Arvin High School
Public Health Navigator — COA	McFarland High School
Education - Paraprofessional Level 1 — COA	McFarland High School Arvin High School *new* Bakersfield High School *new* Centennial High School *new* Highland High School *new* Frontier High School *new* Mira Monte High School *new*
CSU General Education Breadth — COA	Shafter High School West High School
Industrial Automation — COA	CTEC (KHSD Regional Center) Shafter High School Del Oro High School *new*

Cerro Coso Community College Associate Degree & Certificate Pathways	Location
Big Pine HS	LA in Social and Behavioral and then LA in Arts and Humanities
Burroughs HS	LA in Social and Behavioral, LA in Arts and Humanities and then LA in Math and Science
Bishop HS	LA in Social and Behavioral and then LA in Arts and Humanities
Trona HS	LA in Social and Behavioral and then Welding Certificate

Lone Pine HS	LA in Social and Behavioral and then LA in Arts and Humanities
Mammoth HS	LA in Social and Behavioral, LA in Arts and Humanities, LA in Math and Science, English, History, Psychology, Business Admin, and IT certificate
Cal City HS and Mojave HS	LA in Social and Behavioral, LA in Arts and Humanities, LA in Math and Science, Business Administration, Administration of Justice, Business Certificate and Welding Certificate
Desert HS and Boron HS	LA in Social and Behavioral and then LA in Arts and Humanities
Delano HS, Cesar Chavez HS, and Robert F Kennedy HS	MA certificates
Tehachapi HS	LA in Social and Behavioral, LA in Arts and Humanities and then LA in Math and Science, and DMA certificate

Porterville College Associate Degree & Certificate Pathways

Porterville College has developed a partnership with Summit Charter Collegiate Academy and is beginning to program a sequence for an AA pathway. The PC team continues to have active meetings and conversations about AA and Certificate pathways with Porterville High School, Monache High School, and Granite Hills High School.

APPENDIX C

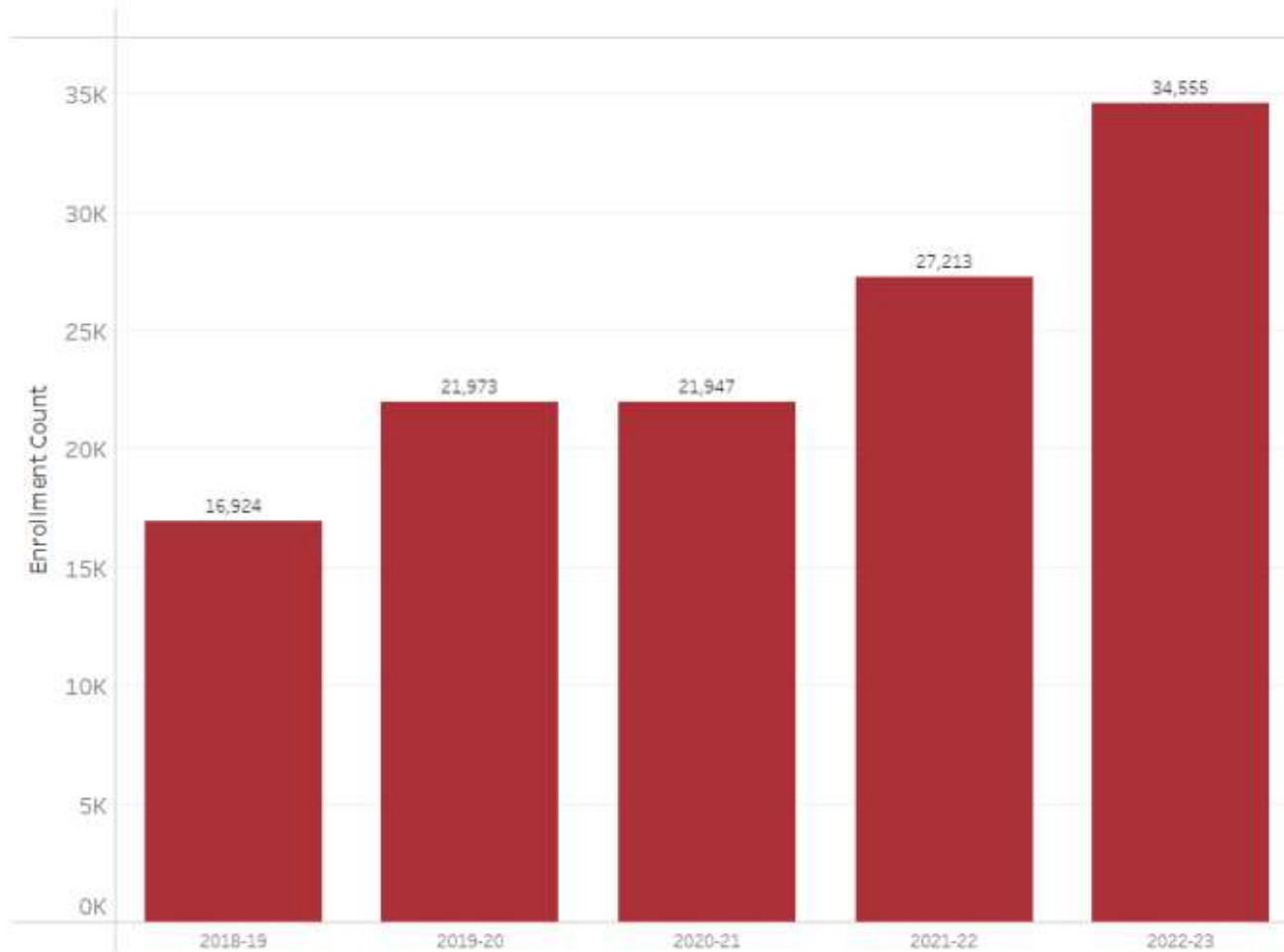
District & CCAP Agreements			
Semester	BC	PC	CC
Summer 2021	3	0	0
Fall 2021	6	1	8
Spring 2022	8	1	8
Summer 2022	3	0	0
Fall 2022	9	8	3
Spring 2023	11	10	3
Summer 2023	6	0	0
Fall 2023	10	11	3

APPENDIX D

High School Instructors & Course Agreements			
Semester	Number of All DE Instructors	Number of HS DE Instructors	Number of Course Agreements
Spring 2021	230	128	389
Summer 2021	47	8	103
Fall 2021	204	104	349
Spring 2022	266	146	478
Summer 2022	66	8	98
Fall 2022	208	143	399
Spring 2023	232	168	537
Summer 2023	57	7	91
Fall 2023	86 (???)	120	520

KCCD: Early College Student Enrollments by All Active Early College Participants

*Note: Values representing less than 5 students are automatically hidden.

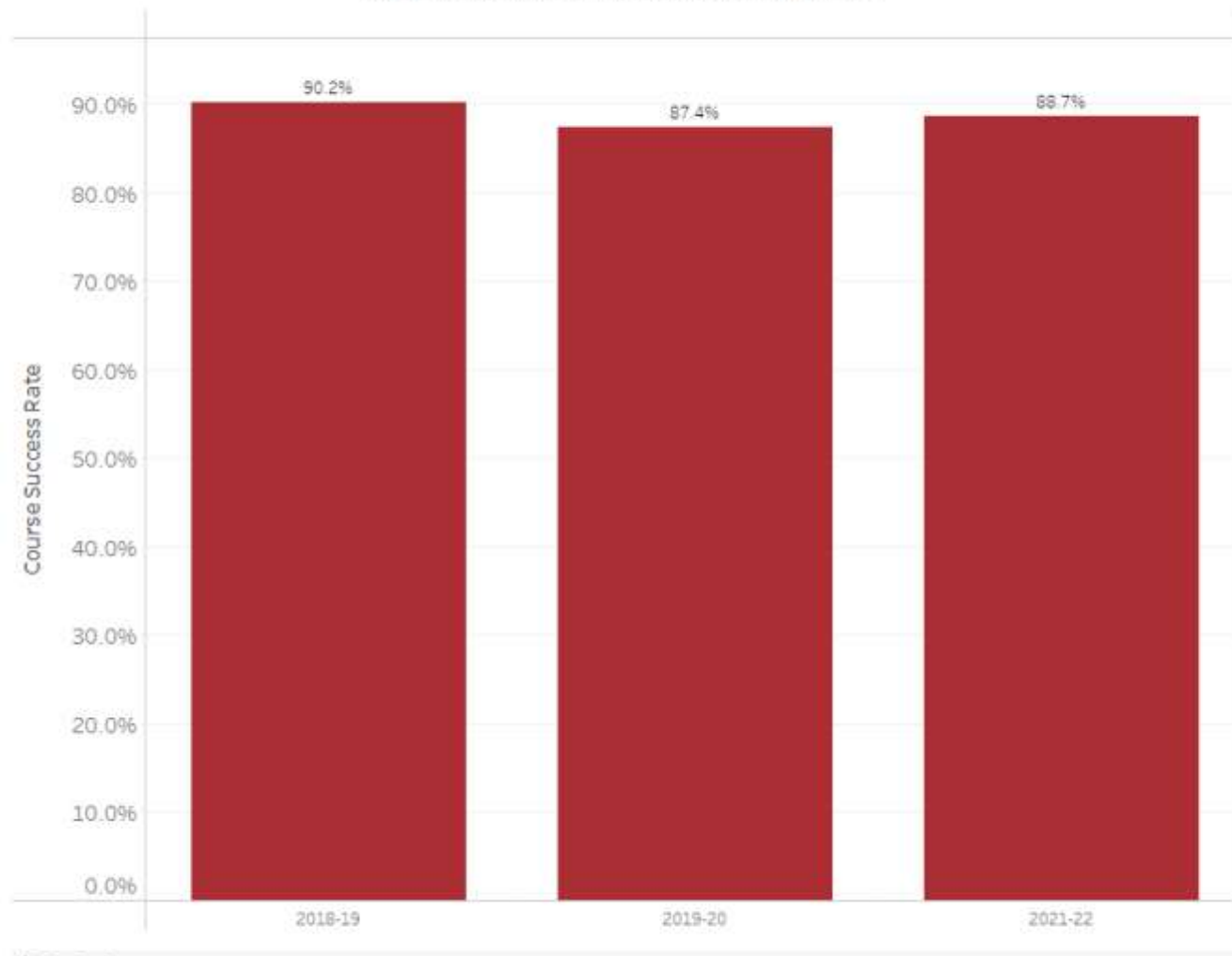


Description: Course enrollment data for all active Early College students from 2018 to 2023.

Source: Bakersfield College Institutional Research Tableau Dashboard

KCCD: Early College Course Success Rate by All Active Early College Participants

*Notes: Dual and Concurrent Enrollments are included.
Values representing less than 5 students are automatically hidden.

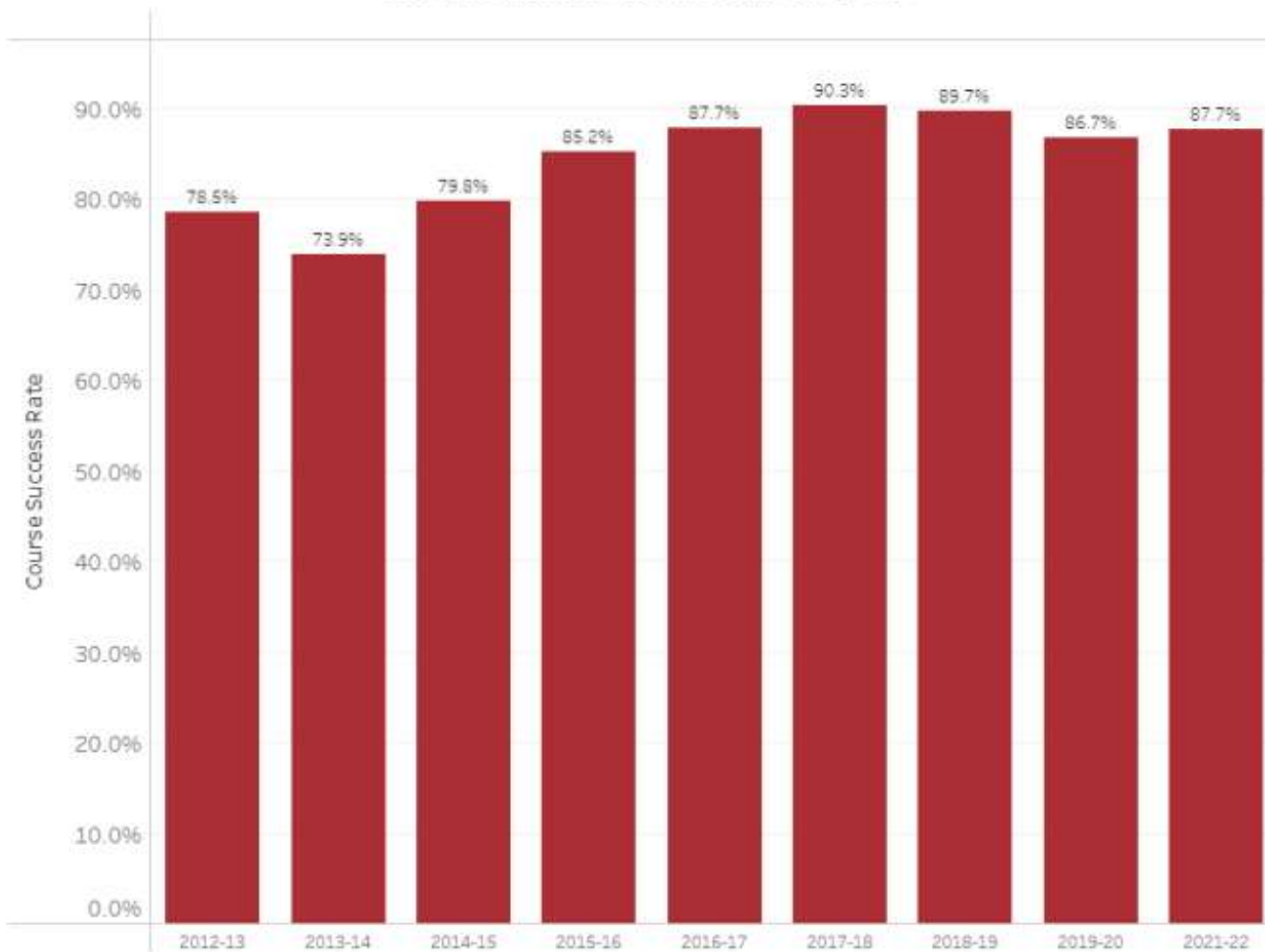


Description: Course success rates for all Early College students from 2018 to 2022.

Source: Bakersfield College Institutional Research Tableau Dashboard

KCCD: Early College Course Success Rate by All Active Early College Participants

*Notes: Dual and Concurrent Enrollments are included.
Values representing less than 5 students are automatically hidden.

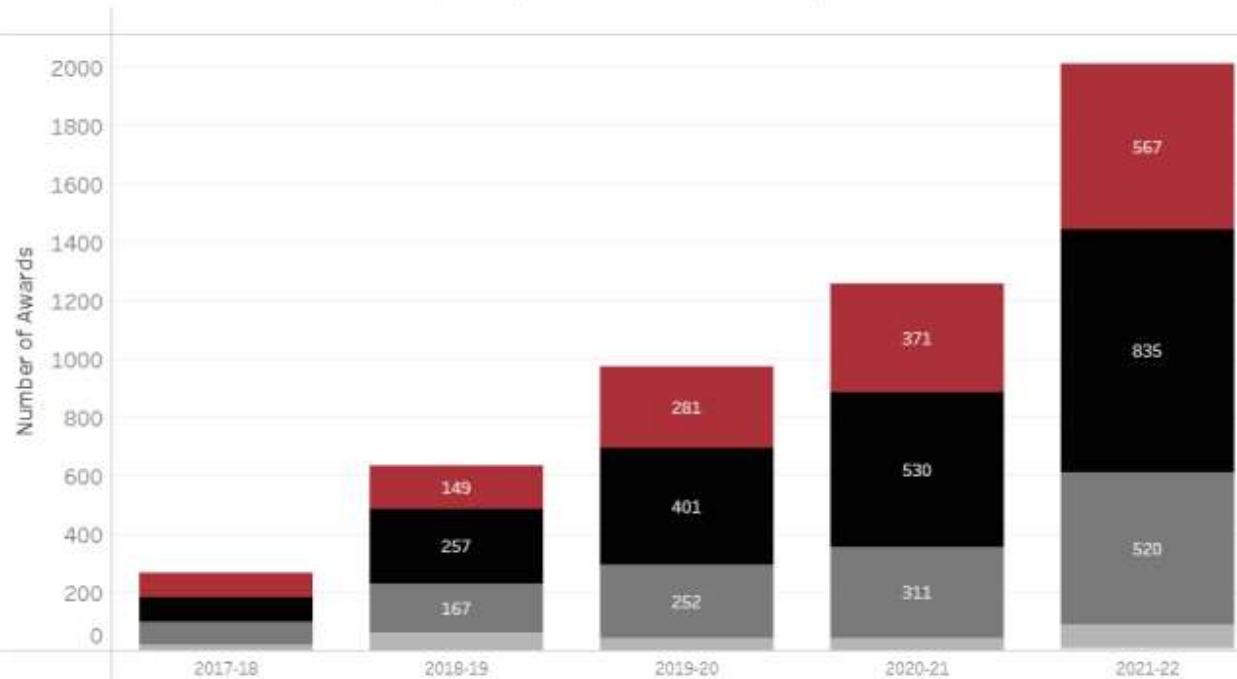


Description: Course success rates for historically underserved populations (Black/Hispanic) from 2012 to 2022.

Source: Bakersfield College Institutional Research Tableau Dashboard

KCCD: Early College Student Outcomes by Award Year and All Active Early College Participants

*Notes: Awards earned during and after Early College are included.
Values representing less than 5 students are automatically hidden.



Award Type

AA-T/AS-T AA/AS Certificate of Achievement Job Skills Certificate Non-Credit Certificate

Choose Academic Year or Term View
 Academic Year
 Terms

Award Academic Year
 (Multiple values)
 (All)
 2011-12
 2012-13
 2013-14
 2014-15
 2015-16
 2016-17
 2017-18
 2018-19
 2019-20
 2020-21
 2021-22
 Cancel Apply

Student Attributes
 All Awards
 Award Type
 Early College Type
 Award LCP
 Age Group at Award
 Ethnicity
 Gender

Award Earned During Early College
 (All)
 N
 Y

Age Group at Award
 (All)

Ethnicity
 (All)

Award LCP
 (All)

Gender
 (All)

Description: Total degree award data by year for all Early College students from 2017-2022. Early College graduated an additional 172 graduates with an AA/AS OR AA-T/AS-T in 2023.

Source: Bakersfield College Institutional Research Tableau Dashboard

Fall to Spring Persistence

Data Extracted On: 9/18/2023

College: Bakersfield College, Cerro Coso Community College, Porterville College by: Home College

Hover over info icon for more information.

Select Persistence Measure:
Select Home College to Display:
Select Student Attribute:

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bakersfield College					
Cohort N	5,262	5,298	4,437	4,605	5,916
Persistence Count	3,733	3,757	2,941	3,075	4,080
Persistence Rate	70.9%	70.9%	66.3%	66.8%	69.0%
Cerro Coso Community College					
Cohort N	552	562	513	560	592
Persistence Count	333	372	350	278	367
Persistence Rate	60.3%	66.2%	68.2%	49.6%	62.0%
Porterville College					
Cohort N	976	968	726	867	902
Persistence Count	788	751	476	600	671
Persistence Rate	80.7%	77.6%	65.6%	69.2%	74.4%
Grand Total					
Cohort N	6,790	6,828	5,676	6,032	7,410
Persistence Count	4,854	4,880	3,767	3,953	5,118
Persistence Rate	71.5%	71.5%	66.4%	65.5%	69.1%

Student Attribute Filters:

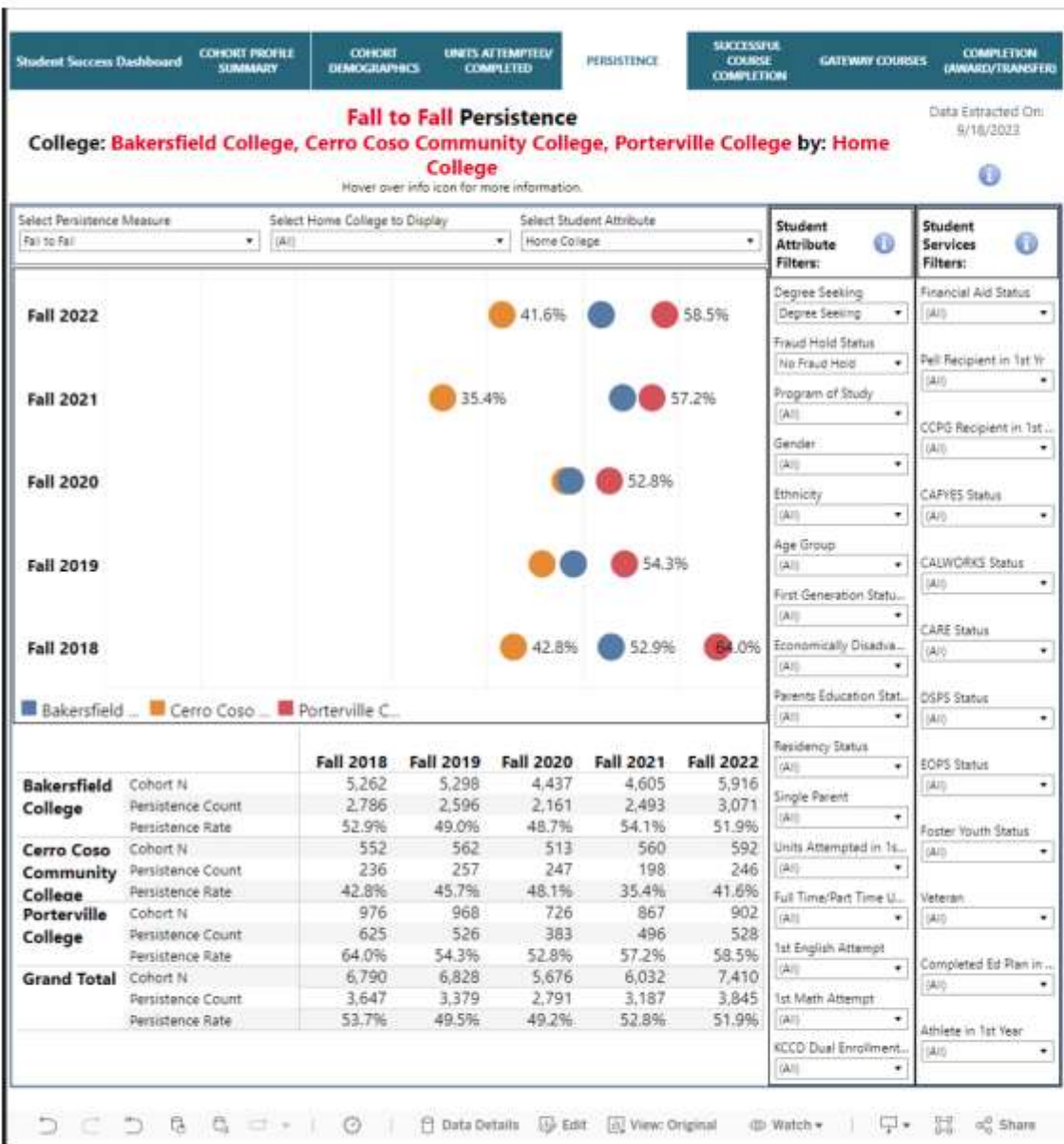
- Degree Seeking:
- Fraud Hold Status:
- Program of Study:
- Gender:
- Ethnicity:
- Age Group:
- First Generation Status:
- Economically Disadvantaged:
- Parents Education Status:
- Residency Status:
- Single Parent:
- Units Attempted in 1st Year:
- Full Time/Part Time Undergraduate:
- 1st English Attempt:
- 1st Math Attempt:
- KCCCD Dual Enrollment:

Student Services Filters:

- Financial Aid Status:
- Fell Recipient in 1st Year:
- CCRG Recipient in 1st Year:
- CAPYES Status:
- CALWORKS Status:
- CARE Status:
- DSPS Status:
- EOPS Status:
- Foster Youth Status:
- Veteran:
- Completed Ed Plan in 1st Year:
- Athlete in 1st Year:

Navigation icons: back, forward, search, refresh, print, data details, view original, watch, share

168



Transfer within 2 Years

College: **Bakersfield College, Cerro Coso Community College, Porterville College** by: **Home College**

Data Extracted On: 9/18/2022

Select 2, 3, 4 or 6 Y Completion: Transfer within 2 Years | Select Home College to Display: (All) | Select Student Attribute: Home College | Cohort Term: (Multiple values)

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Bakersfield College	7.3%	7.3%	9.3%	12.5%	15.4%	14.1%	11.7%	11.7%
Cerro Coso Community College	7.8%	7.3%	9.3%	10.8%	9.9%	12.2%	9.3%	11.7%
Porterville College	7.4%	7.3%	7.3%	7.3%	7.4%	7.3%	7.3%	7.3%

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Bakersfield College	Cohort N: 3,969	4,542	4,779	5,384	5,043	4,912	5,262	5,298
Cerro Coso Community College	Cohort N: 759	1,015	966	964	631	595	552	562
Porterville College	Cohort N: 883	945	966	1,076	932	890	976	968
Grand Total	Cohort N: 5,611	6,502	6,711	7,424	6,606	6,397	6,790	6,828

	2012	2013	2014	2015	2016	2017	2018	2019
Bakersfield College	Completion Measure Count: 464	577	595	395	371	402	489	460
Cerro Coso Community College	Completion Measure Count: 88	143	149	126	68	59	64	59
Porterville College	Completion Measure Count: 69	69	90	73	64	70	119	113
Grand Total	Completion Measure Count: 621	789	834	594	503	531	672	632

	2012	2013	2014	2015	2016	2017	2018	2019
Bakersfield College	Completion Measure Rate: 11.7%	12.7%	12.5%	7.3%	7.4%	8.2%	9.3%	8.7%
Cerro Coso Community College	Completion Measure Rate: 11.6%	14.3%	15.4%	13.1%	10.8%	9.9%	11.6%	10.5%
Porterville College	Completion Measure Rate: 7.8%	7.3%	9.3%	6.8%	6.9%	7.9%	12.2%	11.7%
Grand Total	Completion Measure Rate: 11.1%	12.1%	12.4%	8.0%	7.6%	8.3%	9.9%	9.3%

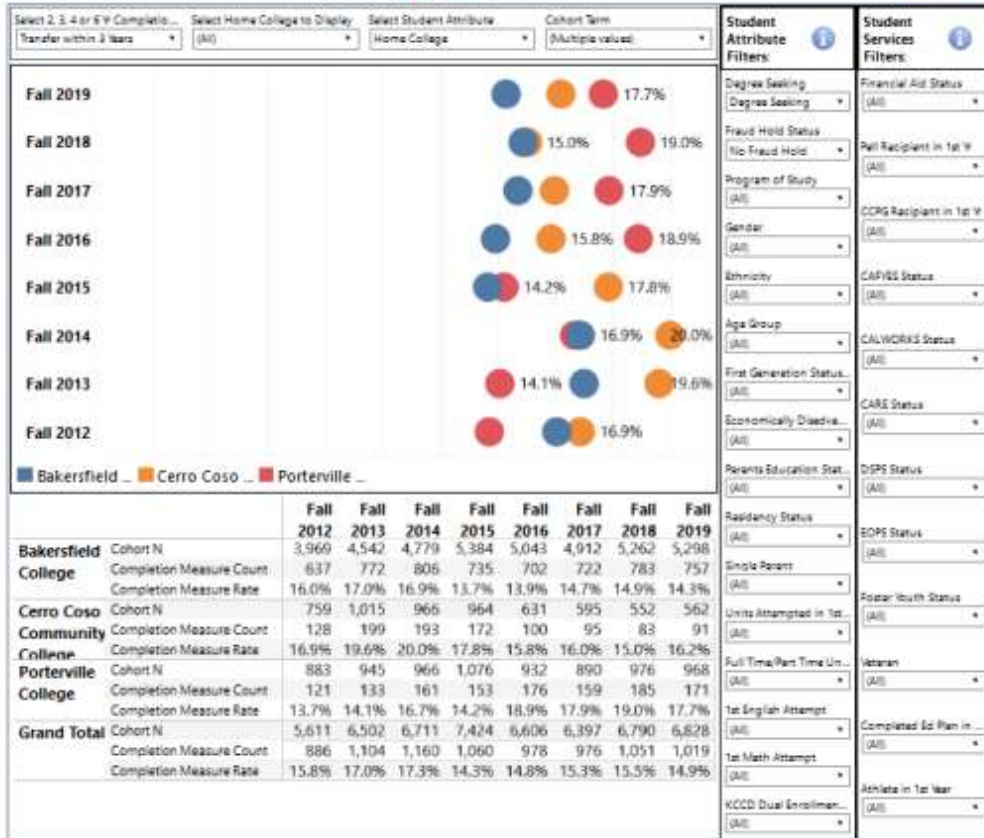
Student Attribute Filters: Degree Seeking, Fraud Hold Status, Program of Study, Gender, Ethnicity, Age Group, First Generation Status, Economically Disadvantaged, Parents Education Status, Residency Status, Single Parent, Units Attempted in 1st Year, Full Time/Part Time Units, 1st English Attempt, 1st Math Attempt, KCCCD Dual Enrollment

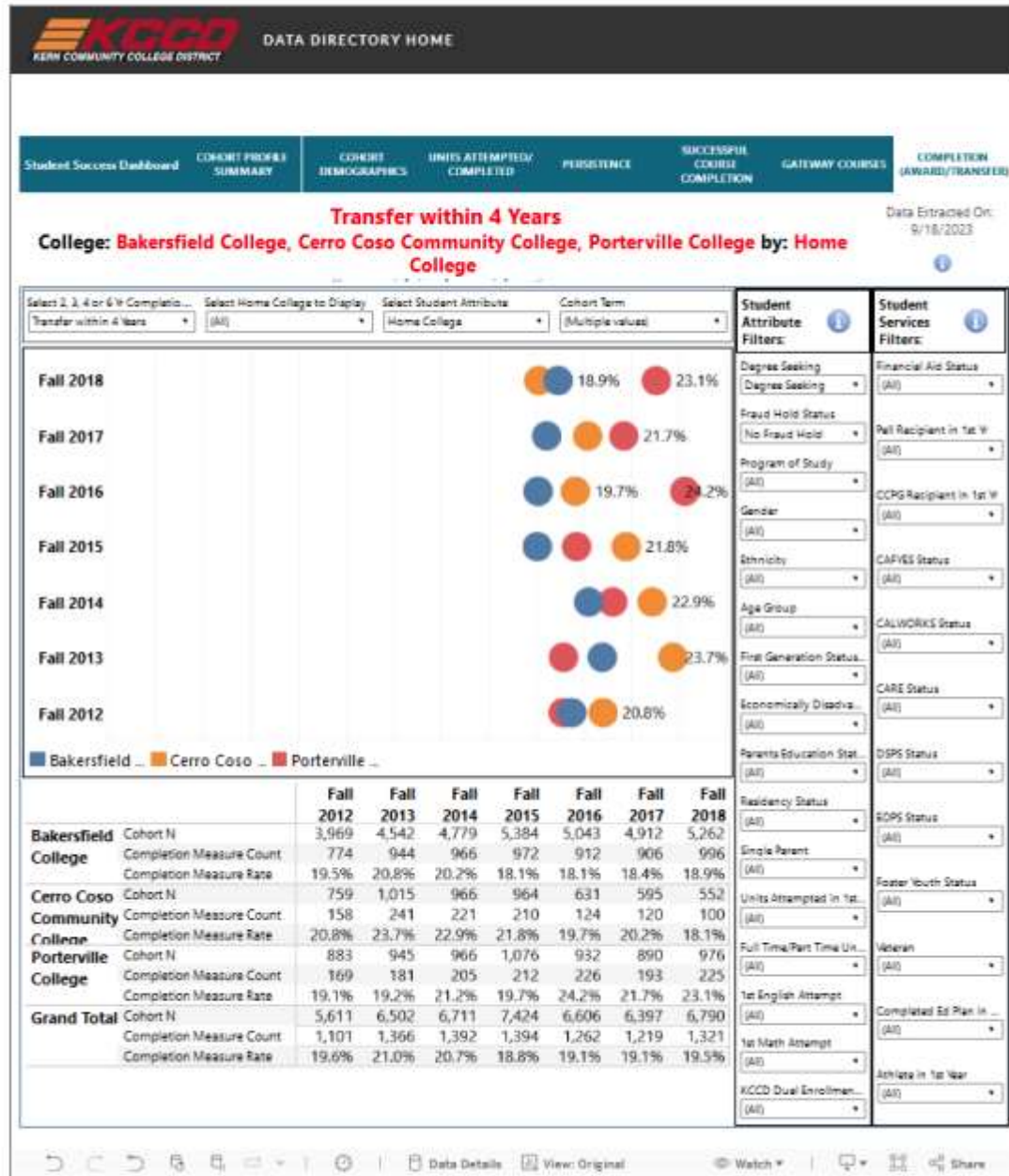
Student Services Filters: Financial Aid Status, Pell Recipient in 1st Year, CCPG Recipient in 1st Year, CARES Status, CALWORKS Status, CARE Status, DIPS Status, EOPS Status, Foster Youth Status, Veteran, Completed Ed Plan in 1st Year, Achieve in 1st Year

Transfer within 3 Years

College: **Bakersfield College, Cerro Coso Community College, Porterville College** by: **Home College**

Date Extracted On: 9/18/2023





Bakersfield College
Student Transfers to UC, CSU, ISP, and OOS
 2012-13 through 2021-22

**BAKERSFIELD
 COLLEGE**

UC - University of California, CSU - California State University, ISP - In-State Private, and OOS - Out-of-State

Academic Year	UC		CSU		Total		ISP		OOS		Total		Grand Total	
	#	% of Total	#	% of Total	#	% Diff	#	% of Total	#	% of Total	#	% Diff	#	% Diff
2021-22	65	4.6%	1,063	74.9%	1,128	-18.6%	58	4.1%	233	16.4%	291	0.3%	1,419	-15.3%
2020-21	70	4.2%	1,316	78.5%	1,386	14.2%	64	3.8%	226	13.5%	290	2.8%	1,676	12.0%
2019-20	90	6.0%	1,124	75.1%	1,214	8.6%	49	3.3%	233	15.6%	282	2.5%	1,496	7.4%
2018-19	76	5.5%	1,042	74.8%	1,118	23.0%	78	5.6%	197	14.1%	275	5.4%	1,393	19.1%
2017-18	56	4.8%	853	72.9%	909	-0.4%	76	6.5%	185	15.8%	261	-8.4%	1,170	-2.3%
2016-17	63	5.3%	850	71.0%	913	17.5%	83	6.9%	202	16.9%	285	-1.4%	1,198	12.4%
2015-16	56	5.3%	721	67.6%	777	-8.4%	87	8.2%	202	18.9%	289	-4.3%	1,066	-7.3%
2014-15	59	5.1%	789	68.6%	848	33.5%	98	8.5%	204	17.7%	302	-10.9%	1,150	18.1%
2013-14	42	4.3%	593	60.9%	635	-7.6%	104	10.7%	235	24.1%	339	4.3%	974	-3.8%
2012-13	59	5.8%	628	62.1%	687	-17.3%	108	10.7%	217	21.4%	325	-10.0%	1,012	-15.1%

Cerro Coso Community College
Student Transfers to UC, CSU, ISP, and OOS
 2012-13 through 2021-22



UC - University of California, CSU - California State University, ISP - In-State Private, and OOS - Out-of-State

Academic Year	UC		CSU		Total		ISP		OOS		Total		Grand Total	
	#	% of Total	#	% of Total	#	% Diff	#	% of Total	#	% of Total	#	% Diff	#	% Diff
2021-22	14	8.0%	47	26.9%	61	-15.3%	23	13.1%	91	52.0%	114	-16.8%	175	-16.3%
2020-21	14	6.7%	58	27.8%	72	-38.5%	12	5.7%	125	59.8%	137	-1.4%	209	-18.4%
2019-20	14	5.5%	103	40.2%	117	74.6%	32	12.5%	107	41.8%	139	43.3%	256	56.1%
2018-19	15	9.1%	52	31.7%	67	1.5%	13	7.9%	84	51.2%	97	-22.4%	164	-14.1%
2017-18	22	11.5%	44	23.0%	66	4.8%	19	9.9%	106	55.5%	125	3.3%	191	3.8%
2016-17	13	7.1%	50	27.2%	63	8.6%	21	11.4%	100	54.3%	121	16.3%	184	13.6%
2015-16	16	9.9%	42	25.9%	58	-4.9%	14	8.6%	90	55.6%	104	-15.4%	162	-12.0%
2014-15	12	6.5%	49	26.6%	61	-10.3%	24	13.0%	99	53.8%	123	-0.8%	184	-4.2%
2013-14	10	5.2%	58	30.2%	68	-6.8%	23	12.0%	101	52.6%	124	9.7%	192	3.2%
2012-13	18	9.7%	55	29.6%	73	-5.2%	19	10.2%	94	50.5%	113	-24.7%	186	-18.1%

Porterville College
Student Transfers to UC, CSU, ISP, and OOS
 2012-13 through 2021-22



UC - University of California, CSU - California State University, ISP - In-State Private, and OOS - Out-of-State

Academic Year	UC		CSU		Total		ISP		OOS		Total		Grand Total	
	#	% of Total	#	% of Total	#	% Diff	#	% of Total	#	% of Total	#	% Diff	#	% Diff
2021-22	7	2.4%	221	74.9%	228	-30.1%	25	8.5%	42	14.2%	67	-9.5%	295	-26.3%
2020-21	18	4.5%	308	77.0%	326	48.9%	21	5.3%	53	13.3%	74	-27.5%	400	24.6%
2019-20	11	3.4%	208	64.8%	219	-3.5%	41	12.8%	61	19.0%	102	-1.0%	321	-2.7%
2018-19	7	2.1%	220	66.7%	227	29.7%	49	14.8%	54	16.4%	103	4.0%	330	20.4%
2017-18	10	3.6%	165	60.2%	175	-7.4%	52	19.0%	47	17.2%	99	-7.5%	274	-7.4%
2016-17	18	6.1%	171	57.8%	189	36.0%	56	18.9%	51	17.2%	107	7.0%	296	23.8%
2015-16	9	3.8%	130	54.4%	139	-9.7%	50	20.9%	50	20.9%	100	8.7%	239	-2.8%
2014-15	13	5.3%	141	57.3%	154	6.9%	42	17.1%	50	20.3%	92	-8.0%	246	0.8%
2013-14	16	6.6%	128	52.5%	144	19.0%	43	17.6%	57	23.4%	100	-24.8%	244	-3.9%
2012-13	13	5.1%	108	42.5%	121	-4.0%	64	25.2%	69	27.2%	133	14.7%	254	5.0%

Kern CCD/College/Grant Targets Informing Early College	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
<p>Title V/Health Science: Raise awareness of high schoolers of regional workforce needs and BC health science pathways</p>	<p>Goal #3: Provide Workforce and Economic Development Programs that Respond to Local Industry</p> <ul style="list-style-type: none"> - Scale regionally high-demand, high-wage pathways 	<p>2020-2025</p>	<p>Annually with academic support, advisor workshops and retention awareness.</p> <p>Improving co-requisite supports for transfer-level math and English in line with BC's early momentum point measures through Peer Health Educators.</p> <p>Early Career Exploration: Utilize the First Year Seminar as a vehicle to connect educational pathways to career options in the field of health sciences. Promote health science internships.</p>	<p>increase the number of Hispanic students who earn 12+ college credits between 9th and 12th grade by 25%</p>
<p>Title V/Health Sciences: Clarify pathways and streamline pathway entry points.</p>	<p>Support students personal financial literacy</p>	<p>2020-2025</p>	<p>Leverage presence in feeder high schools to deliver financial aid and literacy information early in students' educational pipeline.</p> <p>Annually through Completion Coaching Communities: To advance Hispanic student success, Completion Communities commit to a shared responsibility model to support student access, retention, financial literacy, and completion. Intrusive advising and regular engagement with faculty and staff.</p>	<p>High touch services at the high school sites; to include workshops, parent orientations and advising.</p>

<p>Title V/Health Science: Clarify pathways and streamline pathway entry points.</p>	<p>Dual enrollment/early college offerings with stackable certificates and degree pathways start in the 9th grade</p>	<p>2020 - 2025</p>	<p>Per semester goal with annual review: Increase completion of introductory courses and/or certificates while in high school and preparation to continue that path toward degree attainment.</p>	<p>Hispanic student participation in Early College</p>
<p>Title V/HSI Early College Grant Increase Early College enrollment by 10%, from 7,200 (2020-21) to 7,920</p>	<p>Hispanic and low-income students experience geographic and transportation barriers to enrolling in higher education. BC will grow its EC pathways outreach and onboarding beginning in the 7th grade to jump start students' enrollment onto clear, structured, and sequenced pathways. EC pathway development will primarily grow out of BC's rural communities where the Hispanic population is roughly 95%. This will increase access as students earn free college units during their regular high school day or after school on their high school campus.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of first-time degree-seeking students enrolled in Early College; Source: BC student record data</p>	<p>Ensure success through BC student record data</p>
<p>Title V/HSI Early College Grant Increase Early College Summer Academy participation from 31 students (2021) to 500 students (2027).</p>	<p>Hispanic and low-income students are more likely to be first-generation students and unfamiliar with navigating the college environment. Students need to get on their chosen pathway early and be aware of the resources and support available to them to successfully make that transition. By enrolling in an Early College pathway, Hispanic high school students will make long-term goals and further explore potential careers within a cohort of students from the same career cluster / meta-major. This will foster a sense of belonging in the college environment.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of first-time degree-seeking Early College students participating in the Summer Academy (Hispanic); Source: AD project records; sign-in sheets</p>	<p>Ensure success through BC student record data</p>
<p>Title V/HSI Early College Grant Improve EC course success rates from 79% (2020-21) to 85% (2026-27)</p>	<p>To address retention among Hispanic students, BC's project will build a strong support mechanism through cohorts supported by faculty, staff, and their peers to deliver timely nudges and individualized communication to increase student awareness and utilization of resources and supports so they persist in their pathways.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of successful course completion by Early College enrollees; Source: BC student records data</p>	<p>Ensure success through BC student record data</p>

<p>Title V/HSI Early College Grant</p> <p>Increase EC cohort retention rates from 70% (2020-21) to 82% (2026-27)</p>	<p>To address retention among Hispanic students, BC's project will build a strong support mechanism through cohorts supported by faculty, staff, and their peers to deliver timely nudges and individualized communication to increase student awareness and utilization of resources and supports so they persist in their pathways.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of program retention among Early College enrollees from initial date of program enrollment; Source: BC student records data</p>	<p>Ensure success through BC student record data</p>
<p>Title V/HSI Early College Grant</p> <p>Increase the number of high school students earning associate degrees from 102 (2021) to 400 (2027).</p>	<p>Every aspect of BC's project is designed to help students reach their academic and career goals including completion of a certificate, degree, or to move on to a four-year university to complete a bachelor's degree. The SCFF also gives the biggest boosts in funding for completion metrics.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of the number of Early College degrees awarded to all students and to Hispanic students; Source: BC OIE records data</p>	<p>Ensure success through BC student record data</p>
<p>Title V/HSI Early College Grant</p> <p>Increase EC associate degree completion rate from 54% (2021) to 60%</p>	<p>Every aspect of BC's project is designed to help students reach their academic and career goals including completion of a certificate, degree, or to move on to a four-year university to complete a bachelor's degree. The SCFF also gives the biggest boosts in funding for completion metrics.</p>	<p>2022 - 2027</p>		<p>Ensure success through BC student record data</p>

<p>Title V/HSI Early College Grant</p> <p>Increase the number of Early College students who meet with an Early College Counselor or Advisor to complete a graduation petition and discuss post-secondary plans from 7% (2020-21) to 100% (2026-27)</p>	<p>Hispanic and low-income students are more likely to be first-generation students and unfamiliar with navigating the college environment. Students need to get on their chosen pathway early and be aware of the resources and support available to them to successfully make that transition. By enrolling in an Early College pathway, Hispanic high school students will make long-term goals and further explore potential careers within a cohort of students from the same career cluster / meta-major. This will foster a sense of belonging in the college environment.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, Early College student and counselor meetings during the students' senior year; Source: AD Project Records; Banner MIS records data</p>	<p>Ensure success through Banner MIS records data</p>
<p>Title V/HSI Early College Grant</p> <p>At least 25 Aspiring Faculty and 15 BC dual enrollment faculty mentors participate in the Aspiring Faculty Mentorship Program</p>	<p>Hispanic and low-income students are more likely to be first-generation students and unfamiliar with navigating the college environment. Students need to get on their chosen pathway early and be aware of the resources and support available to them to successfully make that transition. By enrolling in an Early College pathway, Hispanic high school students will make long-term goals and further explore potential careers within a cohort of students from the same career cluster / meta-major. This will foster a sense of belonging in the college environment.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of Faculty Mentors and Mentee participants; Source: AD Project Records; attendance sheets</p>	<p>Ensure success via AD Project Records; attendance sheets</p>
<p>Title V/HSI Early College Grant</p> <p>Increase verification of post-secondary college enrollment or job placement for Early College graduates from 89% (Spring 2018) to 100% (2027)</p>	<p>The SCFF incentivizes enrollment of "special admits" which includes dual enrollees. Improving data accuracy and capacity will help BC better track and report accurate data to ensure fiscal stability in a time of transition. Becoming a Hispanic-serving institution takes intentional work and specifically designed processes to measure progress. Constant re-evaluation of these metrics is key to advancing an environment that supports Hispanic students and shows them they belong.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of the number of post-secondary college enrollment or placement among EC students; Source: BC internal tracking system records</p>	<p>Ensure success via BC internal tracking system records</p>

<p>Title V/HSI Early College Grant</p> <p>Reduce number of unsuccessful course registrations among Early College students in a semester by 50%, from 600 (fall 2021/spring 2022 baseline average) to 300 (2027)</p>	<p>Hispanic and low-income students experience geographic and transportation barriers to enrolling in higher education. BC will grow its EC pathways outreach and onboarding beginning in the 7th grade to jump start students' enrollment onto clear, structured, and sequenced pathways. EC pathway development will primarily grow out of BC's rural communities where the Hispanic population is roughly 95%. This will increase access as students earn free college units during their regular high school day or after school on their high school campus.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of the number of unsuccessful registration attempts among Early College students; Source: AD Project Records</p>	<p>AD Project Records</p>
<p>Title V/HSI Early College Grant</p> <p>At least 10,000+ students entering their data into DualEnroll.com per year</p>	<p>The SCFF incentivizes enrollment of "special admits" which includes dual enrollees. Improving data accuracy and capacity will help BC better track and report accurate data to ensure fiscal stability in a time of transition. Becoming a Hispanic-serving institution takes intentional work and specifically designed processes to measure progress. Constant re-evaluation of these metrics is key to advancing an environment that supports Hispanic students and shows them they belong.</p>	<p>2022 - 2027</p>	<p>Total count, annually, of the number of EC students utilizing and inputting their data into DualEnroll.com; Source: BC student records data from DualEnroll.com</p>	<p>Ensure objectives are met via BC student records data from DualEnroll.com</p>
<p>Title V/HSI Early College Grant</p> <p>Collect survey input from at least 1,200 students and their parents per year</p>	<p>The SCFF incentivizes enrollment of "special admits" which includes dual enrollees. Improving data accuracy and capacity will help BC better track and report accurate data to ensure fiscal stability in a time of transition. Becoming a Hispanic-serving institution takes intentional work and specifically designed processes to measure progress. Constant re-evaluation of these metrics is key to advancing an environment that supports Hispanic students and shows them they belong.</p>	<p>2022 - 2027</p>	<p>Descriptive trend over time, annually, of the mean number of credits earned for STEM degree recipients; Source: AD Project Records; OIE Survey Data</p>	<p>Compiling AD Project Records; OIE Survey Data</p>

<p>Rural High Schools Provide students the opportunity to earn 12 units of college credit during their high school career</p>	<p>Working with high schools to create a plan on giving Rural students the opportunity to earn at least 12 college units by the time they graduate from high school.</p> <p>Create an ideal model for students to make appointments with an advisor and counselor to ensure they are on track</p> <p>Meet with the schools to discuss how they can increase course offerings for all students at their high schools</p> <p>Begin the conversation with middle school in surrounding rural areas to educate our students and parents on what Early College is and what it can do for our students</p>	<p>2023 - 2026</p>	<p>Review all pathways with team to see where the need is and where we can increase courses</p> <p>parent information sessions at the Delano Campus</p>	
<p>Rural High Schools Increasing selected course offerings with OER textbook for our concurrent enrollment population</p>	<p>Work with departments to determine which courses offer OER textbook</p> <p>Meet with counselor and advisor to go over the courses requiring books and or OER</p> <p>Create a list to share out with our partners to guide students on the concurrent courses being selected</p>		<p>share out with partners and our students to ensure students can select concurrent courses with no cost book</p>	
<p>College Work Plan Early College Enrollment Goals:</p>	<p>BC: 3,071.25 FTES (6% increase)</p> <p>CC: 626.01 FTES (13% increase)</p> <p>PC: 465 FTES (5% increase)</p>			

Bakersfield College Workplan - Targets and Tactics

The majority of the aforementioned goals are also in direct alignment with BC's 2023-24 Educational Work Plan (see below). In addition to our grant-related goals, the department remains committed to maintaining focus on and alignment with BC's overall education work plan for 2023-24.

A. NEW STUDENT OUTREACH / YIELD

A1. **Early Awareness:** Expand outreach to middle school / junior high students and their families.

A2. **High School Outreach:** Expand outreach to high school administrators, counselors, students, and their families.

B. DUAL ENROLLMENT & EARLY COLLEGE

B1. **Refine Dualenroll.com:** *Align registration options to CSEP and improve student facing elements.*

B2. **Scale Dual Enrollment Faculty Mentorship Program:** *Ensure that every discipline is set up with faculty mentor(s).*

B3. **Review Programs of Study for Pathway High Schools:** *Collaborative curriculum development.*

B4. **New Early College Programs:** *Grow Early College Pathways offered at BCSW and CTEC.*

B5. **Pathway Mapper Review:** *Embed Early College offerings into pathway maps.*

B6. **Increase use of OER classes:** *Mitigate costs by utilizing OER sections.*

B7. **Enroll all 9th grade students:** *Use STDV B3 as entry point for all incoming 9th grade students.*

B8. **Financial Literacy:** *Educate students and families on the costs of college and impact of re-taking courses.*

Financial Benefit: *California community college baccalaureate students can earn a four-year degree at a fraction of the cost of CSU and UCs tuition and fees alone. In addition, students who attend CSUs and UCs are more likely to incur greater costs for housing, transportation, and other student services.*

	UC	CSU	Community College
Tuition (120 unit/four years)	\$50,280	\$22,968	\$10,560 ¹
Fees (four years)	\$3,872 ²	\$3,140 ³	\$152
Tuition - Fees Total	\$54,152	\$26,108	\$10,712

The Early College strategy significantly reduces the cost of the community college baccalaureate degree, as students do not pay for tuition, fees, or textbooks. Assuming the average Early College student graduates with one year/30 units of lower division coursework, that is a savings of \$1,380 in tuition and fees alone, resulting in a total tuition and fee cost of only \$9,332 in three years.

Student Success Categories

SCFF CATEGORY	2019-2020	2020-2021	2021-2022	2022-2023	6% Target		Mapped Tactics
					2023-2024	# Change	
Associates for Transfer	1,400	1,498	1,620	2,425	2,571	146	C, D, E, G, H, K
Associates	606	651	843	1,309	1,388	79	C, D, E, H, I, K
Baccalaureate	2	4	4	16	17	1	C, D, E, F, H, I, K
Certificates	175	173	206	553	586	33	C, D, E, H, I, K
Transfer Level math & English	542	579	543	774	820	46	C, D, F, G, H, K
Transfer to a 4 Year University	835	879	992	896	950	54	C, D, G, H, K
Nine or More CTE Units	3,892	3,749	3,676	4,605	4,881	276	C, D, F, H, I, K
Regional Living Wage	3,864	4,223	5,288	5,490	5,819	329	I, J

Cerro Coso Community College Workplan - Targets and Tactics

Early College

We continue to see a robust increase in enrollment in dual and concurrent enrollment FTES. It also follows the implementation at all high schools in the service area of the dualenroll.com system that vastly streamlines and simplifies the registration process for students and parents. We are also in the process of hiring an Educational Advisor to specifically support outreach and dual enrollment. Fall 2023 promises to be more of the same. The college is planning over 97 dual enrollment sections this spring compared to 76 in spring 2023. Included in this are six sections of COLL C101 classes at California City High School in which every ninth grader is enrolled, completing a career inventory and developing an ed plan.

In continuing to develop a more robust Early College model, we are looking ahead in 2023-2024 to offering more classes at Bishop Union High School (college success and fire technology courses) and more dialogue with Burroughs High School regarding additional opportunities such as biology and art. We have also secured two grant opportunities with the schools of the Mojave Unified School District: a college bridge grant to align the curriculum of math courses in the high school and the college for better success and a nursing grant to develop nursing prerequisite classes (anatomy and physiology, psychology, etc.) in the high schools. We will host a partnership meeting with our service area superintendents/principals with a specific focus on dual enrollment and college readiness in Fall 2023. In a similar vein, we will look for ways to revisit and strengthen relationships with continuation schools (Mesquite, Paradise) and private and charter schools within our service area (Opportunities for Learning, Valley Oaks).

And we plan to raise the visibility of our dual enrollment program across the service area by

- Increasing the number of high schools where every 9th grader is enrolled in a college course
- continuing to highlight high school graduates with associate degrees
- direct-targeted mailing to parents of children of high school age through a postcard campaign on dual and concurrent enrollment
- scheduling more events with high school partners, particularly at Burroughs where we want to be especially conspicuous
- executing a marketing campaign directed not only at parents but also uninformed high school faculty, as well as a marketing toolkit
- implementing communication and outreach strategies for engaging currently enrolled dual and concurrent enrollment students in registration for subsequent terms
- Employ translated dual and concurrent materials translated into Spanish so that Spanish-speaking parents are informed of opportunities for their children

In addition, the college will consider improvements in scheduling and other logistics—such as transportation to our campuses from local-area high schools as a way to increase concurrent enrollment and making greater use of the 12:30 pm course block to capture seniors who are on half-day schedules. Finally, the college will keep in mind the chancellor’s aspirational goals for dual and concurrent enrollment students, including more high schools with courses in established pathways (such as what we already do with Cal City), every student having an ed plan, every student enrolling in 6 college credits in the ninth grade, graduating with 24 college credits, and having at least one work-based learning experience.

Porterville College Workplan - Targets and Tactics

Porterville College’s dual enrollment program has seen remarkable growth over the past few years. Since 2017, enrollment numbers have nearly tripled. This incredible surge reflects our dedication to providing high school students with accessible, quality higher education experiences.

**Porterville College
Dual Enrollment Program
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Headcount	460	564	648	752	754
Enrollment	843	1257	1366	1889	2216
# of Courses Offered	32	28	24	32	32
# of Sections Offered	39	57	52	68	84
% Course Success	87%	90%	95%	94%	94%
FTES Earned	90	105	141	193	240

Source: Porterville College Research Department

Dual enrollment provides students the opportunity to take college credit courses and earn college credit while still in high school. Providing high-quality community college dual enrollment programs is a priority for the United States Department of Education and the California Community College system. Dual enrollment has a positive impact on high school graduation rates, college enrollment, college success, and college completion rates. It also helps improve economic mobility and meet California's workforce needs. This page summarizes Porterville College's dual enrollment program for the last five years.

- The number of high school students concurrently enrolled at Porterville College has grown from 460 to 754, an increase of 64% within the five years displayed.
- Individual course enrollment increased dramatically, up 163%, over five years (843 to 2216); thereby demonstrating that the average student is taking two to three college courses per year.
- Though the variety of courses offered has remained the same at 32 each year, the number of sections offered has increased 141% (39 in 2017-2018 to 84 in 2021-2022) within the five years.
- Porterville College earned 240 FTES from dual enrollment in 2021-2022, an increase of 167% since 2017-2018.

Source: Porterville College Educational Master Plan 2023-2028

Table S. Kern CCD Student Equity Plans Crosswalk: 2022-2025		
	Target Population	Targeted Increase 2022-2025
Successful Enrollment		
PC	Female	Close gap between male and female students by 2025
CC	Female	Increase access by 3% annually
BC	Black or African American	Increase access rate by 2.71% (over 3 years)
Completed Transfer-Level Math & English		
PC	Male American Indian/Alaskan Native Black or African American	Narrow percentage point gap by 50% for each group by 2025
CC	1st Generation	Increase by 3% annually
BC	Black or African American Economically Disadvantaged Hispanic or Latino 1st Generation	Increase by 5.9% (over 3 years) Increase by 3% (over 3 years) Increase by 3.2% (over 3 years) Increase by 3.3% (over 3 years)
Persistence: First Primary Term to Second Primary Term		
PC	Hispanic Male American Indian/Alaskan Native Black or African American 1st Generation Male Students with Disabilities	Narrow percentage point gap by 50% for each group by 2025
CC	1st Generation	Increase persistence rate by 4% annually
BC	Black or African American Male	Increase persistence rate by 14.3% (over 3 years) Increase persistence rate by 5.8% (over 3 years)
Transfer		
PC	Male Economically Disadvantaged 1st Generation	Narrow percentage point gap by 50% for each group by 2025
CC	Economically Disadvantaged	Increase transfer rate by 2% annually
BC	Male Economically Disadvantaged Hispanic or Latino 1st Generation	Increase transfer rate by 4.7% (over 3 years) Increase transfer rate by 7.4% (over 3 years) Increase transfer rate by 5.7% (over 3 years) Increase transfer rate by 10.6% (over 3 years)
Completion		
PC	1st Generation Male Hispanic or Latino Male	Narrow percentage point gap by 50% for each group by 2025
CC	Black or African American	Increase completion rate by 2% annually
BC	Black or African American 1st Generation	Increase completion rate by 6.5% (over 3 years) Increase completion rate by 3.6% (over 3 years)

Table __. Kern CCD Workplan Targets by College						
SCFF Categories	2023-24 Academic Year Targets			2024-25 Academic Year Targets		
	Bakersfield College	Porterville College	Cerro Coso College	Bakersfield College	Porterville College	Cerro Coso College
FTES Categories						
Regular	15,746.94 (6%)	2,662 (15%)	2,025.55 (6%)	n/a	2,928 (10%)	2126.83 (5%)
Special Admit	3,071.25 (6%)	465 (5%)	626.01 (31%)	n/a	498 (7%)	652.30 (5%)
Incarcerated	690.22 (6%)	7 (15%)	* 352.16 (-31%)	n/a	7 (15%)	510.37 (45%)
CDCP	131.94 (6%)	22 (5%)	5 (500%)	n/a	22 (5%)	10 (100%)
Non-Credit	69.06 (6%)	5 (n/a)	15 (956%)	n/a	6 (10%)	20 (33%)
Supplemental Categories						
AB540	1,452 (6%)	152 (14%)	144 (-8%)	n/a	160 (5%)	157 (9%)
PELL	10,403 (6%)	1,564 (13%)	947 (-19%)	n/a	1,945 (10%)	1,174 (24%)
CCPG	19,518 (6%)	3,189 (0%)	3,971 (-4%)	n/a	3,348 (5%)	4,120 (4%)
Student Success Categories						
Associates for Transfer	2,571 (6%)	217 (2%)	169 (5%)	n/a	222 (2%)	177 (5%)
Associates	1,388 (6%)	250 (2%)	229 (3%)	n/a	255 (2%)	236 (3%)
Baccalaureate	17 (6%)	n/a	n/a	n/a	n/a	n/a
Certificates	586 (6%)	79 (15%)	128 (15%)	n/a	91 (15%)	132 (3%)
Transfer Level Math and English	820 (6%)	175 (20%)	88 (76%)	n/a	201 (15%)	97 (10%)
Transfer to a 4 Year University	950 (6%)	262 (2%)	148 (3%)	n/a	267 (2%)	152 (3%)
Nine or More CTE Units	4,881 (6%)	531 (45%)	724 (21%)	n/a	541 (2%)	746 (3%)
Regional Living Wage	5,819 (6%)	799 (4%)	1,366 (24%)	n/a	831 (4%)	1,434 (5%)







California Renewable Energy Laboratory (CREL)

2024-2025

Kern Community College District

District Office Administrative Unit Review

California Renewable Energy Laboratory

Lora Larkin,
Dean of CREL

Originated by:
Yesenia Isbell,
Program Manager

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

The purpose of the California Renewable Energy Laboratory is to connect industry, governmental agencies, and workers, including disinvested communities and high-road training partnerships, with the most up-to-date information regarding carbon management technologies, clean energy innovation and microgrid and energy storage technologies, and clean transportation, including hydrogen fuel and electrical vehicle technologies, that will shape the regional and statewide economy for decades to come.

Three Administrative Unit Outcomes have been identified to measure the effectiveness of the department.

- Clean energy technology will be more visible and accessible to the community;
 - Academia, the community, and industry will be engaged in energy education and training;
 - Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based organizations, employers, and workers.
-
- Five goals have been identified to assist in ensuring accomplishment of the Administrative Unit Outcomes.
 - Identify, develop, and implement key technology, including carbon capture sequestration, microgrid and battery storage, clean transportation, agrivoltaics, and hydrogen fuel;
 - Develop educational pathways and curriculum related to climate change, public policy, research, and technological advances in renewable energy;
 - Provide professional development opportunities in instruction and educational administration related to the clean energy sector;
 - Increase academic and community engagement programs with K-12 student populations, industry, and the public through webinars, academies, and seminars on various topics related to renewable energy and clean energy technology;
 - Expand partnerships with academia, industry, government, and non-profit organizations related to the clean energy sector.
-
- Five Key Performance Indicators have been identified to measure the effectiveness of the goals.
 - Proposals for demonstration projects will be developed and timely executed.
 - Curriculum, including new degree programs and stackable certificates, will be established and approved through the curricular process.
 - Faculty and Administrators will implement clean energy education throughout their campus communities.
 - Opportunities to engage in climate change mitigation and learning within the clean energy sector will be available to various populations and demographics within the community and industry.
 - Partnerships will be developed throughout Kern County, the State of California, the nation, and even globally to maintain currency, funding, and organizational visibility.

organizational visibility.

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

The Kern Community College District (Kern CCD) has over a decade of history in bringing energy education to the region, working with a wide array of over 50 partners, including national laboratories (e.g., the National Renewable Energy Laboratory and the Lawrence Livermore National Laboratory), educational partners, government organizations, community-based organizations, employers, and workers. In addition, the district has partnered with environmental justice groups and worked alongside them to secure various grants, including a High Road Training Partnership (H RTP) and a Community Economic Resilience (CERF) grant. These longstanding partnerships developed through comprehensive and detailed work have been very intentional, as we transition to diverse energy sources to meet net zero carbon emission goals in the San Joaquin Valley.

As a result of past legislative advocacy, Kern CCD is positioned to continue building upon these efforts with the establishment of the California Renewable Energy Laboratory (CREL) with a comprehensive cluster of Centers of Excellence focused on Carbon Management, Clean Energy and Grid Resilience, and Clean Transportation. The projects within the Centers of Excellence have expanded to include Agrivoltaics and will incorporate Hydrogen Fuel in the near future as well. In addition, CREL is working towards a secure and stable energy future through the development of an innovative coalition of public and private partners at both the State and Federal levels. This approach, which combines the research capabilities of national laboratories, governmental policies, and research universities deployed for the workplace and workforce in a broad public/private alliance aims to hedge against short-term volatility and create long-term stability for our future.

Specifically, the lab focuses on Technology Transfer by developing mini-demonstration projects that serve as living laboratories for students and the community. These projects incorporate technologies tested by our research partners and will incorporate opportunities for ongoing student research, workforce training, and community outreach. The Bakersfield College Launchpad and the 21st Century Energy Center also provide inventors, energy innovation start-ups, and industry with access to a wide array of entrepreneurship and business start-up resources and preparation in entry-level employment and technical skills upgrading for those currently employed. Non-credit, tuition-free courses and credit courses in the Modern Energy program are also being made available.

California's 116 community colleges serve the largest and most diverse student body in higher education, making us a pivotal force in developing California's workforce, keeping the economy strong and strengthening our democracy. This past year, the State Chancellor's Vision 2030 reinforced the need for equitable workforce and economic development, particularly within climate change mitigation. Furthermore, Kern CCD's mission is to provide outstanding educational programs and services that are responsive to our diverse students and communities. As technology within the clean energy sector advances, the need to update, develop, and deploy further centers of excellence and educational opportunities, and, therefore leverage additional funding and resources, continues to be a high priority for CREL to maintain academic excellence and community and industry engagement for our district. Today's students and future learners expect more from their educational experience. Communities need a skilled workforce across fast-growing career fields. We must reckon with our new climate reality and the impact of new tech on teaching and learning.

Section One: Unit Overview

- a) **What is the purpose of the unit and what populations (internal and external) are served by the unit?** *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

The purpose of the California Renewable Energy Laboratory is to connect industry, governmental agencies, and workers, including disinvested communities and high-road training partnerships with the most up-to-date information regarding carbon management technologies, clean energy innovation and microgrid and energy storage technologies, and clean transportation including hydrogen fuel and electrical vehicle technologies that will shape the regional and statewide economy for decades to come. All colleges and educational centers within the district benefit directly by the services provided by this unit.

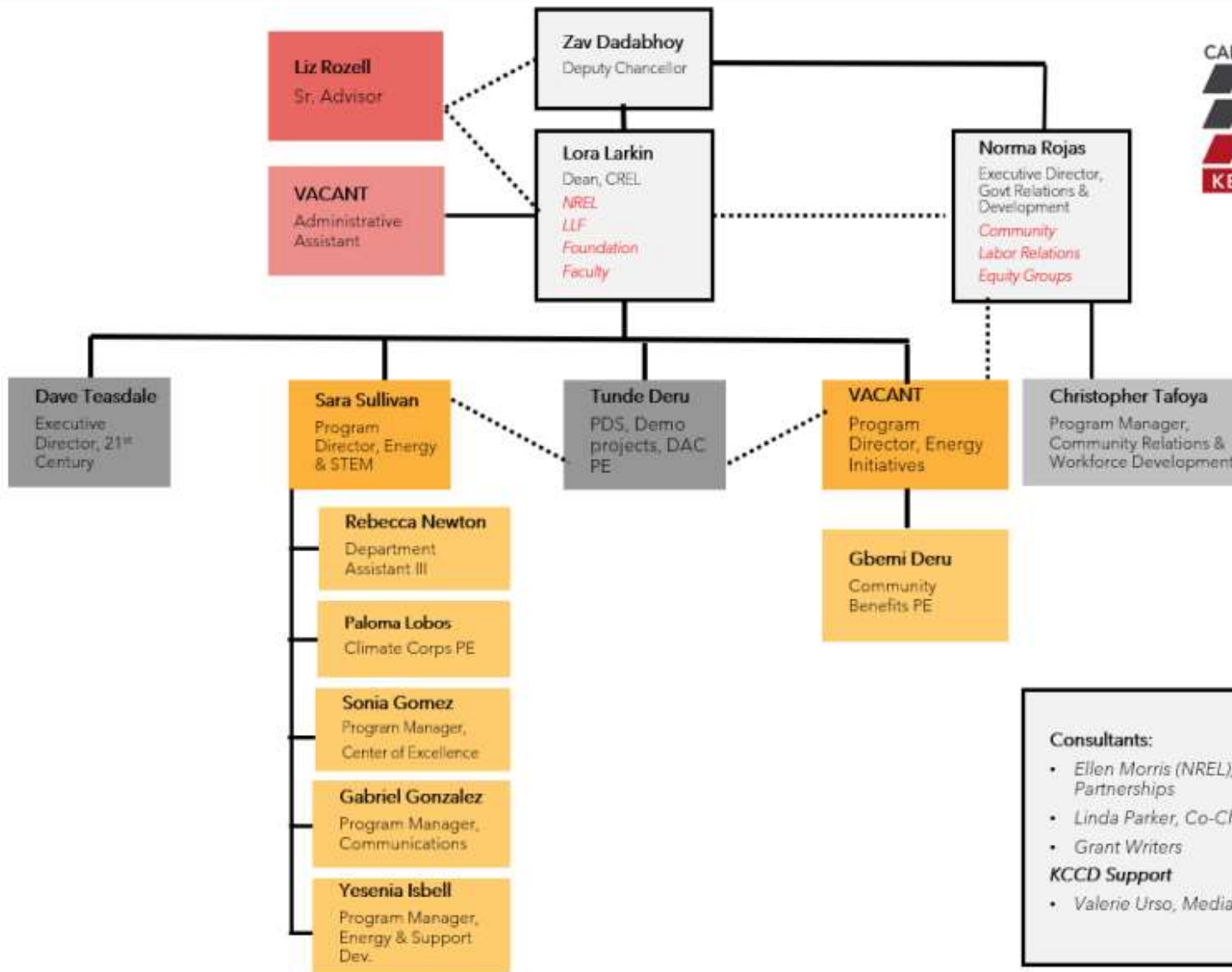
Section One: Unit Overview *(continued)*

- b) **Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.**

The California Renewable Energy Laboratory supports the colleges in achieving their mission of improving student learning and achievement by providing educational resources, establishing partnerships, and facilitating collective participation in project innovation and development . In particular, the unit meets weekly to review all current plans and projects as well as to address any outstanding issues and create solutions. CREL also collaborates with members of the colleges within the district on a monthly basis to stay connected with the various campus programs' needs and opportunities for assistance with their projects related to clean energy. In addition, CREL leadership coordinates consultative services with national laboratories, universities and colleges, and governmental and private agencies to stay current in climate change developments and solutions.

Section One: Unit Overview *continued*

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Administrative Assistant	<ul style="list-style-type: none"> • Assist the Dean, PD and PM's in scheduling meetings & events with other departments, offices and outside agencies. • Order department supplies and obtain documentation for department Cal- card for payment processing. • Manage and maintain annual space inventory in Spreadsheet. • Administrative support to the department. • Manage and maintain office files. • Work on ICAs and MOUs. 	<ul style="list-style-type: none"> • Work with CREL team and district personnel to provide documents accordingly. • Work with Human Resources to process personnel actions for new hires. 	<i>VACANT POSITION</i>
Department Assistant III	<ul style="list-style-type: none"> • Schedule meetings and keep meeting minutes. • Purchase order entered in into Banner. • Travel Itinerary and complete travel reimbursement packets. 	<ul style="list-style-type: none"> • Work with the Administrative Assistant to complete purchase orders and travel packets. • Work with Administrative Assistant on any CREL events in the logistics planning. 	<i>Rebecca Newton</i>

<p>Program Manager, Energy & Support Development</p>	<ul style="list-style-type: none"> • Prepare financial and statistical reports. • Track budget and expenditure for accuracy in Banner along with Excel. • Supply financial information to project managers to help manage budgets. • Create Quarterly Reports and expenditure reimbursements for Deputy Chancellor, Dean and Program Director. • Establish org codes for new projects. • Route ICAs and MOUs • Create, monitor, and analyze all project budgets, including budget transfers and revisions as needed. • Prepare expenditure transfers. • Process all invoices received directly from vendors. • Outreach with community colleges and high schools to create partnerships student opportunities related to energy work. • Ensure registration is submitted for any vendor outreach and swag and flyers are printed out for the event. 	<ul style="list-style-type: none"> • Work with Business Services personnel to provide audit requests and documentation. • Assist CREL Dean and PD in preparing reports. • Work with Contracts with making sure our ICAs and MOUs are ratified in Board Meetings. • Work with Dean and PD on Community University outreach for partnership opportunities. • Work with grant manager and budget analyst to better budgeting process. • Work with grant writers in compiling any new grants related to CREL initiatives. • Work with Deputy Chancellor on any projects needing assistance. 	<p><i>Yesenia Isbell; Yesenia is currently assuming the role of Admin Asst and PM until position filled</i></p>
<p>Program Manager, Centers of Excellence</p>	<ul style="list-style-type: none"> • Manage multiple projects concurrently at Bakersfield College, The Weill Institute, and the Delano Campus Center and as assigned relevant to agrivoltaics and clean transportation, including project scope, budget, and construction coordination and scheduling. • Manage AWE webinar series, including organization of speakers and topics, technical assistance during webinars, and participant log information. • Facilitate team communication system and weekly/monthly team meetings. 	<ul style="list-style-type: none"> • Provide overall support and oversight of third-party program managers. • Work with contract department in ensuring ICA completion. • Provide requested updates and documentation to outside regulatory agencies. • Work closely with CREL Program Director and Dean. 	<p><i>Sonia Gomez</i></p>

Project Manager, Communications	<ul style="list-style-type: none"> • Write press releases for CREL activities and developments. • Capture photos of CREL events for social media and misc. communications. • Compose quarterly newsletters. • Produce video for CREL projects. • Manage CREL website with any new content. • Send out constant contact for webinars and other CREL events. 	<ul style="list-style-type: none"> • Support CREL team. • Support Executive Director of Government Relations and the marketing team at the District and Bakersfield College. • Work with National Renewable Energy Laboratory on joint communications. 	<i>Gabriel Gonzalez</i>
Program Director, Energy & STEM	<ul style="list-style-type: none"> • Manage multiple projects concurrently, at Bakersfield College, The Weill Institute, and the Delano Campus Center and as assigned, including carbon capture sequestration and microgrid and battery storage as well as agrivoltaics and clean transportation. • Manage project development regularly with college personnel, contractors, and architects, from the pre-planning stages through construction completion and project closeout, including the development and management of all construction related contracts, documentation and logs. • Work with students on demonstration project research in collaboration with Faculty and Industry. 	<ul style="list-style-type: none"> • Support CREL Dean on multiple projects and budgets, including committee meetings, conference participation, initiative development and networking. • Work with all program managers on various projects, including training and professional development. • Provide requested updates and documentation to outside regulatory agencies. 	<i>Sara Sullivan</i>
Dean	<ul style="list-style-type: none"> • Provide leadership and oversee unit activities. • Coordinate with other district college administrators and faculty on project plans supporting their programs. • Meet and take direction from Deputy Chancellor and Chancellor. • Create all plans due to the Chancellors Office. 	<ul style="list-style-type: none"> • Make presentations to community agencies, college administrators, industry partners, governmental organizations, and Board of Trustees. • Assist the Chancellor and Deputy Chancellor on new initiatives. • Work collaboratively with the California Community College system 	<i>Lora Larkin</i>

	<ul style="list-style-type: none"> • Manage Board Doc documents due for Board Meetings. • Facilitate team, community, and industry engagement and partnerships. • Develop initiatives for further goal attainment. • Manage incompatible perspectives related to proposed climate change mitigation, and develop problem solving plans for interpersonal cohesion. 	<ul style="list-style-type: none"> – State Chancellor and the Foundation. • Coordinate resource development and funding opportunities with State and National lobbyists. • Participate in the National Energy Innovation Consortium as the lead for the Western Region. 	
Energy and Community Outreach Coordinator – Professional Expert	<ul style="list-style-type: none"> • Community outreach with high schools and Early College team • Air Quality Monitoring • Student Engagement such as presentations on air quality in local high schools • Assist with the student research projects. • Create flyers for outreach. • Assist in organization of CREL events. 	<ul style="list-style-type: none"> • Work closely with Program Director. 	<i>Paloma Lobos</i>
Senior Advisor to the Deputy Chancellor – Professional Expert	<ul style="list-style-type: none"> • Serve as a consultant on project development and implementation. • Advise on action plans. 	<ul style="list-style-type: none"> • Assist with Baccalaureate initiation and development. • Assist Deputy Chancellor with new initiatives. 	<i>Mary “Liz” Rozell</i>
CREL Project Coordinator	<ul style="list-style-type: none"> • Coordinate Community Benefit Plans. • Serve as administrative support on grant writing related to CREL initiatives. 	<ul style="list-style-type: none"> • Work closely with the Executive Director for Government Relations and Marketing team. 	<i>Oluseyi “Gbemi” Deru</i>

Section Two: Administrative Unit Outcomes (AUOs)

- a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Clean energy technology will be more visible and accessible to the community	Goal 3 – Strengthen organizational effectiveness	2023-	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that their required plans are being completed on time and approved.
2. Academia, the community, and industry will be engaged in energy education and training	Goal 2 – Provide workforce and economic development programs that respond to local and regional industry	2023-	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that the clean energy construction projects are being managed efficiently and effectively to ensure appropriate training and education opportunities exist and are being utilized by the public.
3. Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based organizations, employers, and workers	Goal 1 – Maximize student success, ensure student access, and reduce equity gaps	2023-	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that the educational pathways and available resources line with the laboratory technology.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

The California Renewable Energy Laboratory recently began development this past year. An AUR is not available for prior review. All plans at this point have been submitted and approved by the Chancellors Office.

Section Three: Key Performance Indicators (KPIs)

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit's core function or purpose.

Key Performance Indicators (KPIs)	2021-22	2022-23	2023-24
1. Projects in budget currently in progress		2	4
2. Energy specific courses submitted and approved		6	3
3. Conferences attended		11	8
4. Partnerships established		6	5
5. Webinars Offered		5	8
6. Community Outreach Participation		6	5
7. CREL Presentations		4	3
8. Steering Committee Meetings		1	3
9. Advisory Committee Meetings		1	2

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

The California Renewable Energy Laboratory is in development, therefore, baseline measures have not been established. Our goal is to continue work on the construction of the "mini" demonstration laboratories, increase the number of courses related to clean energy or clean energy topics, offer more informational sessions, and increase the visibility and accessibility of CREL resources and partnerships.

Section Four: Progress on Unit Goals

a) **List the unit's current goals.** For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Clean energy technology will be more visible and accessible to the community	Goal 3 – Strengthen organizational effectiveness	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Project planning still in development; Implementation not expected for 1-2 years	District requested to supplement college instruction at Bakersfield College and BC Centers	Community & Industry will also have access to technology as agreed upon with District
2. Academia, the community, and industry will be engaged in energy education and training	Goal 2 – Provide workforce and economic development programs that respond to local and regional industry	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Currently in collaborations with various partnerships	District requested to supplement college instruction at Bakersfield College and BC Centers; District expansion in progress	Community & Industry will also have access to technology as agreed upon with District
3. Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based organizations, employers, and workers	Goal 1 – Maximize student success, ensure student access, and reduce equity gaps	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Currently in collaborations with various partnerships	District requested to supplement college instruction at Bakersfield College and BC Centers; District expansion in progress	Community & Industry will also have access to technology as agreed upon with District

Section Five: New or Revised Goals

2) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)

Section Six: Current Unit Resources

- a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level	
Staffing (list current staffing levels)	• 1.0 FTE Dean, 1.0 FTE Program Director, 3 1.0 FTE Program Manager, 1.0 FTE Administrative Assistant, 1.0 FTE Department Assistant III, .500 FTE Professional Experts (all CREL positions are RP funded)	
Technology / Equipment	• Each staff member uses a PC, laptops, 5 office phones, most use a cell phone.	
Space / Facilities	• The department occupies 2 desks in the front lobby by Chancellor's office, the mono room is being occupied by the Dean, Program Director, Profession Expert, and an extra sitting for an NREL staff. We also occupy space in the IT area with four cubicles for three Program Managers, and our Outreach Coordinator.	
Budget (Unrestricted) Total	\$0	
Budget (Restricted) Total	\$2,145,841.00	Notes (if any) Fiscal Year 2022/23
1000 (Academic Salaries)	\$165,660.00	
2000 (Classified Salaries)	\$643,678.20	
3000 (Employee Benefits)	\$178,196.00	
4000 (Supplies & Materials)	\$12,685.00	
5000 (Operating Expenses and Services)	\$753,879.00	
6000 (Capital Outlay)	\$391,743.00	
7000 (Other State)	\$	
Budget (Contract/Community Ed) Total	\$	

		Faculty Director: serve as the primary communicator to encourage Faculty and Staff participation and collaboration in identifying program needs and recommended strategies for meeting identified needs, including curriculum innovation and development and articulation with potential transfer institutions, high schools and employers, monitoring of program effectiveness, and promotion of instructional programs.		2
Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>	<input type="checkbox"/> 1: Provide Professional Development <input checked="" type="checkbox"/> 2: Attend Professional Development	Grant Writing: as more partnerships particular to state and federal grants in clean energy have been requested by numerous industry partners, a grant writer with specific knowledge and experience within this field is necessary for meeting the demand of the community.		4
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>	<input checked="" type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	CREL staff in one location as a unit with leadership in separate offices; Ex: Dean and Program Director share space in a conference room which makes it difficult when in different meetings or on zoom, especially with 3 rd parties. Communication is currently inefficient and time consuming in conducting meetings and conferences, and 3 rd parties are often stifled in their disclosures.		5

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

The California Renewable Energy Lab was built on our community colleges existing strengths: our ability to address geographic and socioeconomic needs, our integration into hard-to-reach communities, our institutional presence, our trusted partnerships, and provision of career and technical training. CREL has unmatched potential to build resilience and create huge physical and operational footprints, with our deep community ties, and essential role in workforce development. In order to help the state reach climate and equity goals, CREL is working closely with local communities, listening to their needs and shaping climate solutions alongside them.

We are using climate to think creatively through instruction, student mental health, apprenticeship pathways, baccalaureate needs, and partnerships. We have built climate advisory teams and information flow structures at the local, state, and national levels (CEOs, practitioners, national partners), we survey existing programs and resources, and we are working to get all colleges involved in Centers for Climate Futures.

Moreover, we are engaging student leaders to conduct research and outreach activities. We are creating opportunities for our students and communities to gain hands-on experience with the emerging technologies within our three Centers of Excellence: Carbon Capture Sequestration, Clean Energy and Grid Resilience, and Clean Transportation. We aim to make a significant and lasting impact on our environment and society as we grow and expand our large federal infrastructure and workforce initiatives toward successful models shared campus to campus across the State of California in collaboration with the Foundation for the California Community Colleges, and to the rest of the nation as the lead for the Western Region in the National Energy Innovation Consortium.

Finally, we continue to create partnerships with transfer colleges and universities, such as UC Riverside, UC Davis, UC Berkeley, Harvard, and Stanford, to not only create educational pathways, but to continue to learn how best to implement and expand our programs to include global perspectives and initiatives in climate change mitigation. CREL has emerged as a leader in looking forward to ways of not just bringing students to our educational programs, but expanding our education out to the community.

Routing and Review

Submitter's Name: Lora Larkin

Title: Dean of California Renewable Energy Laboratory

Submitter's Signature: _____

Date Submitted: _____

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

Routing and Review

Submitter's Name: Zav Dadabhoy

Title: Deputy Chancellor

Submitter's Signature: _____

Date Submitted:

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: ____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: