



2022-2024

Kern Community College District (KCCD)

District Office Administrative Unit Review

Educational Services - Economic and Workforce Development

Trudy Gerald
Associate Vice Chancellor,
Economic and Workforce Development
Submitted by: Trudy Gerald

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 Economic and Workforce Development (EWD) 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.
 - Facilitation, planning, and support for the districtwide dual enrollment system.
 - Increased regional P-16 planning, collaboration, iterative formative evaluation and improvement.
 - Facilitate the creation and implementation of Career Exploration curriculum in 2/3rds of the local high schools.
 - Increased collaboration between colleges and the district office Economic and Workforce 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, 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 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; [KCCD Strategic Plan](#); [Bakersfield College \(BC\) Strategic Directions](#); [Cerro Coso Community College \(CCCC\) Strategic Plan](#); and [Porterville College \(PC\) Strategic Plan](#)

The impact of the enhanced systemic alignment between workforce development, K12, community college, adult education providers, and the state university systems drive the need for greater engagement, collaboration, co-design and co-validation of processes, systems, and customer supports. We recognize the need to:

- 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 K12, 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.
- Use labor market data for initial program planning, approval and continuation decision making.
- Continue to support awareness and marketing of aligned K12 & College CTE programs and guided pathways that lead to quality jobs.

Increased accountability measures are driving the following department's 2019-20 additional needs:

- The implementation of the noncredit CCCApply in the District which will save hours on manual entry for noncredit students allowing the District to conduct longitudinal analysis of noncredit students who move in to credit programs or take noncredit skills building classes in addition to their credit classes. The second augmentation would allow not-for-credit (contract education) students to be entered into the District's data systems (Banner) so longitudinal analysis could be completed.
- Utilization of the Banner document system to support articulation and dual enrollment. Support broader adoption of DualEnroll.com
- Data Warehouse & Report-training (e.g., ODS, Cognos, Kern County Superintendent of Schools (KCSOS)/KIDS, the State Longitudinal Database, CalPassPlus, and any other California Department of Education (CDE) or CCCCCO datasets that support accountability).

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), 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, 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. 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;
3. 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 prosperity;
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. facilitate strategic planning regarding districtwide career education;
6. 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;
7. coordinate with College administrators and faculty to evaluate student and program outcomes using available career education data;
8. 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.

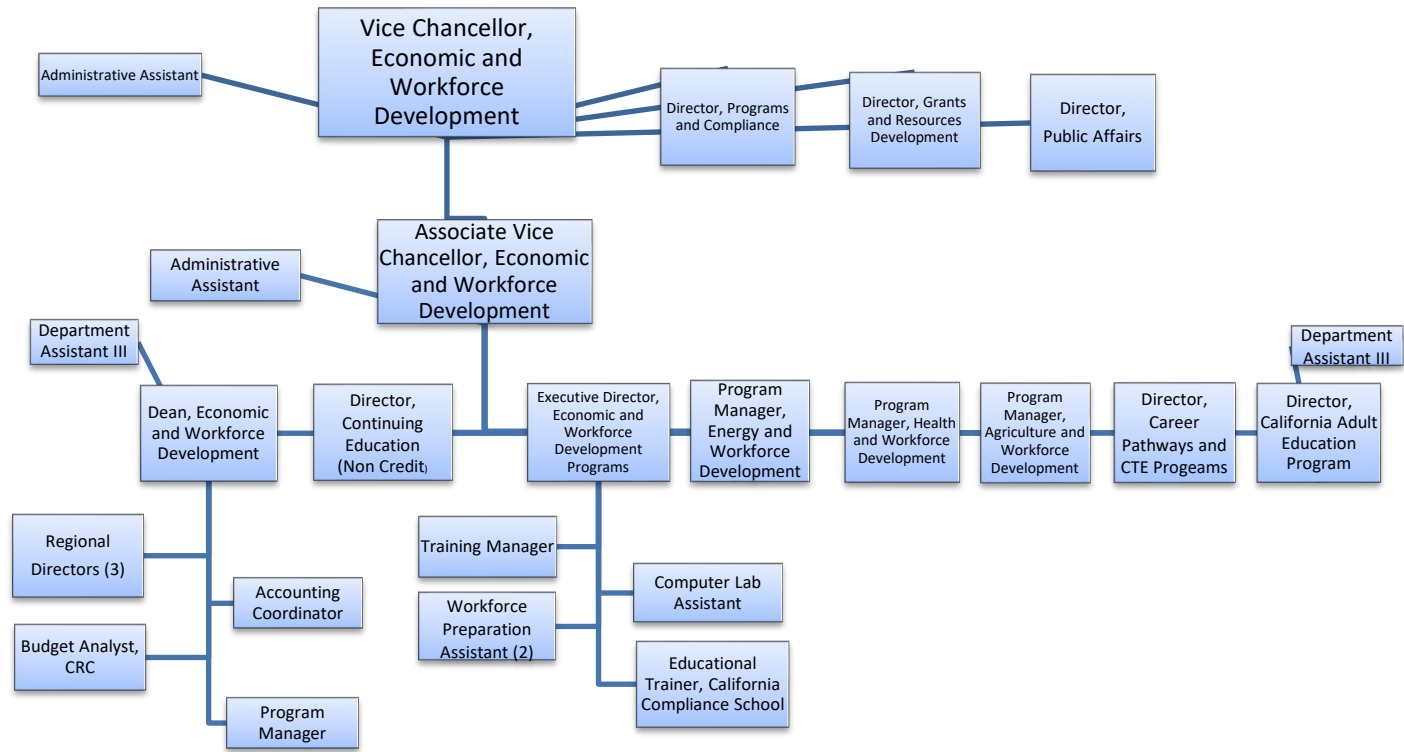
b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

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, 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. Entrepreneurial initiatives, apprenticeship, work-based learning opportunities, and student-centered planning.
4. Strengthen the colleges' connections to essential educational pathway partners, industry, career and other economic development stakeholders.
5. 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.
6. 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.
7. 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.
8. 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.
9. Support and promote colleges' critical role and impact on 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 local, regional, state and national level.
10. Provide oversight, staff support, technical support, resources and coordination of Kern County's Adult Education Consortium, including dedicated support to college efforts.
11. 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.
12. 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).
13. 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 |
|---|---|---|--|
| Associate 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, Grants and Resources Development | Plan, direct and administer the Grants Program. Responsible for pre-award grant writing, coordination of grant applications for the District, as well as post-award support for staff in charge of grant funded projects and grants compliance for the District. | Actively seek, identify, and recognize external opportunities that present viable funding opportunities and match District goals, College priorities, and search requests. | Develop a District strategic plan for the submission of grants that is based on the District’s and Colleges’ Strategic and Educational Plans. |
| Director, Programs and Compliance (COF) | Responsible for identification and development of funding and partnership opportunities; grant writing, coordination of grant applications for the District, as well as post-award support for staff in charge of grant funded projects and grants compliance for the District. | 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 | Actively seek, identify, and recognize external opportunities that present viable funding opportunities and match District goals, College priorities, and search requests. |

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| Director, California Adult Education Program (COF) | 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. | 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. | Provide support / professional development in fiscal reporting, student data management, testing, program alignment, and any Adult Education related area. |
| Director, Career Pathways and CTE Programs (COF) | Provide leadership and support for the coordination, planning, and fiscal integrity of Career Education and Adult Education programs and initiatives. Ensure program compliance with GAAP, BAM, Strong Workforce, Perkins, and all related agency regulations. | Provide technical assistance and fiscal compliance support for CTE, Adult Education, and other Career Education programming. Participate in meetings and conferences related to the assigned programs, coordinate projects, develop and complete reports as needed. | Facilitate planning for career education programs; manage course articulation agreements; support all work force development programs. |
| Program Manager, Energy and Workforce Development (COF) | Conduct and manage activities related to workforce skills in an assigned industries, sectors or subject area. | Provide oversight, initiative development, project management, resource development and partnership building in assigned discipline area. Strategically position KCCD for advancement and growth in the assigned discipline or sector. | |
| Dean, Economic and Workforce Development (Regional Consortium) | 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) | This position provides 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 | 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 |

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| Regional Directors of Employee Engagement - (Central/Mother Lode Regional Consortium-COF) | The Regional Director of Employer Engagement support the Central/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. | |
| Budget Analyst, Central/Mother Lode Regional Consortium (COF) | Budget Analyst monitors and maintains the District/Central Mother Lode Regional Consortium budget for funds as assigned; analyses data and provides information and reports to the assigned supervisor and the restricted/categorical budget managers on matters associated with the Annual Budgeting Process and District or State Financial matters | Monitor expenditures and fiscal activities to assure appropriate use of funds and provide reports to all budget managers. | |
| Accounting Coordinator, Central/Mother Lode Regional Consortium (COF) | Under the direction of an assigned manager, serves as lead worker over Accounting Technician positions engaged in the 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. | |
| 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. | |
| Executive Director, Economic and Workforce Development Programs (COF) | Provides strategic leadership and administrative oversight for the 21 st Century Energy Center, California Compliance School, and Contract Education related to training programs, funding resources, technical assistance, and program and curriculum development. | Employer engagement, customized training planning, budgeting, Program and Fiscal reporting. Contract development. Stakeholder engagement. Provide support for the BC Launchpad. | Provide support / technical assistance on leveraging Contract education. |

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| Training Manager (COF) | Employer needs assessment. Schedule training and instructors. Employment Training Panel (ETP) contract processing. Program marketing. | Instructor training. Customized course development. Support the BC Launchpad. | Provide support / technical assistance on contract education |
| Educational Trainer, California Compliance School (COF) | 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. | 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. | Assist state in development and use of Supplemental Environmental Projects (SEPS). |
| Workforce Preparation Assistants (COF) | 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. | Customer service, program marketing, budget and profit and loss reporting. Supervise student workers. Contract preparation, processing and auditing. | |
| Computer Lab Assistant (COF) | Support BC Launchpad. Maintain department websites and social media accounts. Support ASAP enrollment software. | Generate enrollment and assessment reports. | |

Section One: Unit Overview– Proposed Positions for EWD growth 2022-2024

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 (Grade M) | Responsible for the development, implementation, continuous improvement, and management of policy advancement of the district’s primary mission of economic and workforce development. | Lead district efforts in resource identification and development; Advise the Chancellor, and Executive Staff on workforce-related policies and issues including drafting legislative/budget language and testifying as needed. | Represents the agency on state and federal level boards. |
| Educational Services Assistant (Confidential, Grade C) | Supports Vice Chancellor Economic and Workforce Development. Perform administrative work requiring application of a broad knowledge of rules, regulations, law, and policies governing the district. | Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings. | |

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|--|--|--|---|
| <p>Director, Continuing Education (Grade G)</p> | <p>Plan, develop, organize, manage, implement, and provide direction for the programming, staffing, locations, and operations of noncredit programs. Provide leadership and support to ensure that programs goals, objectives, outcomes, and deliverables are completed.</p> | <p>Leverage internal and external resources to support and enhance instruction in collaboration with discipline faculty; promote innovations for student success and completion in the areas of noncredit education.</p> | <p>Ensure compliance with District policies and applicable state and federal regulations pertaining to noncredit education.</p> <p>Identify opportunities in emerging markets by utilizing primary and secondary research techniques.</p> |
| <p>Director, Public Affairs (Grade G)</p> | <p>Plans, organizes and implements a comprehensive public and government affairs relations program for the District.</p> | <p>Organize and direct KCCD's legislative efforts; develop and maintain an active, cooperative relationship and communication network with federal, state and local elected officials, their staff members and representatives of state organizations; seek support for district-wide issues and funding from legislators and state organizations; represent the District at appropriate legislative and state organization meetings and hearings.</p> | <p>Cultivates relations with the news and educational trade media; responds to information requests and interviews in a timely manner; develops editorials in media to promote District initiatives and policy positions; arranges and conducts meetings with editorial boards to secure support of District initiatives.</p> |
| <p>Program Managers (2) (COF) Health, and Workforce Development Agriculture and Workforce Development</p> | <p>Conduct and manage activities related to workforce skills in an assigned industries, sectors or subject area.</p> | <p>Provide oversight, initiative development, project management, resource development and partnership building in assigned discipline area. Strategically position KCCD for advancement and grown in the assigned discipline or sector.</p> | <p>Health and Agriculture have critical economic and workforce impact in our region. Focused program management will be needed in each area resulting in a need for a:</p> <ul style="list-style-type: none"> - Health Program & - Manager & Agriculture Program Manager |

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 | 2022-2024 | CTE Deans and program leadership staff meet monthly to plan, review 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. | Districtwide 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 | 2022-2024 | 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 is 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 | 2022-2024 | Completed program reviews are submitted on schedule to the board of trustees. Program reviews evidenced direct industry relevance of each program and local and regional Labor Market Information (LMI) 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. Economic and Workforce Development provides oversight and technical assistance to colleges and high schools to support the development and implementation of high school to college pathways for traditional and adult age students. | Goals 1, 2, 3, & 4 | 2022-2024 | Evidence includes: K12 College/Career Indicator (CCI) dashboard data, California Department of Education, 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. (Data not available last year). |
| 5. Incumbent, under-employed and unemployed workers are trained. | Goal 4 | 2022-2024 | Review of training evaluations and billing records. | The total number of training hours will increase by 25% over the 2022-2024 academic year. |
| 6. Leadership provided supports college leaders' implementation of national, state, and regional Economic and Workforce Development and Career Technical Education best practices. | Goals 1 & 5 | 2022-2024 | Document leadership in the form of testimony; draft legislation, policies, procedures, and operational guidelines; presentations made, seminars, workshops or forums organized or supported; and direct communication with college leaders on issues related to national, state, and regional EWD and CTE best practices | Evidence of impactful leadership on current or timely district and collegiate practices and processes. |
| 7. District staff will support colleges in acquiring, braiding, and leveraging additional resources to support CTE programs, projects, regional, and statewide initiatives. | Goals 1 & 5 | 2022-2024 | 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 completions. |
| 8. District staff will work with the colleges and adult education providing partners in the consortium to develop dual-enrollment courses and effective pathways to college and careers. | Goals 1, 3, 4, 5 | 2022-2024 | Development of workgroups with college and adult school faculty and staff to begin the process of creating dual-enrollment courses at the adult schools. Working with the colleges, adult schools, and IR to develop effective measurements of student transitions to college and career. | An increase of 5% of student transitions from adults school to college by January 2022 |

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 2020-2021: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #2 2020-2021: Partially 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 commonly 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. The CTEOS results have again been delayed until November and will not be available for this report. CTE enrollments did decline due to COVID-19. However the VTEA core indicator gaps below the negotiated state standard were reduced by 25% from 2020-2021 to 2021-2022.

Administrative Unit Outcomes (AUOs) #3 2020-2021: Completed. Ongoing AUO.

Administrative Unit Outcomes (AUOs) #4 2020-2021: 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 CDE expected. The KCSOS KIDS, local intersegmental data warehouse, is being piloted but has not yet included college or CSU data. The 13+ aligned high school to college pathways supported by the Career Pathways Trust Grant for the 2015-16 through 2020-21 period, is an illustrative sampling of career technical education pathways. The nine pathways include Ag Mechanics, Business, Construction, Energy & Power Tech, Engineering, IT Networking, Patient Care, Manufacturing and Product Development (industrial automation and welding), and Transportation (auto repair and logistics).

Administrative Unit Outcomes (AUOs) #5 2020-2021: Completed. Ongoing AUO. Contract Ed. hours were down by 33,760 or 53.85%. Total students served decreased by 282 or 11.7%. Revenue decreased by \$117,738 or -16.7%. While revenue declined 16.7% that is less than the anticipated 25% decline due to the COVID-19 Pandemic shutdown. Total hours reflected substantial reductions in hours by Nestle and Grimmway as well as the COVID-19 shutdown. While number of trainees and hours per trainee declined, revenue per hour of training increased by 80.2% to \$20.27.

Administrative Unit Outcomes (AUOs) #6 2020-2021: Completed. Ongoing AUO. The Associate Vice Chancellor evidenced impactful leadership on district and collegiate practices and processes regarding the implementation of national, state, and regional Economic and Workforce 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 dual enrollment and career pathways, all of which supports best practices implementation districtwide.

Administrative Unit Outcomes (AUOs) #7 2020-2021: 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) | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---------------------------------------|
| 1. Number of VTEA Core Indicator outcome gaps greater than 10% | BC 29; CC 18; PC 12; Total: 59 | BC 18; CC 10; PC 6; Total: 34 | BC 1; Cerro Coso 4; PC 1; TOTAL: 6 |
| 2. Number of vocational programs reviewed and sent to BOT – | Not yet available | 49 | |
| 3. Number of high school and college career pathways programs of study established | 13 CCPT | 14 CCPT | 14- CCPT sunset |
| 4. Number of CTE High School to Community College articulated courses offered | BC 51; CC 21; PC 24; Total: 96 | BC 128; CC 5; PC 28; Total: 161 | BC 62; CC: 3 PC 23; Total: 88 |
| 5. Number of dual enrollment courses offered | BC 425; CC 102; PC 47; Total: 574 | BC 649; CC 116; PC 30; Total: 795 | BC 702; CC 98 PC 68 ; Total 868 |
| 6. Participation in local, regional, state and national CTE and EWD organizations, ad hoc committees, task forces, conferences, meetings, and related leadership opportunities. | 20 | 30 | 26 |
| 7. Number of contract training hours provided | 62,794 | 29,039 | 16,447 |
| 8. 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. | See Educational Services AUR | See Educational Services AUR | See Educational Services AUR |
| 9. Number of meetings with individual deans providing technical assistance for VTEA and Strong Workforce planning | 20 | 95 | 200 |
| 10. Number of meetings with CTE deans | 9 | 10 | 12 |
| 11. Adult Education non-credit hours | 80,551 | 70,881 | 81,692 |

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 experience 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 group (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 sector and workforce need. | Goal 1 – Maximize Student Success | <input checked="" type="checkbox"/> Completed: 6/30/21 <input type="checkbox"/> Revised: ____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/21 | Deans' meeting and professional development event agendas and attendance records, or records of individual meetings, Scheduled Counselor's Conference 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 areas of practice including but not limited to career pathways, career education, dual enrollment, adult education, and contract education. | Goal 1 – Maximize Student Success | <input checked="" type="checkbox"/> Completed: 6/30/21 <input type="checkbox"/> Revised: ____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/2 | Make presentations, and organize conferences, seminars and meetings. Staff members served as presenters at prominent CTE and Adult ED conferences. Dual Enrollment efforts will primarily continue under new leadership. | Bakersfield College (BC) Cerro Coso Community College (CCCC), and Porterville College (PC). | Adult Education presentations in partnership with local WIB, Adult Ed leaders. conference; offered webinars on career pathways, postsecondary transition. |

| 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.) |
|---|---|--|---|--|---|
| 3. Implement external and internal data collection, reporting systems, and process improvements: CCCApply Non-Credit application: Adult Education: TOPS PRO and CCCCO MIS data, Articulation: CATEMA - Banner interface, Dual Enrollment: DualEnroll.com, Perkins: Core Indicator reporting, and Strong Workforce metrics | Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness | <input checked="" type="checkbox"/> Partially Completed: 6/30/21 <input checked="" type="checkbox"/> Ongoing: 7/1/21 | Provide institutional support for internal data collection systems that are aligned with state data systems. Support research and planning for Program reviews. Adult Ed: Worked with IR, CCCC, PC, and BC to identify adult education courses offered and collect total student hours in non-credit ESL, basic skills, and CTE courses and submitted as part of the CCCCO MIS college dataset upload. | Adult Ed: Worked with IR, CCCC, PC, and BC. KCCD IR worked with IT to develop a streamlined and automated report and transcription process. BC has implemented DualEnroll.com. Application now being implemented districtwide. Ongoing support for full implementation under new leadership | Data systems are evolving, the KCSOS KIDS data warehouse has begun piloting, a new state longitudinal data system. Changes in the data environment will support effective student transitions among area high schools, adult schools, and colleges. Kern (CCD) AE Consortium: Developed student data tables to track student numbers, gains, and Outcomes, and retention. Developing student demographic tables. |
| 4. Enhance Contract Education: Monthly P&L assessments; expansion of college contract education portfolios. 2022-24 goal: Increase in contract education training hours by 20%. | Goal 5 – Strengthen Organizational Effectiveness | Completed: Revised: ___ Goal not reached due to COVID restrictions <input checked="" type="checkbox"/> Ongoing: 7/1/21 | Monthly profit and loss statements have been created and utilized. 2022-24 goal: Increase in contract education training hours by 20%. | Bakersfield College, Cerro Coso Community College, and Porterville College | During the pandemic we continued to partner with the Bishop Paiute Tribe, and Walmart Distribution Our industry partners continued to request training from the California Compliance Center and we met the need. |

| 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.) |
|--|---|---|--|--|--|
| 5. Support colleges' improvement of Perkins Core Indicators. | Goal 5 – Strengthen Organizational Effectiveness | <input checked="" type="checkbox"/> Completed: 6/30/21 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/21 | Reform of Perkins Program Review and Planning Processes on campuses; Increased timely institutional research data District moved from 9 to 4 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. |
| 6. Support colleges' expansion of dual enrollment and career pathways. | Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness | <input checked="" type="checkbox"/> Completed: 6/30/21 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 7/1/21 | District Dual Enrollment Committee continued to meet and focus on districtwide issues, development of resources, and professional development opportunities. Policy, procedures and agreements updated. Lead advocacy for dualenroll.com, dual enrollment continues to increase across district. New Assoc VC will lead dual enrollment efforts in beginning 2021/2022 | Adult Education continues to fund development of non-credit CTE curriculum. Continue to respond to college specific and their respective feeder high schools on the implementation of 13+ career pathways featuring articulated and dual enrollment courses. | Adult education programs, high schools, middle schools, and business and industry within the Kern Community College District service area. Continued facilitation of district workgroup to develop dual enrollment courses for adult education students. |

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 group (besides ones ofthe colleges) requesting accomplishment of this goal.(Include supporting documentation.) |
|---|---|---|---|--|
| <p>1.Increase total number of adult students served in the Kern Adult Education Program Consortium by 8% annually</p> | <p>Strategic goal #2 – Ensure student access</p> | <p>Review adult students served numbers at each Kern Adult Education Consortium Board meeting</p> <p>Status Update on COVID impact – Enrollments down, etc.</p> <p>Adult Education saw 3,879 unduplicated students in the consortium for the 2020-2021 academic year compared to 6,630 in the 2019-2020 academic year. However, in March of 2019-2020, we were on pace to out-perform the 2018-2019 year, while in 2020-2021 we had to implement the entire year with COVID procedures. We expect to get back on track beginning 2022/23.</p> | <p>BC, CCCC, and PC are working on non-credit pathways for adult education students to transfer to college.</p> | <p>Our K-12 and county office ofeducation adult education partners are working on building their programs to provide services to more students throughout our region. We are leading the adult ed consortium is working on expected outcomes for the entire consortium as well as individual members in growing our student numbers, educational gains, outcomes, and retention to align with the state metrics for adult education.</p> |

| | | | | |
|--|--|---|--|--|
| <p>2. Support colleges' improvement of meeting Vision for Success Goals</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>3. 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: Develop baseline, planning and evaluation of success in meeting regional goal:</p> <p>Students who earned 9 or more career education units in a Single Year</p> | <p>Bakersfield College, CerroCoso Community College, and Porterville College.</p> | <p>California Community College Chancellors' Office (CCCCO) and the Central Mother Lode Regional Consortium.</p> |
| <p>4. Assist colleges and District Office with progress on achieving equity goals.</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, including adult-ed students and parents of students to optimize enrollment in non-credit and credit CTE programs.</p> | <p>Bakersfield College, CerroCoso Community College, and Porterville College.</p> | <p>California Community College Chancellors' Office (CCCCO) and the U.S. Department of Education.</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 | |
|---|--|--|
| Staffing (list current staffing levels) | <ul style="list-style-type: none"> • 1.0 FTE Associate Vice Chancellor; 12.0 FTE Dean, Directors, Program Managers, Analyst, or TAPs; • 1.0 Institutional Research Analyst; 1.0 FTE Administrative Assistant; • 1.5 FTE Department Assistant II; 2.0 FTE Workforce 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 | \$385,749 (Current) | \$ 804,546 (proposed) |
| 1000 (Academic Salaries) | \$173,381 | \$173, 631 |
| 2000 (Classified Salaries) | \$ 54,368 (current) | \$ 292,008 (Proposed -Director, Continuing Ed, Director, Public Affairs, (Grade G, Step 1 \$87,867) Educational Services Assistant, (Grade C Step 1= \$61,906) |
| 3000 (Employee Benefits) | \$ 273,907 | \$ 273,907 |
| 4000 (Supplies & Materials) | \$ 35,000 | \$ 35,000 |
| 5000 (Operating Expenses and Services) | \$ 30,000 | \$ 30,000 |
| 6000 (Capital Outlay) | \$ 0 | |
| 7000 (Other Outgo) | \$ 0 | |
| Budget (Restricted) Total | \$ 7,275,862 | \$ 7,275,862 |
| | CAEP/AEBG 21-22 (\$1,390,861) 20-21 (\$1,067,277); 2,458,138 Regional Consortium (\$ 4,817,724) | |
| Budget (Contract/Community Ed) Total | \$7,661,611 | \$ 8,080,408 |

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: Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</p> | <p>1: Classified Staff 1) Educational Services Assistant (Confidential, Grade C)</p> <p>2: Administrator 2:1) Vice Chancellor, EWD (Grade M)</p> <p>2:2) Director, Continuing Education (Grade G)</p> <p>2:3) Director, Public Affairs (Grade G)</p> | <p>Classified: 1) Educational Services Assistant- Support for Proposed Vice Chancellor, EWD.</p> <p>Administrator: 2:1) Elevated focus and support for EWD to meet the growing expectations of Community Colleges to serve as a primary responder in bridging the supply/skill gap.</p> <p>2:2) This position adds value by responding to significant education, enrollment and access trends to reach potential students who traditionally may not enroll in education and training beyond the K-12 system.</p> <p>2:3) Districtwide support for increasing the District's voice in legislative activities and advocacy networks. Coordination of external outreach efforts, and partnership development to benefit all members of the KCCD community.</p> | <p>Administrative support for a senior leadership position is expected.</p> <p>Colleges are active partners in addressing workforce needs.</p> <p>All colleges are actively engaged in growing our non-credit footprint.</p> <p>Advocacy, legislative activities and partnership development will be for the benefit of the whole district.</p> | <p>1</p> <p>1</p> <p>1</p> <p>2</p> |

| | | | | |
|--|--|---|--|---|
| | <p>2:4) Workforce Development Managers (2) (Grade G – COF)</p> <ul style="list-style-type: none"> - Manager, Health and Workforce Development - Manager, Agriculture and Workforce Development | <p>2:4) Health and Agriculture have critical economic and workforce impact in our region. Focused program management will be needed in these areas resulting in a need for a:</p> <ul style="list-style-type: none"> - Health Program Manager - Agriculture Program Manager | <p>Health and Agriculture have critical economic and workforce impact in our region and local workforce needs.</p> | 2 |
| <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 an array of industry related conferences as both 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>X 1: Space Allocation X 2: Renovation X 3: Furniture X 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p> | <p>As we expand our team, particularly our Regional Consortium team, we will need to identify space, furniture, standard office equipment and supplies, and possibly some small renovations (tbd). Hosting the Central/Mother Lode's Regional Team will position the district for broader strategic alliances and impact to our overall workforce and economy.</p> | <p>All three campuses are active members of the CMLRC. All three college representatives selected KCCD to serve as host.</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> | <p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input checked="" type="checkbox"/> 4: Other: IT expertise, consultation, and technical assistance. Time and cost estimates are not yet available.</p> | <p>IT support is needed to: 1. Select a cloud-based platform to host on-demand web-based training, which will improve the division's effectiveness in responding to clients and stakeholders. Platform and maintenance costs will be borne by existing funding and revenue streams.</p> | <p>1. Department of Toxic Substances Control (DTSC) and contract education clients</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 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: | | \$ 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: John Means

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____