



Kern Community College District

STRATEGIC PLAN

2011/12 – 2014/15

**Approved by the Board of Trustees
November 10, 2011**

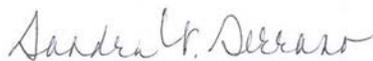
Dear Colleagues,

Helping students succeed in their classes and complete their educational goals is our aspiration, our mission and our calling. The Kern Community College District joins districts and colleges throughout California and the nation in focusing on student success. The 2011-12 KCCCD Strategic Plan is evidence of this focus.

The building blocks of student success are all here. Strategic Plan objectives identify actions related to instructional and operational goals that work in tandem to support our students. The KCCCD Strategic Plan emphasizes preparing students for college-level courses and improving student attainment of a Certificate of Achievement, Associate Degree or transfer. The plan outlines district-wide goals to maintain financial stability, increase channels of communication and promote funding growth.

The 2011-12 KCCCD Strategic Plan is the product of many hours of work by a cadre of employees representing every campus and group. Drafts of the plan were circulated to all employees for feedback and revision. Thank you for your contributions to the creation, revision and execution of the strategic plan that charts the course for our district and our colleges. Thank you for the work you have already done and for the work you are about to undertake as we carry out this important plan of action. The result is a triumph of teamwork that brings promise and hope to our students and their families for generations to come.

Sincerely,

A handwritten signature in cursive script, reading "Sandra V. Serrano".

Sandra V. Serrano
Chancellor

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Note: Results of three employee surveys that informed this plan are available on the District's website.

STRATEGIC PLANNING PROCESS

The Strategic Planning Process began with the naming of the Strategic Planning Work Group (SPWG) representatives from each of the colleges and the district office. Members represented faculty; classified staff; confidential employees; college administrators, including all three college presidents; district administrators; and one student.

During the planning sessions, SPWG members engaged various activities including analyzing the external and internal scans and their impact on the district; analyzing the results of the surveys; determining the critical issues and turning them into goals; and assuring that the objectives were measurable. In addition, they proposed a new district-wide planning cycle that is aligned with the accreditation cycle, and a district-wide planning process wherein the colleges develop operational plans for the district-wide strategic plan and link their strategic plans to the district-wide plan.

In order to engage as many employees as possible in the planning process, it was decided that three surveys would be conducted. With the help of the District Informational Technology Department, this huge undertaking was successfully accomplished.

The first survey asked respondents to review and indicate the relevancy and importance of the current mission, vision, values, and initiatives. The second survey asked respondents to participate in a SWOT analysis by indicating their perceptions of the district-wide strengths, weaknesses, opportunities and threats or critical issues. The third survey asked them to list the top three issues that must be addressed district-wide in the next three to five years. The results of these surveys helped to frame the discussion at each planning session.

Lisa Fitzgerald, district director of research analysis and reporting and Veronica Van Ry, professional expert, provided the internal and external environmental scans for the work group to analyze.

The agendas for the four planning sessions can be summarized as follows:

Session One – The group reviewed and critiqued the existing strategic plan and determined what elements needed to be changed. It was the consensus of the group that there were too many values, too many initiatives, outdated initiatives, no measures, and not enough emphasis on student success. SPWG members also determined a strategic planning glossary was needed.

Session Two – The group decided that the elements of the plan would be values, vision, mission, goals, and measurable objectives. Strategies and action plans would be written at each of the four sites – district office and the three colleges. The group reviewed the SWOT survey and the external and internal scans and the impact of the data on the district.

Session Three – The group reviewed the critical issues identified in the survey and compared them to issues identified in the review of the SWOT and the environmental scans, the previous Strategic Plan, and the Board's priorities. Six critical issues were turned into goals.

Session Four – The group finalized objectives for all six goals. Also, members developed a communication plan for disseminating the Strategic Plan, discussed the presentation to the Board, and developed a recommended three-year strategic planning cycle as well as several other recommendations.

In between sessions, various members of the work group engaged in activities such as drafting revisions of the values; tallying, categorizing, and analyzing survey results; developing flow charts; developing a SWOT diagram; and drafting objectives.

An overarching goal of the SPWG members during this process was to assure that the strategic plan was concise and measurable. The group wanted a limited number of values so employees could remember them and a limited number of goals and objectives for implementation to be manageable.

SPWG members also desired to engage more people in the implementation process and to assure that the college and district office strategic plans were linked to the district-wide plan. By having the operational plans (strategies and action plans) developed at the colleges and district office, and by engaging in strategic management to assure that assignments are made and monitored, the group felt it accomplished both desires.

The SPWG also wanted to assure a student success emphasis. The goals and objectives have accomplished this as well.

Descriptions of various planning activities and elements are found in the Strategic Plan's appendix section. This includes the strategic planning glossary, flow charts for developing the strategic and operational plans, and the district planning cycle.

Strategic Planning Work Group Membership Spring 2011

Bakersfield College

Greg Chamberlain, President
Stephen Eaton, Dean of Instruction
Joyce Ester, Associate Vice President, Student Services
Hamid Eydgahi, Dean of Career and Technical Education
Sue Granger-Dickson, Counselor
Tawntannisha Thompson, Student Government Association Liaison
Tracy Lovelace, Educational Media Design Specialist

Cerro Coso College

Suzi Ama, Digital Media Arts Professor
Jill Board, President
Kim Blackwell, Educational Advisor
Natalie Dorrell, Bookstore Manager
Gale Lebsack, Director, Administrative Services
Heather Ostash, Vice President, Student Services

Porterville College

Ann Beheler, Vice President, Academic Affairs
Michael Carley, Director of Institutional Research
Rosa Carlson, President
Erin Cruz, Educational Advisor
Judy Fallert, Instructional Office Specialist
Steve Schultz, Vice President, Student Services
James Thompson, Speech Assistant Professor

District Office

Tom Burke, Chief Financial Officer
Sally Errea, Educational Services Assistant
Doris Givens, Vice Chancellor, Educational Services
John Means, Associate Chancellor, Economic and Workforce Development

Kern Community College District
STRATEGIC PLAN
2011/12 – 2014/15

Values

All values focus on having a positive impact on the lives of students.

We value:

- Assisting students to achieve informed educational goals.
- Fostering a learning environment that celebrates the diversity of people, ideas, learning styles and instructional methodologies.
- Recruiting and retaining the best and brightest employees.
- Promoting a climate of trust by sharing ideas and information.
- Meeting the highest standards of performance in everything we do.

Vision

The Kern Community College District will be recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.

Mission

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. To accomplish this mission, we will:

Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.

- Provide workforce skills training through Career and Technical Education programs.
- Provide basic skills education and student services programs to enable students to become successful learners.
- Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development
- Improve the quality of life of our students and communities through broad-based general education courses.
- Prepare students with the skills to function effectively in the global economy of the 21st century.
- Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

Strategic Goals

Goal One: Become an exemplary model of student success

Goal Two: Create a collaborative culture and a positive climate

Goal Three: Foster a comprehensive and rich learning environment

Goal Four: Strengthen personnel effectiveness

Goal Five: Manage financial resources efficiently and effectively

Goal Six: Respond to community needs

Strategic Objectives

Goal One: Become an exemplary model of student success

Objective 1.1 Increase the percentage of students who successfully complete 12 units within one year.

Objective 1.2 Increase the percentage of students who, within a one-year period, successfully complete English or Math courses both one level below transfer and at the transfer level.

Goal Two: Create a collaborative culture and a positive climate

Objective 2.1 The number of district-wide collaboratives will increase by 3-5 over baseline 2010-2011 by June 30, 2014. Each collaborative will be evaluated for effectiveness.

Objective 2.2 Trust, morale, and communication will improve over baseline 2011-2012 as measured by climate surveys by June 30, 2014.

Goal Three: Foster a comprehensive and rich learning environment

- Objective 3.1 Each college will increase its scores on all benchmarks by 2-3% as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.
- Objective 3.2 Improve facilities and maintenance as measured by climate surveys and operational reports as compared to 2011-12 baseline.
- Objective 3.3 Improve student and employee safety as measured by CLERY and OSHA reports and through climate surveys as compared to 2011 baseline.

Goal Four: Strengthen personnel and institutional effectiveness

- Objective 4.1 Provide at least five district-wide annual professional development sessions that meet college and/or district-wide training needs and evaluate success of defined training outcomes.
- Objective 4.2 Implement or improve the following district-wide internal processes and measure their effectiveness annually: 1) tagging similar courses, 2) degree audit, 3) codification of processes and dissemination of procedural information, and 4) data integrity.

Goal Five: Maintain financial stability

- Objective 5.1 Using 2010-2011 as the baseline year, increase unrestricted revenues (excluding apportionment, local taxes and enrollment fees) by 5-10% annually by, for example, non-resident fees, materials fees, facility rental, fee for service, etc .
- Objective 5.2 Actively pursue college and district-wide grants that align with the district mission and Strategic Plan as measured by the application for a minimum of one new grant per college annually.

Goal Six: Respond to community needs

- Objective 6.1 All programs will reflect community needs as identified by various scanning data and measured by program review.
- Objective 6.2 Increase community connectedness by 5-10% over baseline year 2011-12 by 1) increasing employee participation in community organizations, 2) expanding relationships with educational institutions, and 3) increasing the number of community attendees at college and district events.
- Objective 6.3 Actively pursue and create five new community partnerships and collaborations over baseline year 2010-2011.

Appendix A

Strategic Planning Glossary

What is strategic planning?	A proactive attempt to create the kind of future we want for the district.
What is strategic thinking?	An attempt to create the kind of future we want instead of accepting someone else's thinking about the future. Visionary and proactive, not reactive. Willing to stretch for the ideal and not settle for the attainable.
What is a strategic plan?	A document used to organize the present on the basis of projections of the desired future. A practical action-oriented guide based on an examination of internal and external factors that directs goal-setting and resource allocation to achieve meaningful results over time (usually 3-5 years).
The following are the elements of this strategic plan (in order of appearance):	
Values	Enduring, core beliefs or principles that KCCD's employees hold in common and that guide them in performing their work and in interacting with students.
Vision	Description of the accomplishments for which the district will become known.
Mission	A broad statement of the unique purpose for which the district exists and the specific function it performs.
Environmental Scan	A snapshot of internal and external factors that influence the direction of the plan. Usually includes an internal analysis, external analysis, and a SWOT analysis. May also include community engagement to involve members of the community in the planning process.
External Scan	A look at the changing conditions and needs in the district's service area, county, and region, especially in the areas of demographics, labor market information, competition and community perceptions; and trends in the economy, education, technology, politics and social issues.

Internal Scan	A look at the district's and/or colleges' internal data, particularly as the information relates to student success, completion, culture and climate in order to identify issues, concerns that need to be addressed or programs that should be enhanced.
SWOT Analysis	An examination of the internal and external environment that helps to identify areas to address in the plan. The acronym stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and Weaknesses are internal to the district. Opportunities and Threats are from the external environment.
Strategic Goals	Fundamental issues the district must address and that give direction for accomplishing the mission. Broad, general statements of what the district wants to accomplish. Desired ends which are not measurable or specific.
Strategic Initiatives or Strategic Directions	Statements that provide future direction. Similar to goals, but longer and more specific.
Objectives with Progress Measures	Specific, measurable outcomes. They tell what it will look like if the goal is accomplished, but not how to accomplish it. They focus efforts on demonstrable results and broad categories for planning resource allocation. Must have two forms of measurement, one of which is always time. The other choices are quality, quantity, or money (cost).
Key Performance Indicators	Measures used to determine if the goal or initiative has been accomplished. Examples: student retention rates, dollars raised, employee satisfaction.

While not specifically a part of the strategic plan document, these elements are required in order to implement, manage, and evaluate the plan:

Action Plans	Action plans spell out the specific steps to be taken to accomplish the strategy that was decided upon to reach the goal. They are the “who, what, when, how, and how much” of the operational plan. They are detailed with no “plans to plan.” They make the strategic plan operational.
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Accountability	The demonstration to the public that the programs, services and management of the district are responsible and effective. Often provided in an annual report or institutional effectiveness report.
Assessment	The collection, review and use of data and information about progress of the action plans in order to determine if the goals and objectives are being accomplished, and the impact of that accomplishment. Assessment goes hand in hand with evaluation.
Baseline	A level of previous or current performance that can be used to set improvement goals and targets.
Benchmarking	The process of regularly comparing and measuring the district against its peers (similar in size, demographics, etc.) to gain information that will help it to take action to improve performance.
Collaboration	To work together, sharing ideas and resources, especially in a joint intellectual effort.
Collaboratives	Groups that come together to solve problems, share best practices, implement a project, or address issues or ideas of value to the district.
Constituency	A specific group within an organization or served by an organization.
Demographics	The characteristics of human populations and population segments, e.g. race, gender, age.
Evaluation	A study to determine the extent to which the district reached its goals. Put simply, going back to determine: Did we do what we said we were going to do? What evidence do we have that we were successful? Does the data collected in the study show that we accomplished our goals and objectives? Did they have the intended effect?
Implementation	Making the steps in an action plan happen.
Outcomes	The actual results achieved, as well as the impact or benefit of the action.
Proactive	Acting in advance to do deal with an expected difficulty.

Resource Allocation

The determination and allotment of resources – financial, human, physical and time – necessary to carry out the strategies and achieve the objectives within a priority framework.

Stakeholder

Any person or group with a vested interest in the outcome of the plan.

Strategic Management

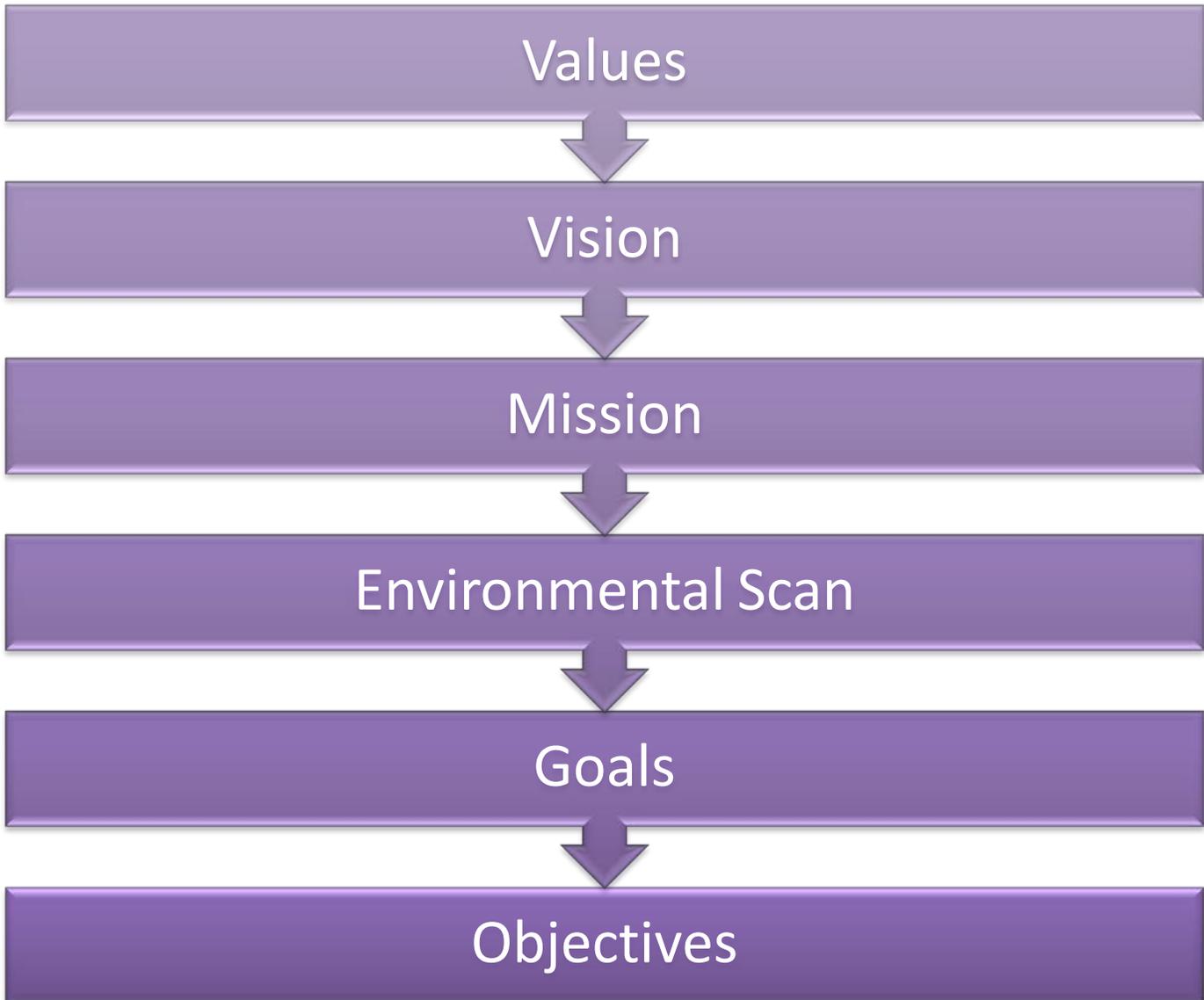
Assuring that the right people and positions are in place to implement the plan. Assignments are made and performance monitored.

Strategy

Broadly stated means of deploying resources to achieve the strategic goals and objectives. In general, what the district and/or its colleges must do to accomplish an objective attached to a goal. Each objective has an action plan, and each action plan starts with a strategy, followed by the action steps (tasks) that must be implemented to accomplish the strategy, and therefore accomplish the goal and objective.

Appendix B

Steps for Developing the Strategic Plan



Appendix C

Steps for Developing the Operational Plan

Operational Plan: The steps to be completed by colleges and district office personnel to implement the Strategic Plan.



