



2022-2024 Addendum to 2019-2022 KCCD Strategic Plan

Message From the Chancellor

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2022-2024 Addendum Planning Committee

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Bob Ngo, Director, Institutional Research and Reporting, Kern Community College District

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Strategic Planning Addendum Process

On July 1st of 2021 the Kern Community College District introduced Sonya Christian, previous President of Bakersfield College, as the new Chancellor of the Kern Community College District. The current KCCD Strategic Plan is dated to sunset on June 30, 2022, so in January of 2022 an addendum workgroup was assembled. The workgroup consisted of a few members from the original planning team, as well as new members and representation across all employee groups and campuses. Between January and March of 2022, the addendum work group met three times while developing a two-year addendum to the existing plan.

Although many of the original goals are still relevant, there was a significant unexpected impact due to the global pandemic caused by the COVID-19 coronavirus. Even during the global shutdown, the colleges were able to maintain progress on many of the strategic goals, but some of the goals suffered. The goal of the two-year addendum was to maintain much of the original strategic plan, while also introducing some new strategic directions to align with the goals of the new Chancellor and the Board of Trustees.

In this document you will begin to see the term 'strategic directions' used in place of 'strategic plan'. This is intentional and implies the "direction" the Chancellor and the Board of Trustees intend for the district. The term 'strategic directions' is also intended to provide more local control of how the colleges move into each specific direction.

The document is designed to give a brief update on each of the existing 'strategic directions' and where appropriate designate new goals or directions to carry us over the next two years. Beneath each strategic direction is a section called, "Progress on Previous Set Goals" and will include a brief narrative on the progress made over the last three years. Following that section is another section called, "Looking Forward and Building on Success" with a brief narrative on continued improvement on existing goals, as well as newly denoted goals to further clarify our work and our direction.

Strategic Goal #1: Maximize Student Success

Strategic Goal #1 was designed to align with the CCCC's Vision For Success (VFS) goals, which set system-wide goals for student success in three areas: Completion, Transfer to UC or CSU, and Reduction of accumulated by associate's earners. The VFS goals set specific targets to hit by the 2022-23 academic year.

Progress on previous set goals

Increase by at least 20% the number of KCCD students who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

VFS Goal #1: Increase by 20% the number of KCCD students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job, from a baseline year of 2016-17.

| Bachelors, Associates, and Credit Certificates Awarded | | | | | | |
|--|---------|---------|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | % Change |
| BC | 1,630 | 3,005 | 5,432 | 6,113 | 6,287 | 286% |
| CC | 543 | 640 | 813 | 895 | 912 | 68% |
| PC | 504 | 606 | 826 | 921 | 788 | 56% |
| KCCD | 2,677 | 4,251 | 7,071 | 7,929 | 7,987 | 198% |

KCCD and its colleges had surpassed the VFS goal by 2017-18. With each successive year, all three colleges have dramatically increased the number of awards conferred to its students.

Increase by 35% the number of KCCD students transferring annually to a UC or CSU.

VFS Goal #2: Increase by 35% the number of KCCD students transferring to a UC or CSU.

| Transfer to UC or CSU | | | | |
|-----------------------|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | % Change |
| BC | 923 | 1085 | 1291 | 40% |
| CC | 202 | 264 | 302 | 50% |
| PC | 169 | 187 | 248 | 47% |
| KCCD | 1202 | 1369 | 1664 | 38% |

* The College totals do not add up to KCCD totals because students who were enrolled at more than one college in the previous year were counted at both colleges.

In the most recent year where official data is available, KCCD had already surpassed the VFS goal. And while the 2019-20 and 2020-21 official data has not been released yet, internal data KCCD data indicate that the number of students who transfer to a 4-year college after leaving KCCD continues to grow.

Decrease the average number of units accumulated by KCCD students earning associate’s degrees from approximately 92 total units to 79 total units.

VFS Goal 3#: Decrease the average number of units accumulated by KCCD students earning associate’s degrees from approximately 92 total units to 79 total units.

| Avg Number of Units, All Associates Earners | | | | |
|--|----------------|----------------|----------------|----------------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Bakersfield College | 91 | 89 | 87 | 85 |
| Cerro Coso Community College | 78 | 81 | 80 | 81 |
| Porterville College | 90 | 86 | 86 | 83 |
| KCCD | 89 | 88 | 86 | 84 |

The table shows that the average number of units that KCCD associates earners accumulate has decreased from 89 units the 2016-17 baseline year to 84 units for associates earned in 2019-20. With two more years, to reach the goal, KCCD still needs to reduce the number of units accumulated by another 5 units. This mirrors the progress that all California Community Colleges have made on this goal, with all 2019-20 associates earners at all California Community Colleges averaging 84 units accumulated at graduation.

Looking forward and building on Success

Overall, KCCD has excelled in reaching and exceeding the state goals for completions and for transfers. There is still more work to be done in reducing the average number of units that associate-degree earners accumulate on the way to their degree. All colleges are continuing to enact strategies from the “15-to-Finish” initiative. Also, all three schools are now in various stages of implementing program mapper to give students clear guidance on their pathways to reduce false starts and needless credits. Other strategies include requiring default ed plans for incoming freshmen, full implementation of the equitable placement (AB705) legislation, and embedding a variety of curriculum, scheduling, and advising best practices in the work we do.

Strategic Goal #2: Ensure Student Access

Progress on previous set goals

Optimize Student Enrollment

Optimizing student enrollment will provide easier access to our courses and programs through a variety of initiatives. For noncredit courses and programs, the *Noncredit CCCApply application* has been implemented and continues to be refined. In Dual and Concurrent Enrollment, *DualEnroll.com* has been implemented, and is in the process of being fully integrated with Banner to allow direct registration for these student populations. *Autoenrollment* is being implemented for targeted student populations, with the goal of broader adoption as the process becomes more automated.

Increase Annual FTES

There are multiple initiatives underway to increase the annual FTES within KCCD. First, there is significant *growth and development of new courses and programs*, in response to the continuous evolution of needs in the economy and communities represented by KCCD. These new curricula are primarily focused on high-road, high-demand jobs in areas like health, STEM, and Renewable Energy, and are supported by *targeted institutes and strong partnerships* like the Valley Strong Energy Institute. KCCD is making significant progress toward a *Noncredit Institute*, as the colleges ramp up the development and offering of Noncredit courses as part of CDCP programs. In the summer terms, several *Noncredit Academies* will be offered, in subjects including Performing Arts, STEM, and Entrepreneurship. *Adult Education* is another area of significant development in terms of increasing FTES. Specific, targeted initiatives are being planned and developed to support and address specific workforce needs throughout the community. In partnership with employers and other outreach channels, customized credit and non-credit learning opportunities will be offered to workers who are stranded in their current positions or who face other barriers to upward mobility.

Increase Annual Productivity

Productivity is a measure of the effective deployment of faculty resources to impact the maximum number of students. The primary factor impacting productivity is the alignment of the academic schedule with student needs and enrollment patterns. This work will be accomplished through two initiatives: First, through the *hiring of strategic faculty positions* to meet the Faculty Obligation Number, thereby enabling colleges to increase capacity in impacted courses and pathways. Second, through the implementation of *Ad Astra*, which will allow the integrated use of predictive analytics throughout the scheduling and enrollment management cycle. The result of this work will be more courses in the areas where student demand is higher, and more focused, relevant scheduling of lower-demand courses, ensuring higher productivity.

Decrease Waitlisted enrollments on first day

The decrease in waitlisted enrollments is a second aspect of the same scheduling and enrollment strategies used to increase faculty productivity. It will be addressed through *strategic hiring of faculty positions* in high need subject areas, as well as *intelligent, data-informed scheduling by time, location, and modality* to effectively meet student demand.

Increase Number of concurrent enrollments

Concurrent enrollment, as a category of enrollment, has not yet realized its potential in the Kern Community College District. By replicating the lessons learned at Bakersfield College in the areas of Outreach as well as Concurrent Enrollment and Early College the number of Concurrent Enrollments can be significantly increased throughout the district.

| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------|------------------------------|---------|---------|---------|---------|---------|
| Total | Bakersfield College | 1,143 | 1,288 | 1,849 | 3,243 | 3,754 |
| | Cerro Coso Community College | 856 | 902 | 1,178 | 1,399 | 1,461 |
| | Porterville College | 223 | 293 | 480 | 704 | 932 |
| % of Total | Bakersfield College | 51.4% | 51.9% | 52.7% | 60.7% | 61.1% |
| | Cerro Coso Community College | 38.5% | 36.3% | 33.6% | 26.2% | 23.8% |
| | Porterville College | 10.0% | 11.8% | 13.7% | 13.2% | 15.2% |
| Yr to Yr Change | Bakersfield College | | 12.7% | 43.6% | 75.4% | 15.8% |
| | Cerro Coso Community College | | 5.4% | 30.6% | 18.8% | 4.4% |
| | Porterville College | | 31.4% | 63.8% | 46.7% | 32.4% |
| Total | Total | 2,222 | 2,483 | 3,507 | 5,346 | 6,147 |
| % of Total | Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Yr to Yr Change | Total | | 11.7% | 41.2% | 52.4% | 15.0% |

Concurrent Enrollments have increased every year for the past 5 years for the entire district and at each college. The most significant increase was the 2020 year, which saw an overall increase of 52.4%. Even with the challenges the pandemic has presented, the district saw a 15% increase in concurrent enrollments for 2021.

Looking forward and building on Success

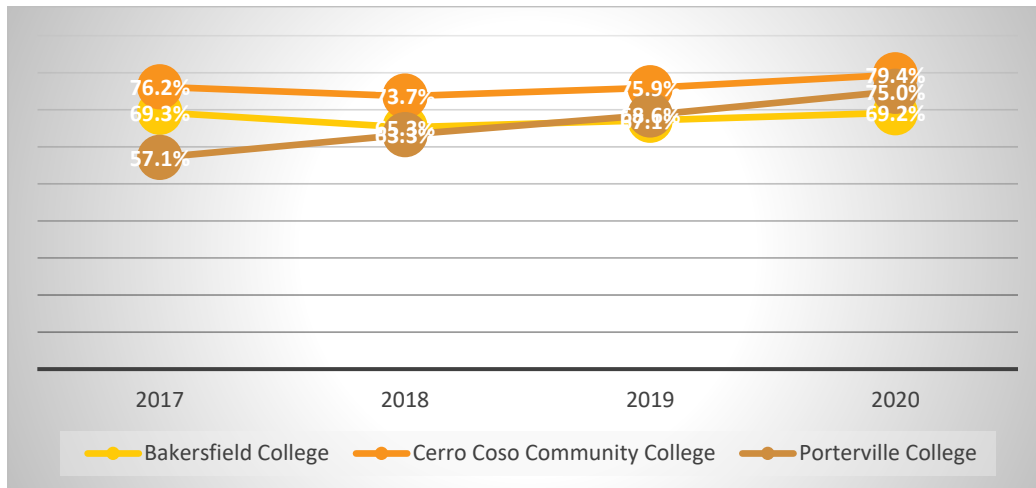
[\(NEW\) Develop Non-Credit Education and Adult Education partnerships throughout the community.](#)

Working through outreach and leveraging our numerous relationships to community members and organizations throughout our KCCD service area, we will expand access to the numerous credit and noncredit programs. This intentional, targeted outreach and growth will open doors to new segments of students, including stranded employees, workers who would like to increase their skills, and workers who would like to shift to a different category of work within their industry. We will also leverage these partnerships to develop new areas of instruction to support and drive the workforce and economic growth of our region.

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

Progress on previous set goals

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.



Among students who responded to the CTE Outcomes Survey and did not transfer, Cerro Coso Community College had the highest percentage of students who reported working in a job very closely or closely related to their field of study, and has increased in the last four years from 76.2% to 79.4%

The percentage of students who reported working in job closely related to their field of study increased steadily for Porterville College from 57.1% in 2017 to 69.2% in 2020.

Bakersfield College has shown a few dips in 2018 and 2019; however, the percentage of students who reported working in job closely related to their field of study increased in 2020 to 69.2%.

Looking forward and building on Success

KCCD will continue to provide workforce development education and training that prepares students for success within their field of study. With the enhanced regional focus that comes with hosting the Central Motherlode Regional Consortium, we will establish and employ regional goals that align and are mutually supportive of our local employment goals. This effort will allow us support student outcomes and strengthen economic development across the region.

Strategic Goal #4: Reduce Equity Gaps

Progress on previous set goals

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

Equity Gaps have reduced in the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the following categories:

- Hispanic Students: The Hispanic student population completion (2020) rate is 0.19% higher than the general student population.
- First Generation Students: The First Generation student population completion (2020) rate is 0.21% higher than the general student population.

Equity gaps have reduced in students who earned 12 or more units at any time who exited the community college system, the number of students who enrolled in any four-year post-secondary institution in the subsequent year:

- Hispanic Students: The Hispanic student population transfer (2020) rate is 0.28% higher than the general student population.
- First Generation Students: The First Generation student population transfer (2020) rate is 1.62% higher than the general student population.

Several equity gaps have reduced among student who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California Community College system earned up to and including the selected year:

- Black or African American Students: The Black/African American student population reduction in excess unit accumulation (2020) rate is 1.30% higher than the general student population.
- Hispanic Students: The Hispanic student population reduction in excess unit accumulation (2020) rate is 0.62% higher than the general student population.
- First Generation Students: The First Generation student population reduction in excess unit accumulation (2020) rate is 2.79% higher than the general student population.

The Equity Gaps that will require strategies, attention, and focus are the following:

- Increase degree and certificate attainment for Black/African American and male students.
- Increase transfer for four-year institutions for Black/African American and male students.

Ensure that districtwide enrollment management strategies are equitable and based upon core priorities of student needs, access, and success.

Examples of some of the enrollment management software and strategies the district has utilized:

- Implementation of CRM Recruit
- Implementation of Dual Enroll
- District wide enrollment discussions and strategies
 - Collaboration
 - Return on Investment
 - Snap-shot of loss points
 - Access to data and reports
 - Addition of late start classes
- Creation of Transition Teams:
 - Economic and Workforce Development/Non-Credit Education
 - Economic and Workforce Development/Adult Education
 - Incarcerated Student Programs
 - Dual and Concurrent Enrollment
 - Outreach and Retention
 - Administrative Technology
 - Tactical Efficiencies

Understand the specific factors impacting the success of these learners

Example of strategies the district is using to understand the specific factors impacting the success of our students:

- A District workgroup was formed to address onboarding and outreach to identify barriers or obstacles for students
- The colleges continue to build support for students and for groups that are disproportionately impacted
- Another District workgroup is focusing on building strategies to support students with financial need
- Support colleges in the execution of their Student Equity Achievement Plans
- The colleges regularly review results from student engagement surveys including the Community College Survey of Student Engagement (CCSSE) and internally developed student surveys.

Support traditionally underrepresented student groups with equity minded strategies and support

Each College has a version of an Equity, Diversity, and inclusion committee focusing on cultural and institutional policies and practices that demonstrate a commitment to diversity and inclusion with all campus constituents. An example from all three colleges' equity minded strategies include the following:

- Coordinate college efforts to redesign the college experience with the goal to increase the number of students completing their educational goals while closing equity gaps.
- Increase equitable student success by coordinating campus wide efforts to develop effective onboarding and support mechanisms along students' pathways towards their educational goals.
- Promote cultural competence in faculty, students, and staff.

Looking forward and building on Success

KCCD continues to be committed to improving and strengthening student equity and success by supporting the colleges implementing best practices and innovative student-based initiatives.

KCCD is addressing long-standing structural inequities through evidence-based practices such as:

- Multiple Measures Student Placement
- Accelerated Pathways
- Improved Accountability

Professional Development centered on Teaching, learning, and service delivery

Suggested Measures:

- Annually review progress toward Vision for Success equity goals
- Disproportionate impact analysis
- Student engagement measures from the Community College Survey on Student Engagement (CCSSE)

Strategic Goal #5: Strengthen Organizational Effectiveness

Progress on previous set goals

Provide Effective Professional Development

KCCD has provided professional development opportunities for various employees and employee groups at various levels throughout the organization. Professional development and employee training occur in formal, structured settings, such as a training session or FLEX workshops, as well as through informal and spontaneous opportunities, such as through direct supervision, peer feedback and on-the-job learning. In both circumstances, KCCD seeks to maximize learning opportunities and employee development in a challenging, yet supportive, workplace environment. *Examples of the many professional development examples can be found in Appendix A of this document.*

Meet and Exceed Internal and External Standards and Requirements

In the spirit of continuous improvement and strengthening organizational effectiveness, KCCD diligently seeks to establish, meet, and exceed self-established (internal) benchmarks, as well as standards set by external agencies, accreditation commissions, legislative and regulatory bodies, and state and federal agencies, including the California Community College Chancellor's Office. *Specific examples of meeting Internal and External Standards can be found in Appendix A of this document.*

Additionally, opportunities to strengthen institutional effectiveness through self- and external accountability through coordinated efforts and leadership provided by KCCD's offices of Institutional Research and Reporting. "Through a renewed emphasis on the use of data in decision making, KCCD seeks to streamline and coordinate our data sources and data flow processes across the District, increasing our efficiency and ability to respond to our students' needs and increase student success....Creating a cohesive data strategy and data policy moving forward, giving KCCD the ability to do advanced data science and react more effectively and efficiently to our students' needs." (2022, KCCD IEPI Partnership Resource Team application)

Foster Districtwide Collaboration and Cooperation

KCCD is committed to promoting a safe, healthy, and productive workplace environment for all employees through fostering a spirit of collaboration and cultivating practices of cooperation among us resulting in positive experiences for all employees, the colleges, and the District as a whole. Through synergistic efforts and effective communication among/between the colleges and the District Office, KCCD continues to build its capacity to enhance its operational efficiency and strengthen its organizational effectiveness through 'economy of scale' practices. Improved efficiency also results in the reduction of duplicated efforts across the District.

To this end, KCCD strives to engage, equip, and empower employees across the District who have the capacity to provide effective leadership at their primary location (District Office or at a college), as well as across the entire organization. This strategy is especially effective in multi-college

districts in which each college has the tendency to isolate, rather than centralize, its efforts and processes. The consolidation of efforts and resources reduces the investment of personnel time, fiscal resources, and time to project completion. Analogous to Henry Ford's business strategy of mass production, assembling multiple cars simultaneously requires less time, effort, and resources than assembling them separately. The same can be said of multiple colleges with similar and overlapping processes in the same district.

Evidence of KCCD's efforts to advance this strategic direction can be found in Appendix A of this document.

Improve Facilities and Maintenance

Continuous care, maintenance and improvement of facilities is a priority of KCCD to create learning and working environments that are safe and comfortable. In pursuit of this strategic direction, KCCD provides ongoing leadership and investment to protect its assets and maximize their utilization.

Evidence of progress on this strategic direction can be found in Appendix A of this document.

Improve Technology Infrastructure

Similar to the continuous care and maintenance of facilities at KCCD, the ongoing assessment and improvement of the District's technology systems, equipment and infrastructure is of equal importance to ensure effective teaching, learning, and working conditions for students and personnel alike. In pursuit of this strategic direction, KCCD actively assesses the efficiency of its technological systems to ascertain opportunities for updating or replacing software, systems, and other assets.

Evidence of progress on this strategic direction can be found in Appendix A of this document.

Looking forward and building on Success

To further strengthen organizational effectiveness through fostering Districtwide collaboration and cooperation, KCCD continues to consolidate the common functions and processes shared among the colleges, thereby reducing duplication of efforts. The trajectory already established by the District creates natural opportunities for continued growth through the ongoing implementation and support of the innovative practices discussed herein, such as sharing common curricula, centralizing administrative functions, and incentivizing faculty projects that improve college and District functions. The District also seeks to create an environment of collaboration and cooperation through maintaining effective communication and frequent opportunities for dialogue with employees, stakeholders, industry partners, and community leaders.

Measurement of Progress

The measurement of KCCD's progress on this strategic direction to foster districtwide collaboration and cooperation is difficult to quantify, but easy to experience. Nonetheless, various proxy metrics can be implemented to assess the District's progress. For example, the 2018 KCCD Common Measures and the 2021-24 Porterville College Strategic identify the following measures:

Additional metrics for assessing Districtwide collaboration and cooperation can include the number of inter-district consolidated projects, the number of employees leading centralized efforts, cost savings/reductions ensuring coordinated efforts, and employee satisfaction with an organizational structure that consolidates college functions and initiatives across the District.

Appendix A – Evidence of work in-progress or completed

Strategic Goal #5: Strengthen Organizational Effectiveness

Provide Effective Professional Development – Examples

Examples of current professional development activities across KCCD include, but not limited to:

- Workshops specifically designed for new KCCD employees, such as New Employee Orientation, New Management Academy, New Faculty Seminar (monthly), and New Classified Academy
- Faculty workshops and orientation, such as FLEX workshops and Adjunct Faculty Orientation
- Classified workshops, such as monthly 'Roundtables' for classified employees at Bakersfield College (position specific), and Classified Retreat at Cerro Coso Community College
- Professional development and networking opportunities for managers, such as an annual Deans' Retreat, and year-round sessions hosted by the KCCD Management Association such as monthly 'Lunch-and-Learn' webinars on assorted topics of relevance to managers, as well as the KCCD Management Symposium (annual conference for all 185 KCCD managers and confidential classified employees)
- KCCD Leadership Academy
- Academic Technology workshops provided year-round to address distance education pedagogy, instructional design, Canvas, and other digital tools to enhance the utilization of academic technology tools, improve teaching practices, and maximize learning opportunities for students
- Mandatory workshops for anyone teaching Dual Enrollment courses provided by the Districtwide Distance Education Committee
- Screening Committee training and workshops, among others
- Legal guidance workshops and compliance training provided by Liebert Cassidy Whitmore
- The 'Quick Tips for Teaching Success' faculty webinar series at Porterville College, which provides peer-to-peer learning opportunities related to the implementation of successful teaching and learning strategies in online, face-to-face, and hybrid environments

Porterville College's Guided Pathways Academy, an immersive, informal, individualized, and workshop-based approach to each participating faculty member's program under the framework of Guided Pathways and by emphasizing and building relationships with specialists across the college who can provide support for academic programs and help streamline and simplify the student experience in areas such as: outreach, improved retention, graduation, and transfer rates, student-centered scheduling, recognizing and closing equity gaps in courses and programs, understanding curriculum and articulation processes, incorporating outcomes assessment as a tool for course improvement, teaching-and-learning classroom strategies, and career and transfer options in faculty member's subject area

Meet and Exceed Internal and External Standards and Requirements – Examples

Evidence of KCCCD's efforts to meet external standards include, but are not limited to:

- ACCJC institutional accreditation
- Program accreditation, such as Nursing and Allied Health programs,
- CCCCCO reports, such as reserve percentages and Faculty Obligation Number reporting
- Vision for Success goals
- Student Success metrics
- CTE and Gainful Employment metric
- AB705 implementation plan
- Student-Centered Funding Formula metrics, among others

Similarly, evidence of internal standards and self-established goals include:

- Board-established goals, such as college reserves and other fiscal health metrics
- Strategic goals
- Student equity plans and other success metrics
- Program Reviews, Administrative Unit Reviews and individual workplans
- Various institution-set standards, such as:
 - o SCFF metrics for enrollment, supplemental and student success metrics
 - o Course success and student retention rates
 - o FTES, FTEF and productivity goals
 - o Student Learning Outcomes assessments
 - o Program Review completion rates

Foster Districtwide Collaboration and Cooperation

Evidence of KCCCD's efforts to advance this strategic direction include, but not limited to:

- Joint use of curricula and academic programs between colleges, such as
 - o BC's Industrial Automation curriculum is shared with Cerro Coso in support of efforts to offer this degree to students in the Rising Scholars program at various prison facilities
 - o Porterville College shared its Entrepreneurship curriculum with Bakersfield College, which is now a full-fledged degree with embedded certificates. Bakersfield College subsequently referred local industry leaders in small business development to key administrators at Cerro Coso for the purpose of exploring the viability of offering an Entrepreneurship program in Ridgecrest
 - o Bakersfield College and Cerro Coso Community College shared program and course curricula to strengthen each other's Nursing programs
- In the Fall 2021, faculty across the district were invited to submit proposals to the District Office of Educational Services for enhancing organization efficiency through Districtwide leadership and project management. Seven (7) faculty leaders are currently shepherding the following Districtwide projects:
 - o Chris Cruz-Boone, BC - Noncredit Guidelines
 - o Rudy Menjivar, BC – OER Creation Project

- o Alex Rockey, BC – Exploring a Center for Applied Research
- o Maria Wright, BC – Faculty Diversification Fellowship Program
- o Jaclyn Kessler, CCCC – Math and Stem projects, ORE, Contract Grading
- o Rachel Tatro-Duarte, PC – Virtual Reality training/curriculum/lessons
- o Robert Simpkins, PC – Faculty Leadership Development, Building Trust and a Collaborative Culture Across the District
- The District employs the services of select college administrators to serve in dual capacities to support Districtwide functions or support common initiatives among the colleges, while also partially fulfilling duties at their primary college/site/assignment, thereby consolidating efforts, and improving operational efficiency. For example,
 - o Several Vice Presidents at each of the colleges provide leadership to Districtwide transition teams on various functional areas of the District, such as
 - Economic and Workforce Development, Non-credit, and Adult Education
 - Rising Scholars Programs (Prison Education)
 - Dual and Concurrent Enrollment
 - Outreach and Retention
 - Educational Technologies
 - Tactical Efficiencies
 - o Steve Watkin and Kylie Campbell (BC) provide leadership, vision and support to each of the colleges on Dual Enrollment efforts
 - o Todd Coston (BC) continues to provide leadership for Information Technology initiatives at Bakersfield College, while also serving in District and college IT functions
 - o Heather Ostash (CCCC) supports John Means, Vice Chancellor of Educational Services, in providing leadership to Districtwide VPs’ Council meetings

Vice Presidents of Instruction (CIOs) and Vice Presidents of Student Services (CSSOs) initiate and self-organize weekly meetings to maximize inter-district collaboration, enhance communications and create opportunities for consultation and collaboration on functional issues of common interest

Improve Facilities and Maintenance

Evidence of progress on this strategic direction include, but not be limited to, the following:

- The use of Measure G and Measure J general obligation bonds has created many opportunities to build new facilities or renovate existing structures
- SchoolDude software allows Maintenance & Operations teams at the District Offices and each of the colleges to track and manage workorder requests, as well as develop a preemptive system for preventative maintenance
- FacilitySoft software allows District and college leaders to track the allocation and use of bond funding, capital projects, and state deferred maintenance projects. Additionally, FacilitySoft allows campus leaders to
 - o Maintain building inventories, facility allocations, and basic building layouts
 - o Track and report the efficiency of space utilization

- Fusion software is an asset management tool that allows the District Office and colleges to track building maintenance inventories and evaluate capital assets, including estimated costs of operation, repair costs, and replacement values through the application of reliability engineering principles. Additionally, Fusion provides a mechanism for KCCD to report facility and space utilization data to the State.

Improve Technology Infrastructure

Evidence of progress on this strategic direction include, but not be limited to, the following:

- Upgrades or implementation of enterprise level systems and software such as Banner 9, Ellucian, CRM Recruit, DualEnroll.com, Campus Logic (financial aid system for tracking awards), Banner Document management (electronic documents integrated with Banner finance and A&R), Ad Astra, KCCD ReadyEd app (COVID safety management and contact tracing), and library processing systems
- MIS integration with Starfish and EAB
- Application streaming, remote desktops and Microsoft Teams were accelerated by COVID conditions
- Transition to a cloud-based environment improved backup capabilities and increased data security and reliability, thereby resulting in more resilient to adverse tech circumstances
- Data warehousing infrastructure improvement
- Strategic utilization of HEERF funds in the classrooms to support students and employees, and to bolster the District's teaching and learning capabilities, such as HyFlex and Super-HyFlex classrooms to reach a greater number of students across a large geographic area. HyFlex and Super-HyFlex classrooms are in the process of being modified and equipped with an improved instructor's station, tracking cameras and monitors on every wall, and laptops for every student to fully engage in breakout rooms for both in-person and remote learners.
- Improved wifi infrastructure to increase the number and range of wireless access points across KCCD facilities, including parking lots
- Purchase, rental, and disbursement of laptop and wifi hotspots to students and personnel requiring additional technology hardware and wireless access
- Installation of cameras and speakers in faculty and staff offices
- Purchase of more laptop carts that are highly mobile instead of relying upon 'fixed' computer labs
- Enhanced WAN infrastructure (Wide Area Network) to improve site-to-site and internet connectivity capacity

Emergency communication upgrades and integrated phone system improvements

Appendix B – Data

[Not sure if we want to include any of the data Bob provided?]