



2016-17

Kern Community College District

District Office Administrative Unit Review

→ Educational Services

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Executive Summary

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

- Internal and external trends are affecting this unit.
 - Among others, these trends include increased use of technology and improved methods in enrollment management (internal) and the call for both increased degree completion and increased accountability for outcomes (external)
- Educational Services has identified nine administrative outcomes aligned with the KCCD Strategic Plan.
 - These include providing a forum for districtwide discussion related to common policies and procedures, applying for grants to improve student completion, moving forward with course articulation, assisting colleges in increasing enrollment, and adopting and implementing software to support instruction and student services
 - Evaluation of one AUO during the past year revealed that 100% of college VPs responding to a survey agreed or strongly agreed that:
 - The Educational Services Unit supports the colleges
 - Responds to college requests in a timely manner
 - Attempts to effectively resolve educational issues that may involve other district units.
 - The survey showed that 60% of respondents disagreed that “enrollment management discussions at vice presidents’ meetings are of value to my college,” indicating that this type of dialog is perceived to be better handled at individual colleges. While the Educational Services Unit will continue to have high-level discussions of enrollment management as exemplified by one of the AUO’s for the unit, it is important for the colleges to approach enrollment management with a focus on the unique student profile and demographics of each college’s service area.
- Educational Services identified 15 Key Performance Indicators (KPIs) including the number of board policies and procedures created or updated, the number of faculty evaluations reviewed, the number of categorical grants and reports reviewed or submitted, and the number of software products reviewed.
- Nine prior unit goals were identified along with goal status and outcomes or findings.
 - During the year, the unit took action on each of the nine goals, realizing some and continuing work on others.
- Ten new unit goals were identified along with assessment methods, targets, and timelines.
 - Goals included facilitating the transition for the current board policy numbering system to a system adopted by the CCLC, recruiting for a permanent vice chancellor of educational services, and holding a districtwide basic skills summit.
 - No additional fiscal resources are needed to achieve the new unit goals.
- Significant work in the next year will focus on support for the colleges in the following areas:
 - Emphasis on the completion agenda based on current Institutional Effectiveness Partnership Initiative (IEPI) goals.
 - Focus on the integration of student services to move students successfully to goal attainment.
 - Implementation of best practices in basic skills and pursuance of recommendations from the districtwide Basic Skills Summit.
 - Assistance to the colleges in finding consultants in the area of enrollment management including application for IEPI’s technical assistance.
 - Review of consultants’ contracts for the Educational Master Plan (EMP) with a targeted completion date for the EMP of June 2017.

Executive Summary *continued*

- a) In one paragraph or with bullet points, summarize the key points learned in the evaluation.
 - Supporting the colleges in the accreditation self-evaluation report including the coordinated responses to the accreditation district's recommendations.
 - Review of external and internal scans as well as updating of the district's Strategic Plan.

Future Directions of the Unit

a) How will your unit address internal and external trends in the next 3-5 years? *[how will the unit respond and improve in the future]*

We have outlined the trends below. We will analyze these trends to understand the impact, priority and method of addressing each.

INTERNAL TRENDS

Increased use of technology to monitor students' progress and assist them in completing their education

Use of technology to improve processes

Enrollment management strategy and variations in enrollment at the three colleges

Planning for cyclical statewide recession

Increased reliance on special funds and grants to support programs and services

Increased Use of Technology

It is evident that the Educational Services Unit must continue to coordinate technological initiatives to ensure synchronization with the three colleges in terms of software purchases. Districtwide coordination also enables the district to increase efficiency and attain cost savings. In that context, as colleges rely on the use of technology to monitor students' success and completion, the district will continue to assess potential technology solutions. For example, two major purchases will be completed in 2016: (1) the purchase of eLumen as an assessment tool for learning outcomes assessment and for curriculum management; and (2) Canvas as the course management platform used in the distance learning environment. In addition, the Educational Services Unit works closely with the Office of Information Technology to plan technology that can improve processes. Software designed to improve the calendaring process is being considered to assist colleges in logging and communicating internal activities and events as well as community activities.

Enrollment Management

Enrollment patterns at the three colleges have varied. For example, Cerro Coso Community College has experienced declines in enrollment. Porterville College has met its enrollment target but not exceeded it, and Bakersfield College has experienced enrollment growth of 5% or more in the last two years. The Educational Services Unit will continue to provide the three colleges information on how to maximize enrollments. In addition to the Enrollment Management Workshop that was held in October 2015, the Educational Services Unit has recommended that colleges consider technical assistance from the Institutional Effectiveness Planning Initiative (IEPI) in order to grow and maximize enrollments, particularly while the state is still funding growth. Discussions regarding enrollment management and best practices occur monthly at the vice presidents' meetings. It will be equally important to consider two-year scheduling options so that colleges are prepared to offer mission-critical course options as the projected recession hits California. The recession will, in all likelihood, result in no state funding for growth and a possible need to reduce course scheduling options.

Increased Reliance on Special Grants and Categorical Programs

KCCD's colleges have benefitted from the Student Success and Support Program (SSSP) and Equity funds. These funds have been used to hire critical positions in many student support programs. It will be important to monitor funds if these funds will be available to the colleges in years to come. The colleges need to be prepared to sustain mission-critical student support programs in case of reduced funding. Other funding is being generated through state and national grants tied to the Basic Skills Initiative, Achieving the Dream and other student success innovations. Each grant comes with specific outcomes-based programmatic and spending requirements. The Educational Services Unit is prepared to engage in important discussions about the need for sustainability of programs without an overreliance on the existing categorical programs. The Educational Services Unit will be prepared to scan the grant environment to maximize funding through state and federal grants. The grants office will be restructured to report directly to the vice chancellor of educational services in order to secure grant funds for college and district initiatives.

EXTERNAL TRENDS

- Call for increased degree completion, both at state and national level
- Increased access to education, especially for lower-income students
- Increased accountability for outcomes, both at state and national level
- Increasing expectation of data collection, reporting and use in decision making
- Addressing skills gap—basic skills and career skills

Call for Increased Degree Completion

Learners must be prepared to meet the rigors of a competitive labor market. Both the President of the United States and the California Governor have charged community colleges to provide a quicker path to degree completion. Colleges are in the process of establishing guided pathways for students in order to minimize time to completion of degrees and certificates. The Educational Services Unit will continue to engage in dialogue with the three colleges about dual enrollment and guided pathways. The Educational Services Unit will also continue to host workshops and summits to ensure that there are learning opportunities for the colleges to adopt practices designed to increase student success and completion.

Increased Access to Education

Increasing access to education requires a holistic approach by offering students both courses and programs in a deliberate manner including the use of cohorts and block scheduling. College structures need to be nimble to enable students to reach their goals. Structures include priority registration, sequencing and frequency of course and program offerings, and access to counseling and other student support programs. More importantly, to increase access to education, the Kern colleges are emphasizing integration of student support services (for example, intensive outreach at the high schools and ensuring high school students complete the matriculation steps; dual enrollment; intrusive counseling; expanding the use of educational advisors; tutoring; and an increase in supplemental instruction). The goal is that these services be sustainable so that continual growth of service benefits current and future students. The Educational Services Unit will support the colleges in attaining grants designed to provide students with the tools necessary for success. The Educational Services Unit will host workshops to support the integration of student support services in an effort to increase access to Kern Community College District's diverse student population.

Increased Accountability for Outcomes

The demand for increased accountability for higher education continues to grow. Some factors fueling the conversation about the need for increased accountability include the increasing cost of education and data showing that students are not completing their intended goals of transfer or job attainment. Clearly, the greatest scrutiny in higher education is for community college students since community colleges enroll the largest number of students in higher education, including the vast majority of low income and ethnically diverse students. At the national level, there is a goal of 5 million more community college graduates by 2020. In California, the Campaign for College Opportunity is advocating for one million more college graduates by 2025. Both the Scorecard and the newly established Institutional Effectiveness Partnership Initiative (IEPI), under the auspices of the State Chancellor's Office, require analysis of data on student success, completion, progression in basic skills courses, increased number of transfer students, increased number of degrees and certificates earned, and tracking of career and technical education (CTE) students who attempted a CTE course for the first time and completed more than eight units in the subsequent three years. Colleges are setting goals designed to increase student success in various categories. With this call for increased accountability as a backdrop, it is essential for the Educational Services Unit to work closely with the colleges in helping to set realistic targets for improvement. The Educational Services Unit will continue to support grant initiatives designed to move the needle in relation to student success. Workshops and training opportunities will be organized by the Educational Services Unit in order to discuss student success best practices among the district's three colleges.

Use of Data in Decision-Making

The district's Institutional Research Office provides timely reports to the colleges necessary to understand the success of students enrolled at the three colleges. Program reviews and the colleges' planning processes rely on data as a means of making programmatic and financial decisions. The myriad of plans completed by the colleges such as the Student Success and Support Program (SSSP), Equity, and Basic Skills Program rely on data analysis to determine college goals and activities designed to improve student success and completion. The role of the Educational Services Unit is to ensure that data analysis is central to decision-making and to the coordination of programs and services at the colleges. The director of institutional research is a major contributor at the monthly vice presidents' meetings in an effort to apprise the colleges of major projects undertaken by the Institutional Research Office. In addition, the Educational Services Unit is responsible for the creation and production of the districtwide Strategic Plan. A key component of the Strategic Plan is the compilation of five-year trend data designed to monitor progress of key objectives in the Strategic Plan. The document, entitled Strategic Plan: Common Measures, provides necessary data on each of the Strategic Plan's objectives. This document is updated annually and is provided to the colleges for planning purposes and for closing the loop on the colleges' strategic directions aligned with the districtwide Strategic Plan.

Skills Gap- Basic Skills and Career Skills

While results in the area of basic skills have improved gradually at each of the colleges, one of the key challenges in community colleges today is the attrition of students who start one or two levels below college-level English or mathematics. Large numbers of students do not complete the basic skills sequence and leave our system of higher education. The Educational Services Unit understands that it is imperative to adopt best practices in basic skills in order to improve the transition of students from basic skills to college level. In that context, the Educational Services Unit supports districtwide discussions about best practices for basic skills. The unit will host a Basic Skills Summit in October 2016 and bring experts to guide our colleges in adopting new practices or sustaining successful initiatives. Additionally, the district's grants office helped those colleges that chose to submit an application for additional grant funding as part of the Basic Skills Transformation grant. The Educational Services Unit is positioned to continue to provide faculty training, organize summits, and support grant applications to improve the progression of students from basic skills to college level.

The Educational Services Unit is equally committed to ensure that students enrolled in career and technical education (CTE) courses obtain a certificate, a degree, or employment. Discussions at the vice presidents' meetings have focused on the new Scorecard metric for career skills builder students. The definition of skills builders are workers who are maintaining and adding to skill-sets required for ongoing employment or career advancement. While skills builders may complete a limited number of CTE courses, they do not earn a certificate or degree. The Scorecard metric is intended to track if students who complete some CTE units exhibit a percentage change in earnings. The Educational Services Unit will continue to analyze the data of this new cohort of students and discuss strategies to ensure students complete units related to career skills upgrading or industry licenses or certificate.

Section One: Unit Overview

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

The unit's purpose is (1) to facilitate and coordinate Kern Community College District's instructional services and student support programs; (2) to communicate and interpret instructional policies and procedures to administrators, faculty, and staff; (3) to ensure that action plans and program reviews for academic and student support programs are consistent with stated course learning outcomes and integrated into the strategic, planning, facilities, and budgetary planning processes in response to the district's Strategic Plan and the ACCJC Accreditation Standards; (4) to ensure compliance with local, state, and federal laws in regards to instructional services and student support programs; (5) to sustain a learning environment at Kern Community College District in support of strategies and actions aimed at improving student success; (6) to scan the external and internal environment to support innovation and best practices in teaching and learning; (7) to coordinate CTE initiatives districtwide and offer not-for-credit training options in the community; and workforce development; (8) to support effectiveness and efficiency as part of organizational learning and a focus on systemic change.

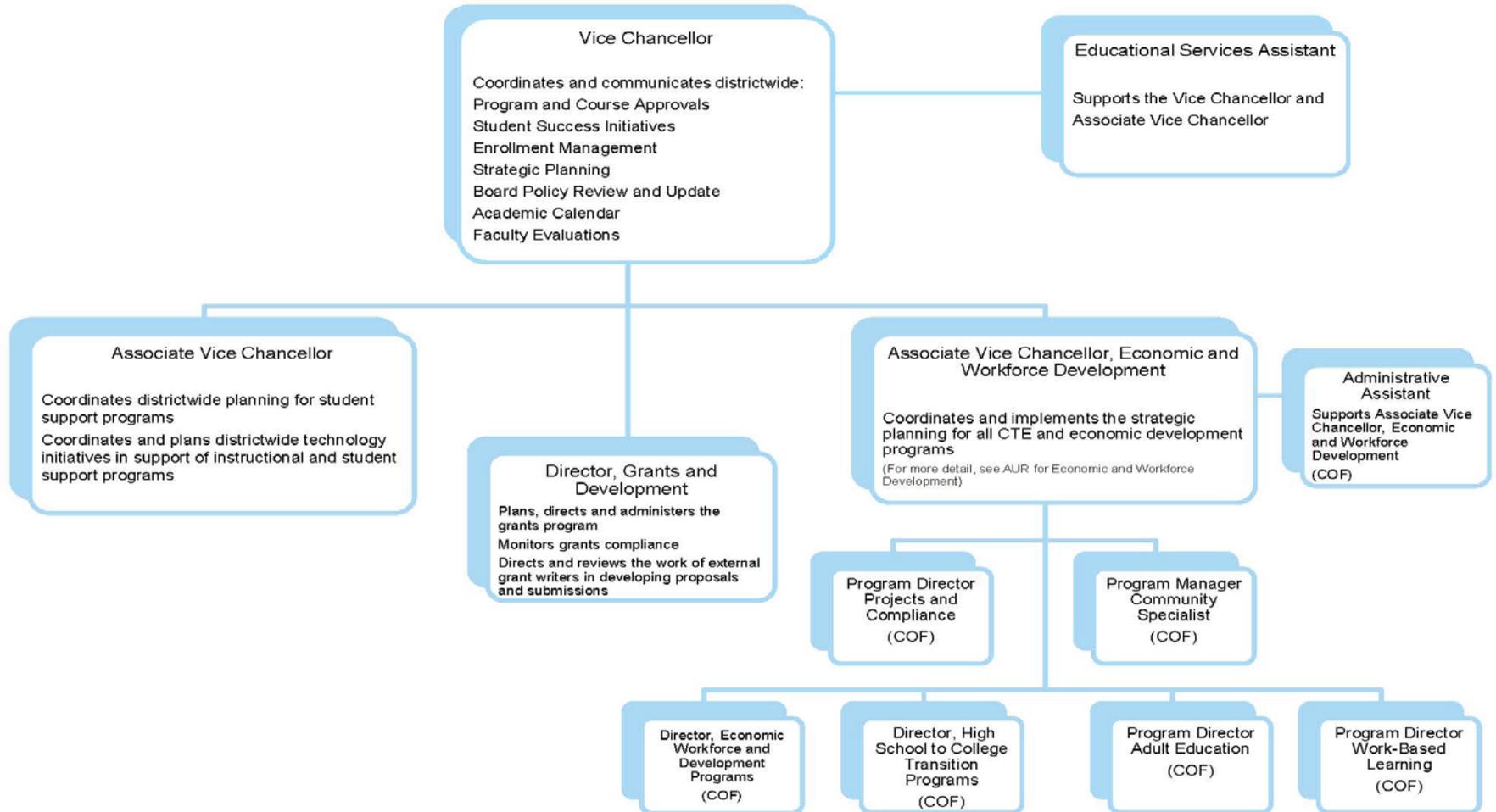
The Educational Services Unit supports instructional and student support programs at the three colleges. In particular, the unit meets monthly with the vice presidents of instruction and student services to plan for programs and services as well as to chart new directions designed to maintain innovation and embrace cutting-edge solutions. The associate vice chancellor connects with IT and involves college stakeholders to ensure that the technology needs of the three colleges are addressed.

*The Economic Development and Career and Technical Education functions are included in a separate district administrative unit review under the associate vice chancellor of Economic and Workforce Development.

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

The office of Educational Services resides at the district office. Two associate vice chancellors report directly to the vice chancellor of educational services.

Educational Services



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. Specify the time-period in which each AUO will be assessed (focus on 1 to 3 assessments per year). Describe the method of assessment and the criteria used to determine success.

Administrative Unit Outcomes (AUO)	Strategic Plan Alignment	Review Period	Method of Assessment	Desired Results
1. Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Adoption of CCLC policies and procedures.	All new and revised policies will be Board approved.
2. Educational Services provides a forum for districtwide discussion related to common policies and procedures, districtwide issues related to instruction and student services, and best practices for improving success and institutional effectiveness.	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	2015-2016	Vice presidents will be surveyed in summer 2016 to determine effectiveness of discussions pertaining to student success and institutional effectiveness.	80% of participants will be satisfied with discussions.
3. Grants to improve student completion will be applied for and awarded.	Goal 1 – Maximize Student Success	2016-2017	Submission of grants in 2016.	Basic skill grants will be awarded in fall 2016.
4. Courses will be articulated within KCCD.	Goal 3 – Optimize Student Enrollment	2017-2018	A review of Assist.org will show the increased number of C-ID courses among the three colleges. An inventory of articulated courses will be taken.	10% increase over 2016-2017 articulated courses.

Administrative Unit Outcomes (AUOs) continued	Strategic Plan Alignment	Review Period	Method of Assessment	Desired Results
5. Colleges will realize increases in enrollment (FTES).	Goal 3 – Optimize Student Enrollment	2017-2018	Review of enrollment reports.	Colleges' schedule of classes and outreach activities will yield increased enrollments.
6. Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Review and comparison of software tools and costs districtwide.	Increased consistency of software use among the three colleges and cost savings will be realized.
7. Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Teams will participate in formative assessments of technology software implementation.	80% of participants will rate the software implementation process on either a 4 or 5-point scale Likert scale.
8. District accreditation recommendations will be incorporated into the colleges' self-evaluation reports.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Review of self-evaluation reports.	Responses to districtwide accreditation recommendations will be consistent across the three colleges.
9. A districtwide three-year Strategic Plan will be developed.	Goal 5 – Strengthen Organizational Effectiveness	2017-2018	Draft Strategic Plan will be shared with Consultation Council in April 2018.	Plan available online and to employees for implementation starting July 2018.

b) Summarize the results from any AUOs evaluated during the past year providing details regarding findings and plans for change or improvement.

AUO: Educational Services provides a forum for districtwide discussion related to common policies and procedures, districtwide issues related to instruction and student services, and best practices for improving success and institutional effectiveness.

A survey with 14 questions was sent to the colleges' vice presidents of instruction and vice presidents of student services. There were five respondents. Overall, the areas that were rated highest included the following:

- “The Educational Services Unit supports the colleges and advocates effectively for their needs” (40% strongly agree and 60% agree).
- “The Educational Services Unit responds to college requests or needs in a timely manner” (40% strongly agree and 60% agree).
- “The Educational Services Unit . . . attempts to effectively resolve educational issues that may involve other district units...” (40% strongly agree and 60% agree).
- “The Educational Services Unit is proactive in soliciting input for the revision and update of Board policies” (40% strongly agree and 60% agree).

The question that received the highest score (60% strongly agree and 40% agree) was the opportunity to discuss common issues with colleagues from sister colleges.

Respondents did not have full agreement that “districtwide short-term and long-term planning is well coordinated by the Educational Services Unit” (80% agreement and 20% disagreement). Similarly, respondents were not in full agreement that student success initiatives discussed at vice presidents’ meetings related to student completion, basic skills completion, and student retention provided added value to the meeting (20% strongly agree, 60% agree, and 20% disagree).

Based on the results of the survey, most respondents disagreed with the statement that “enrollment management discussions at vice presidents’ meetings are of value to my college” (40% agree and 60% disagree). In this context, it is evident that enrollment management discussions need to be individualized to the uniqueness of each college. I recommend that colleges consult with other colleagues from colleges with similar student profiles and demographics.

Additionally, most respondents concurred that there is value in meeting with vice presidents of student services and deans and directors. Similarly, respondents indicated that there is also value in meeting with the vice presidents of instruction and instructional deans.

Future Directions in Response to Survey

- The Educational Services Unit will ensure that there is time on the agenda of vice presidents’ meetings for informal exchange about processes at the colleges (processes such as faculty evaluations, contract management, dual and concurrent enrollment practices, and implementation of best practices at each college).
- The Educational Services Unit will be proactive in urging participants at the vice presidents’ meeting to add topics of importance to them.

- As the district positions itself to update the Strategic Plan, it will be imperative for the vice presidents to take an active role in shaping the districtwide conversations and directions related to short-term and long-term planning.

AUO: Colleges will realize increases in enrollment (FTES)

Results from a questionnaire distributed to the fifty-two participants of the Enrollment Management Workshop of October 23, 2015 showed the following:

- Most participants indicated that they appreciated the holistic approach to enrollment management from recruitment and onboarding activities to program completion and graduation.
- Participants rated highly the activity that focused on scheduling courses as a cohort model or as a block schedule in order to accelerate students' goal attainment (e.g., either receipt of a certificate, degree, or transfer).
- Participants stated that they would like to use some of the simple strategies that enhance student course and program completion such as the use of "positive nods" or periodic communication to students about reaching specific milestones in their course of study.
- Participants also supported the suggestions at the workshop related to the role of marketing in enrollment management, particularly the concept of branding. Colleges will continue to build on branding recognition by strengthening the association with relevant programming in response to community needs.

Additionally, the participants suggested some improvements and/or topics for future workshops.

- Participants indicated that there was a need for more facilitation and direction for the table group discussions.
- Participants would recommend more discussion of dual enrollment and scheduling at a future workshop.

Indicators (KPIs)

- a) **List the KPIs for the unit along with the relevant outcomes for the last 3 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)	2013-14	2014-15	2015-16
1. Number of board policies and procedures created and/or updated	0	27	108
2. Number of faculty evaluations reviewed	No data available		252
3. Number of special compensation agreements approved	No data available	201	218
4. Number of new courses reviewed and approved	59	42	53
5. Number of course revisions or modifications reviewed and approved	349	362	376
6. Number of course deletions, discontinuations or deactivations reviewed and approved	162	184	164
7. Number of program revisions or modifications reviewed and approved	30	13	17
8. Number of new programs evaluated and approved	17	35	24
9. Number of programs deletions, discontinuations or deactivations evaluated and approved	17	36	40
10. Workshops and discussions scheduled at vice presidents' meetings to address improvements in basic skills.	0	1	3
11. Workshops and discussions at vice presidents' meeting regarding enrollment management.	0	5	6
12. Number of meetings with vice presidents and student services teams	0	0	7
13. Number of meetings with software district/college teams or vendors	0	0	9
14. Number of software products reviewed	0	0	7

Key Performance Indicators (KPIs) continued	2013-14	2014-15	2015-16
15. Number of categorical grants and reports reviewed or submitted	Not tracked	3	3

b) Summarize any changes or findings.

For 2013-2014, the position was vacant and one administrator was assigned two areas of responsibility: Economic and Workforce Development and Educational Services. In that context, the unit did not establish a tracking mechanism for some of the existing key performance indicators (KPI). In November 2014, the district hired an interim vice chancellor of educational services and new KPI's were added as part of the unit review.

Section Four: Prior Year Goals

a) **List the Goals from the prior year.** Indicate the status and list an anticipated completion date if not complete. Were unit outcomes met and/or what findings were realized in the process? *[starting in 2017-18, this will relate directly to the goals and outcomes listed in section five]*

Prior Goals	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
1. Close the loop and report on district operations action plans based on the Strategic Plan.	Proposed completion date May 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Action plans updated and shared final copy with vice presidents and vice chancellors.
2. Provide guidance to colleges related to mandates such as Gainful Employment, State Authorization Act, and Student Success and Support Program.	Ongoing at vice presidents' meetings	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Shared data resources and state guidelines at the vice presidents' meetings and facilitated submission to State Chancellor's Office.
3. Review waitlist process.	Proposed completion date May 2016	Goal 5 – Strengthen Organizational Effectiveness	Colleges will realize increases in enrollment (FTES)	A districtwide committee was formed to review the waitlist process. The committee reviewed processes at each college and waitlist data. The committee determined a districtwide waitlist referral process was not warranted.

Prior Goals (continued)	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
4. Provide guidance in the submission of district and college goals for 2016 related to the Institutional Effectiveness Partnership initiative.	Proposed completion date June 2016	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Provided historic data related to the Institutional Effectiveness Partnership Initiative (IEPI) indicators. Held individual college meetings to advise on established IEPI goals. It is anticipated that the Board will approve the goals in June 2016.
5. Create a district Office Administrative Unit Review template to pilot in 2016-2017.	Template completed in February 2016. Pilot is underway with completion set for September 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Template was finalized and approved by Administrative Council in February 2016. District Office units use of template is underway.
6. Support the colleges in the submission of the midterm accreditation report.	Completed August 2015	Goal 5 – Strengthen Organizational Effectiveness	District accreditation recommendations will be incorporated into the colleges' self-evaluation reports.	Coordinated the responses to the district's Accreditation recommendations and provided guidance in its consistent use by the colleges. Midterm accreditation report was completed in August of 2015.
7. Coordinate the transition from Moodle to Canvas.	Districtwide Ad Hoc Committee established; contracts ratified by BOT; training underway	Goal 3 – Optimize Student Enrollment Goal 5 – Strengthen Organizational Effectiveness	Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	College and district personnel are working with Instructure, provider of Canvas, to train faculty and launch program. Launch and implementation timeline has been established: <ul style="list-style-type: none"> • Summer 2016: Soft pilot • Fall 2016: Larger pilot • Spring 2017: All faculty using Canvas

Prior Goals (continued)	Status	Strategic Plan Alignment	AUO Alignment	Outcomes and/or Findings
8. Implement technology solutions (e.g., eLumen) to improve the collection of data for student learning outcomes assessment as well as program review and curriculum management.	Districtwide Ad Hoc Committee is being established; contracts approved by BOT	Goal 5 – Strengthen Organizational Effectiveness	Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	Purchase of eLumen SLO assessment/program review software was approved by BOT in April 2016. Purchase of eLumen curriculum management software was approved by BOT in May 2016. Districtwide committees are being formed for each product to guide training, piloting and implementation.
9. Establish relationships with all districtwide student services committees to build a working knowledge of issues and projects important to our student services and categorical programs.	Underway	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	<p>The associate vice chancellor has met regularly with or talked with</p> <ul style="list-style-type: none"> • VPs of Student Services and Student Services Directors • A&R Directors • Equity Directors • Financial Aid Directors <p>Future connections to be established include EOP&S Directors, DSPS Directors and others as needed.</p>

*Goals for Economic and Workforce Development are provided in a separate administrative unit review.

Section Five: Goals for the Upcoming Year

a) **Identify annual goals for the unit.** Describe how progress toward the goals will be measured during the upcoming year. Describe the target to be met during the year and the timeframe for completion. Specify how the unit goals align with the goals and objectives outlined in the districtwide Strategic Plan and the unit's AUOs. Indicate whether additional resources will be needed. *[just a Yes or No – these will be described in section seven]*

Unit Goals	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
1. Facilitate the transition from the current board policy numbering system to the numbering system adopted by the Community College League of California. (CCLC)	Policies will reflect new CCLC numbering system.	December 2016	Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	No
2. Hold a districtwide summit in October 2016 to address best practices in basic skills instruction and student support programs.	An evaluation survey will be distributed to all participants and notes from the summit will be on file.	October 2016	Goal 1 – Maximize Student Success	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness.	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
3. Coordinate Request for Qualifications for the update of the colleges' educational master plans.	Award of consultants' contract to update each of the college's educational master plan.	Completion July 2016	Goal 1 – Maximize Student Success Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	Yes
4. Implement eLumen to improve the collection of data for student learning outcomes assessment as well as program review.	Adoption of eLumen in May 2016	Pilot: Fall 2016 Fully implemented: Spring 2018	Goal 5 – Strengthen Organizational Effectiveness	Technology initiatives reflect consistency among the three colleges and districtwide cost savings.	Yes
5. Involve more faculty in the Leadership Academy.	Leadership Academy cohorts will consist of a minimum of 20% faculty representation each year.	Fall 2018	Goal 5 – Strengthen Organizational Effectiveness	Engagement of all employee groups in leadership development increases KCCD's ability to be nimble in response to change and growth.	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
6. Reconvene Strategic Planning Taskforce with representatives from the three colleges and the district to begin the update of the district's Strategic Plan.	A new districtwide Strategic Plan will be drafted in fall 2017 and spring 2018 and completed by June 2018.	2017-2018	Goal 5 – Strengthen Organizational Effectiveness	A districtwide three-year Strategic Plan will be developed.	Yes
7. Establish a districtwide taskforce to increase course articulation among the three colleges.	Number of articulated courses will increase.	2018-2019	Goal 5 – Strengthen Organizational Effectiveness	Courses will be articulated within KCCD.	Yes
8. Enhance administrative capacity in the Educational Services Unit by recruiting for a permanent vice chancellor of educational services.	A permanent vice chancellor of educational services will be hired.	December 2016 – January 2017	Goal 5 – Strengthen Organizational Effectiveness	Educational Services provides expertise and technical assistance to the district and the colleges to enhance institutional effectiveness.	No, currently in the budget
9. Coordinate prioritization of districtwide needs in student services.	A prioritized list of goals will be established.	2016-2017	Goal 5 – Strengthen Organizational Effectiveness	Educational Services will provide a forum for districtwide discussion related to student success and institutional effectiveness	Yes

Unit Goals (continued)	Assessment Method	Annual Target and Timeline	Strategic Plan Alignment	AUO Alignment	Resources Needed (Yes/No)
10. Create a mechanism for identifying, tracking and monitoring educational technology initiatives that are desired by our colleges or are being presented by the State Chancellor's Office and others.	A mechanism is in place for tracking and monitoring educational technology initiatives.	Fall 2016 – June 2017	Goal 5 – Strengthen Organizational Effectiveness	Adoption and implementation of new software in support of instruction and student services reflect effective districtwide coordination.	No
11. Hire a grants writer in the Educational Services Unit and provide training for the new grant writer.	New grant writer hired.	2016-2017	Goal 5 – Strengthen Organizational Effectiveness	Grants to improve student completion will be applied for and awarded.	No, in the budget

Section Six: Current Unit Resources

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

Resources	Current Level	
Staffing (list current staffing levels)	<ul style="list-style-type: none"> 1.0 FTE Vice Chancellor 1.0 FTE Educational Services Assistant 	<ul style="list-style-type: none"> 1.0 FTE Associate Vice Chancellor
Technology / Equipment	•	•
Space / Facilities	•	
Budget (Unrestricted) Total	\$	Notes (if any)
1000 (Academic Salaries)	\$330,287.26	
2000 (Classified Salaries)	\$70,040.88	
3000 (Employee Benefits)	\$101,182.80	
4000 (Supplies & Materials)	\$3,350.00	Library/Magazines, Non-Instructional Supplies/Supplies
5000 (Operating Expenses and Services)	\$39,500.00	Consulting, Employee Travel, Dues & Memberships
6000 (Capital Outlay)	\$0.00	
7000 (Other Outgo)	\$0.00	
Budget (Restricted) Total	\$0.00	
Budget (Contract/Community Ed) Total	\$0.00	

Section Seven: Projected Unit Resource Needs

- a) **List the unit's needs above the current level.** *[if a Unit Goal in section five has a 'Yes' in the resources needed column, the need should be outlined here]*
 Describe the unit goal to which the request is related. Indicate the expected cost along with the rationale. Rank the proposals in order of their importance to the unit (a rank of '1' would be the most important resource the unit needs in order to achieve its goals).

Resource Needs	Proposed Allocation, Need or Change	Related Unit Goal or AUO	Cost and Justification	Rank
Staffing	Adequate			
Technology	Adequate			
Equipment / Supplies	Adequate			
Space / Facilities	Adequate			
Professional Development				
Other: <i>[describe]</i>				
Total cost of resource needs over and above current budget allocation:			\$	

Routing and Review

Submitter's Name: Betty Inclan

Title: Interim Vice Chancellor, Educational Services

Submitter's Signature: 

Date Submitted: 7/27/16

Submitter's Immediate Supervisor: _____

Title: _____

Date of Review: _____

Chancellor's Signature: 

Date of Review: 7/29/2016

Date of Presentation to Administrative Council: 10/31/16