

## Key Result Area: Student Success

\*KPI = Key Performance Indicator (Qualitative)

LINKING STRATEGIC INITIATIVES	COLLEGE THEMES & CRITICAL DATA ELEMENTS	STATEMENT OF INTENT	STRATEGY GOAL STATEMENTS	EXPECTED OUTCOME *KPI
<p>KCCD Strategic Plan Initiative 2, Strategy 1,2,3 More effectively meet the needs of under-prepared students</p> <p>BC Strategic Initiatives (I) &amp; Strategic Goals (G) From EMP I1. Improve student access, retention &amp; success I3. Support student learning through appropriate technology</p> <p>NCDE: Student Success FoE12: Faculty Orientation Guide with focus on FY Students Needs for All Faculty</p> <p>On-going campus activities</p>	<p><b>1 Student Preparation</b></p> <p>Students not aware of campus services/programs</p> <p>Students coming to BC unprepared</p> <p>Online courses - students taking courses while lacking computer knowledge "Entitlement" generation</p> <p>Student frustration with waiting for counselors leads to many not visiting counselors</p> <p>Students are not prepared when they arrive at the college</p> <p>Students seem lost and have a sense of entitlement</p> <p>Changing student and campus culture Student not aware of their rights</p> <p>Student Services affected by lack of communication</p>	<p>To ensure that all faculty, staff and students are aware of the expectations, rights and responsibilities of a student in a college setting</p>	<p>Inform and educate students about the expectations of a student in a college setting</p> <p>Improve practices and increase frequency of events for new students at Bakersfield College (orientation.)</p> <p>Bakersfield College has regularly scheduled easily accessible and widely communicated general orientations.</p> <p>Bakersfield College has regularly scheduled easily accessible and widely communicated area content-specific (major/department) orientations.</p>	<p>New students understand expectations and are better equipped to succeed at Bakersfield College.</p> <p style="color: red;">KPI: Regularly scheduled general and area-specific orientations</p>

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<p>KCCD Strategic Plan: Initiative 3, Strategy 5</p> <p>BC Strategic Initiatives (I) &amp; Strategic Goals (G) EMP G2. Increase Funding</p>	<p><b>2 Faculty/Staff Serving Students</b></p> <p>Better communication between teachers and bookstore</p> <p>Student services affected by lack of communication</p> <p>Community needs based on diversity does not match up</p> <p>Not enough communication sent out or sent out late</p> <p>Wrong information given to students by faculty and counselors</p> <p>Waitlist - communication problems with students</p> <p>Poor student placement in courses Counselors give out incorrect information</p> <p>Important announcements are often late</p> <p>Communication with students about courses and the order in which they should take courses</p>	<p>To improve the morale of and quality of work environment for all employees on campus</p> <p>To improve funding to increase staffing in all areas on campus</p> <p>To expand and enhance classroom and service strategies, activities, and approaches to improve student retention and success</p>	<p>Expand and enhance classroom and service strategies, activities, and approaches to improve student retention and success</p> <p>Develop regular and on-going system of recognition for excellence.</p> <p>Establish open forum for development of solutions and strengthen interdepartmental communications.</p> <p>Hire a grant writer/grant-writing trainer for Bakersfield College.</p> <p>Develop and implement FoE and SSI CLIPs projects and pilot activities.</p> <p>Through training, collegial exchange, and innovation, enhance student learning across campus</p> <p>Provide regular professional development opportunities for faculty and staff to generate collegial exchange and classroom/service innovation.</p>	<p>Satisfied employees will more effectively serve students leading to enhanced probability of student success</p> <p><b>KPI:</b></p> <p><b>Integrated system for recognizing excellence</b></p> <p><b>Solution-finding open forums</b></p> <p>Increased staffing will lead to more access and success for students.</p> <p><b>KPI:</b></p> <p><b>Dedicated grant writer/trainer to seek and</b></p>

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<p>KCCD Strategic Plan Initiative 2, Strategies 1</p>	<p><b>3 Resources/Services</b></p> <p>Class size vs. Room size impact student services—(not enough \$\$ to hire more staff to handle increase)</p> <p>Bookstore does not have needed books or enough of them</p> <p>The students should be able to get more than GE courses at Delano</p> <p>We are not allowed to offer new courses without enough registration, and when that does not happen the courses are cancelled and the numbers are not allowed to build from semester to semester</p> <p>Students do not know when courses will be offered again</p> <p>Web page is difficult to navigate for students and employees and staff amounts at Delano constrict the courses offered</p> <p>Delano Students do not have home computers or credit cards</p>	<p>To increase our understanding and knowledge of student barriers to success directly from the students and develop solutions to meet those needs</p>	<p>Increase our understanding and knowledge of student barriers to success directly from the students and develop solutions to meet those needs</p> <p>Develop a system of gathering information from students regarding barriers to success.</p> <p>Collaboratively develop solutions to meet understood needs</p>	<p>Increased student success by removing barriers</p> <p><b>KPI: Information gathering system</b></p>

## Key Result Area: Communication

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	<p style="text-align: center;"><b>Processes &amp; Protocols</b></p> <ul style="list-style-type: none"> <li>• Communication protocol not understood</li> <li>• Lack of marketing plan and communication for maximum exposure</li> <li>• Rules not communicated procedural manual—causes rework &amp; impacts morale</li> <li>• Don't have clear procedures/protocols</li> <li>• Accountability of protocol</li> <li>• Long history of people doing own things &amp; not communicating about it</li> <li>• Our work order system is also way out of date. It is cumbersome, inefficient and non-communicative</li> <li>• Inconsistencies of processes</li> <li>• Keep Information up to date</li> <li>• Better signage on campus</li>   <li>• Off campus phone callers are often routed around campus, rather than having their questions answered</li> <li>• Don't always communicate our work to the community – disjointed</li> </ul>	<p>To develop a protocol with procedures for communication that ensure all members of the College will receive the information essential for their effective work, study, or participation in campus processes.</p>	<p>S1: Clarify appropriate lines of communication according to the nature of issues that need to be communicated.</p> <p style="padding-left: 40px;">G1: Develop list of issue types / (or: <b>typology of issues?</b>), constituents, and modality for information dissemination.</p> <p style="padding-left: 40px;">G2: Establish students, staff, faculty, and administrators as core constituencies whose representatives ensure appropriate communication dissemination.</p> <p>S2: Provide effective campus navigational tools.</p> <p style="padding-left: 40px;">G1: The Bakersfield College campus and parking lots provide easily visible signage with regular maintenance.</p> <p>S3: Ensure that employees have necessary skills and information to channel incoming and disseminate outgoing information.</p> <p style="padding-left: 40px;">G1: Provide staff development with</p>	<p>Bakersfield College has a clear and comprehensive communication protocol with wide dissemination, easy accessibility, and regular review and update by College Council / (or <b>other oversight entity?</b>).</p> <p style="color: red;">KPI- List of issues types and modality for information dissemination</p> <p style="color: red;">KPI – Easily visible signage</p> <p>Bakersfield College community members and visitors will be able to navigate around campus effectively.</p> <p style="color: red;">KPI – Master Calendar, Key Information Guides, Organizational Charts , resources and common phone numbers for all</p>

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	<p style="text-align: center;"><b>Inter-segmental – Interpersonal Communication</b></p> <ul style="list-style-type: none"> <li>• Departments need to work better with each other</li> <li>• We need to develop a sensitivity to each other’s viewpoints</li> <li>• Lack of mutual respect between administration and staff</li> <li>• Decisions made without consultation with affected departments</li> <li>• Dishonesty; Saying one thing and doing another</li> <li>• Lack of mentoring for all employees (from Theme 1)</li> <li>• Better communication/timely /accurate</li> <li>• Notices for activities are often very late</li> <li>• Important announcements are often late (from Theme 1)</li> <li>• Wrong information given to students by faculty and counselors</li> <li>• Student Services affected by lack of communication</li> <li>• Not aware of what has changed</li> </ul>	<p>To address our culture of communication to ensure openness, honesty, fairness, and transparency in order to cultivate trust and mutual respect.</p>	<p>clear protocol for channeling incoming and outgoing communications.  G2: Develop a Master Calendar of events.   G3: Develop key information guides, e.g., organizational chart, student resources, common phone numbers.</p> <p>S1: Ensure perceived miscommunication, rumors, and conflict over the impact of decisions are not allowed to fester and damage trust.</p> <p>G1: Establish a recognized forum consisting of leaders representing college administration, Academic Senate, CSEA, CCA, and, if warranted by the nature of the issue, SGA for airing and working through perceived miscommunication, rumors, and trust-damaging conflicts.</p> <p>S2: Create and implement a staff development plan aimed at improving all employees’ ability to access and disseminate information (see Theme 1, Strategy #3).</p> <p>G1: Train (or re-train) employees on effective use of public folders.  G2: Train (or re-train) employees on effective use of BC website.  G3: Train (or re-train) employees on effective use of email.</p>	<p><i>staff</i></p> <p>All campus staff can channel incoming and disseminate outgoing information appropriately</p> <p><i>KPI – Recognized forum for airing and working through perceived miscommunication</i></p> <p>Trust among individuals and constituencies will grow as concerns are addressed in a timely and forthright manner.</p> <p><i>KPI- Training on use of public folders, website, email.</i></p> <p>Accuracy and timeliness of message delivery will improve as employees improve their ability to make themselves aware of important information available in central locations.</p>

## Result Area: Oversight and Accountability

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<p>KCCD: Strategic Initiative 4: Creation and maintenance of trust between employee groups, the colleges, and the District Office</p> <p>Strategy 1 ,</p> <p>Strategy 4</p> <p>Strategy 6</p>	<p><b>1 District-Campus Relations</b></p> <ul style="list-style-type: none"> <li>• The district has engaged in a pattern of making uninformed decisions. They repeatedly fail to consult with resources (skilled, experienced workers) and make decisions that either require more work or are costly. Examples cited included recent purchases of non-compatible two-way radios.</li> <li>• The district's efforts to centralize staff are counterproductive and cause unnecessary expenses and delays</li> <li>• We thought the District Office was to be downsized, not continue to add new administrators and take over college functions</li> <li>• The District Office runs the college too much</li> <li>• Not understood, not interested at District</li> <li>• Links with District Office need a reality check – non-communication</li> <li>• Disconnect between district and college</li> <li>• DO Facilities Director has way too much power.</li> <li>• Facilities and construction needs District Office impact instruction.</li> </ul>	<p>To develop and maintain a positive relationship between the District and College.</p>	<p>S1: In conjunction with District-Wide leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities.</p> <p>G1: Educate, inform, and hold accountable the lines of authority and communication between the District and College.                      G2: Clarify responsibilities for institutional functions, e.g., instructional programs and accreditation.                      G33: Identify an evaluation process that will provide for ongoing improvement.</p> <p>S2 Working with District-Wide personnel, develop a written code of ethics for all employees.</p>	<p>All campus constituencies understand the role of the District and its relationship to the College with regard to institutional functions, responsible entities, communication protocol, and evaluation for improvement.</p> <p style="color: red;">KPI- Collaborative Organizational Map</p> <p>All employees will understand expectations for ethical conduct in performing their duties, and will understand the consequences associated with noncompliance.</p> <p style="color: red;">KPI – Written Code of Ethics</p>

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<p>KCCD: Strategic Initiative: 4</p> <p>Creation and maintenance of trust between employee groups, the colleges, and the District Office</p> <p>Strategy 3</p> <p>Strategy 6</p> <p>Strategy 7</p>	<p><b>2 Mutual Trust and Respect</b></p> <ul style="list-style-type: none"> <li>Administration starts something and does not finish it. One example that happened numerous times: asking that a course be started, staff was hired, everything ready, and then the administrator dropped the ball – program was not promoted or advertised or the intended audience was never tapped.</li> <li>Administration tries to run some instructional programs and micromanages them: the construction program, for example. They either need to be administration or faculty, <i>they cannot be both!</i></li> <li>Administration cutting basic academic and vocational classes. This will result in a substantial decrease in enrollment.</li> <li>Administration is out of touch with the (lower) level of the students entering the programs.</li> <li>Lack of administrative support and oversight in several areas hinder instructional efforts</li> <li>Sense of distrust – faculty, admin, and district is historical</li> </ul>	<p>To improve relationships between Campus constituencies by clarifying levels of accountability and responsibility for the good of the College.</p>	<p>S1: Administration upholds and values transparent and open communication across Campus constituencies resulting in constructive outcomes.</p> <p>S2: Nurture and strengthen the roles of the Academic Senate, Staff Development Coordinating Council and Administration to promote mutual trust and respect.</p> <p>S3: Develop mutual respect among employees, with each person treated as a colleague critical to the success of the joint enterprise.</p> <p>S4: Develop transformational leadership in which leaders lead by example and empowerment.</p> <p>S5 Develop a culture of accountability, responsibility, and civility.</p>	<p>Increased trust and improved morale among all campus constituencies</p> <p>KPI –Regular formal and informal inquiry</p> <p>KPI -Leadership Training and development programs in partnership with District Office</p> <p>KPI – Evaluation mechanism to include elements of effective leadership</p> <p>KPI – Utilize College Values as a behavioral benchmark</p>

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	<ul style="list-style-type: none"> <li>• False press regarding Administration's viewpoint</li> <li>• Inconsistent voice (silos – internally and externally)</li> <li>• Lack of mutual respect between administration and staff</li> <li>• Administration's been dishonest – saying one thing and doing another</li> </ul>			
<p>Initiative 4:</p> <p>Strategy 2</p> <p>Strategy 5</p> <p>Strategy 6</p>	<p><b>3 Planning</b></p> <ul style="list-style-type: none"> <li>• Accountability of protocol</li> <li>• Desired outcomes are not always focused on strategic planning</li> <li>• Responding to urgent/crisis needs and leaving other stuff on back burner</li> <li>• Administration cutting basic academic and vocational classes. This will result in a substantial decrease in enrollment</li> <li>• Administration's disregard of student needs, example: canceling a needed instructional program, saying that students can learn basic skills (academic and computer) on the internet</li> </ul>	<p>The College Strategic Plan should align with the District's strategic initiatives and it should direct the Educational Master Plan. All planning should reflect fiscal responsibility for institutional survival.</p>	<p>S1: Community workforce needs and available resources should drive planning.</p> <p>S2: Define and communicate the core business of BC; make resources transparent with disclosure to all constituents on matters of resource availability.</p> <p>S3: Engage and include the campus in decision-making to promote productivity and efficiency during tough times ahead.</p> <p>G4: Develop and implement a Five-year Enrollment Management Plan.</p>	<p>KPI – Industry Advisory Panels</p> <p>KPI – Five-year Enrollment Management Plan</p>

# Result Area: Fiscal Responsibility

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<p>Initiative 3</p> <p>Increase funding for KCCD functions</p> <p>Strategy 1 – Implement a District-Wide instructional program and enrollment management system</p> <p>Strategy 2 – Increase funded enrollment/FTES</p> <p>Strategy 5 – Develop and/or expand alternative funding sources</p> <p>Strategy 6 – Engage in legislative advocacy</p>	<p><b>1 Lack of Funding</b></p> <ul style="list-style-type: none"> <li>• Lack of funding</li> <li>• Lack of horizon planning</li> <li>• Economics- need more resources</li> <li>• Lack of funding is always a problem</li> <li>• Budget-inadequate</li> <li>• Lack of support for printed schedule</li> <li>• Lack of funds for staff development</li> <li>• We are working with an antiquated budget, inadequate budget and budget process. Makes it difficult to process orders and procure equipment and supplies</li> </ul>	<p>To ensure fiscal responsibility through optimal revenue-producing course scheduling, and increasing grants and collaborations.</p>	<p>S1: Increase funded enrollment/FTES by developing a scheduling system that maximizes core course offerings within multi-year scheduling process.</p> <p>Maximize campus opportunities for group training in assessment, staff development, Foundations of Excellence, and Student Success Initiative projects.</p> <p>Hire a grant writer to research and write applications for alternative funding sources.</p> <p>Support legislative changes to the "50% law" regulations that prevent designation of counselors and librarians as faculty.</p>	<p>KPI: Scheduling System</p> <p>KPI: Increased opportunities for group training in assessment, FoE and Student Success initiative projects</p>
<p>Strategy 3 – Institute</p>	<p><b>2 Management of Funds</b></p>	<p>To ensure appropriate</p>	<p>Work with District leadership to complete</p>	<p>All personnel involved</p>

<p>cost-effective business processes and organizational structures</p> <p>Strategy 4 – Develop and implement an integrated resource allocation model which incorporates planning, budgeting, program review, and information-based program outcomes</p>	<ul style="list-style-type: none"> <li>• Money doesn't always go where services are offered</li> <li>• Where does the money go?</li> <li>• Budget cutbacks vs. hiring new staff</li> <li>• Funding must be used appropriately</li> <li>• Continued funding is essential for vocational classes and for updating technology</li> <li>• We thought the District Office was to be downsized, not continue to add new administrators and take over college function</li> <li>• Administration cutting basic academic and vocational classes. This will result in a substantial decrease in enrollment</li> <li>• Budget process needs to be more streamlined</li> </ul>	<p>management of funds to support the College's mission.</p>	<p>the development, implementation, and assessment of the budget allocation model.</p> <p>Create College goals and budget appropriations from all unit plans, which include budget and facilities needs, to link planning and budget allocation.</p> <p>Develop flow charts to explain allocation of all College funds – details can be hyperlinked or revealed in a drop down menu</p> <ul style="list-style-type: none"> <li>• General unrestricted</li> <li>• Categorical <ul style="list-style-type: none"> <li>— Internal</li> <li>— External</li> </ul> </li> <li>• Strategic initiatives</li> </ul> <p>Develop a system to provide information on programs, finances, and these processes on a continuous basis to planning participants.</p> <p>Clarify the roles of governance entities and and/or other local budget vetting processes.</p>	<p>with budgetary decisions and assessment will be able to use and assess the budget allocation model</p> <p>A clear link will be made between budget proposals and college priorities embedded in the Educational Master Plans</p>
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## Key Result Area: Facilities

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<p>KCCD :Initiative 3</p> <p>Strategy 3: Development of an integrated facilities and educational master plan</p>	<p style="text-align: center;"><b>Campus Pest Control</b></p> <p>Too many pests, health issues</p>	<p>Preventative master plan for campus-wide pest control</p>	<p>S1: Campus-wide pest control service (bid)</p>	<p>Bakersfield Campus takes action to become "pest-free"</p> <p style="color: red;">KPI- Regular Pest Control plan</p>
	<p style="text-align: center;"><b>Coordination &amp; Efficient Usage of Scheduling District Facilities</b></p> <p>Growth in student population, facilities not being used effectively, class size vs. room size, course limited by lab space, lack of space, upcoming renovations.</p>	<p>There is first point of contact and explanation of facilities' scheduling procedure</p>	<p>S1: Communication-Recurring emails at beginning of semester to remind who &amp; how to schedule facilities and updates from Facilities Planning Subcommittee.</p>	<p>Improved scheduling of campus facilities</p> <p style="color: red;">KPI-Recurring emails and update</p>
	<p style="text-align: center;"><b>Cleanliness of Facilities and Landscape</b></p> <p>Image, facility cleanliness, health issues, landscaping maintenance</p>	<p>To unite the staff &amp; students in an effort to improve the campus &amp; environment.</p>	<p>S1: Involve CSEA &amp; SGA w/collecting recyclable items to raise money for the particular club of the month. Expand work release program to include washing down buildings, trash issues, etc. Campaign: "Give a Hoot, Don't Pollute"</p>	<p>Increased collaborative activity to improve campus and environment</p> <p style="color: red;">KPI- Income from recycling</p> <p style="color: red;">Campaign: "Don't give a hoot..."</p>

## Key Result Area: Image

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<p>KCCD Initiate 1: Greater responsiveness to community needs and programs offered through the establishment of college areas of particular strength and areas of development Strategy 3 – Market, advertise existing and proposed KCCD college programs</p>	<p><b>1. Internal and External Marketing</b></p> <p>Internally, employees may not understand college's efforts for marketing and outreach</p> <ul style="list-style-type: none"> <li>• Don't always communicate our work to the community</li> <li>• We need better marketing</li> <li>• Our marketing/advertising is the wrong medium/message for the college</li> <li>• Advertising is not age appropriate</li> <li>• Community doesn't understand 2-year vs. 4-year college</li> </ul> <p>Outdated logo/system/branding scheme</p> <p>Badly designed marketing materials/billboards/brochures</p> <ul style="list-style-type: none"> <li>• We use stock/canned graphics</li> <li>• The photos are not age appropriate and are the wrong demographic- under 18 in some pictures</li> <li>• We are not using photos of actual students</li> <li>• Our website is antiquated/not user friendly/too cluttered</li> <li>• There is no consistency to the various department sites</li> </ul> <p>Lack of signage</p>	<p>Our intent is to improve the image of Bakersfield College to external and internal audiences.</p>	<p><b>S1 Improve campus communication and information on marketing and outreach efforts.</b></p> <p>G1: Survey students and develop focus groups to gauge informational success.</p> <p>G2: Make campus outreach and marketing events visible to internal constituents. One solution is to create a blog to answer questions and provide updates.</p> <p>G3: Alert the campus routinely on the success of outreach and marketing efforts.</p> <p>G4: Update and maintain the campus Intranet for communication of information to internal constituencies.</p>	<p>Marketing and outreach speaks more directly to our audiences.</p> <p>Campus constituencies better understand marketing and outreach efforts. <b>KPI: Student survey</b></p> <p>Campus constituencies are better informed about the efforts on behalf of the college as well as to the successes of other areas on campus – goes toward improved communication and awareness. <b>KPI: Routine campus updates</b></p> <p>Non-essential internal information is removed from the college's website</p>

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	<ul style="list-style-type: none"> <li>Lack of signage in parking lots and buildings</li> </ul>			<p>to avoid confusion for students and visitors to the site.  <b>KPI- Updated Intranet</b></p>
			<p><b>S2: Develop streamlined and simplified online systems for students.</b></p> <p>G1: Look to a new solution for the registration system that is simplified and operates more like a shopping cart – an interface more familiar for students.</p> <p><b>S3: Coordinate marketing efforts through a jointly-developed marketing plan.</b></p> <p>G1College works to develop a more inclusive marketing plan that incorporates more constituent groups and addresses internal communication needs.</p> <p>G1a:College holds open meetings to solicit input.</p> <p>G1b: Marketing plan is widely disseminated so all constituent groups understand the importance and relevance.</p> <p>G1c:Marketing plan is updated yearly and redeployed.</p>	<p>Students easily register for courses, using familiar online methods.  <b>KPI- Simplified registration system</b></p> <p>Campus constituencies have a greater understanding of the breadth and depth of outreach and marketing efforts and an improved understanding of the work-flow process.  <b>KPI – More inclusive marketing plan  Open meetings  Updated marketing plan</b></p>

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			<p><b>S4: Improve image and relevance of college via an improved and expanded catalog of "real" student photography.</b></p> <p>G1: Mobilize the talented photographers at Bakersfield College to photograph campus life and provide the images to the Department of Marketing and Public Relations for archival and storage.</p> <p>G1a: Create a 24-hour photography event where all areas of the campus are open (except classes in session or with permission)</p> <p>G2: Hire a professional photographer for one year to come to campus in each of the four seasons to photograph campus life. Once photo archive has been created, hire the photographer to periodically update the archive as needed..</p> <p>G3: Purchase a high quality digital camera for use by staff to take photos.</p>	<p>Graphics, marketing and outreach areas have a catalog of quality photography readily accessible  <b>KPI – Catalog of quality photographs</b></p> <p>Graphics, marketing and outreach areas have a catalog of professional photography readily accessible for materials and other uses.  <b>KPI – Professional Photographer</b></p> <p>Needed photos can be easily taken and used in marketing efforts, eliminating the use of stock photography.  <b>KPI- High quality camera</b></p> <p>Focused effort is</p>

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			<p><b>S 5: Examine branding of Bakersfield College</b>  <b>Goals:</b></p> <p>G1: Conduct focus groups and polling to determine first what the public's image is of Bakersfield College, where does the current branding fail/miss the mark, and suggestions on how it can be fixed.</p> <p>G2: Recruit a team of professionals to develop and deploy a new college identity system.</p> <p>G3: Develop an identity manual for effective use of the new identity.</p> <p>G4: Develop formats for print materials, letterhead, business cards, etc.</p> <p>G5: Apply the identity/branding to the campus website (as appropriate), wayfinding/signage, vehicles, uniforms, etc...</p> <p><b>S6: Develop wayfinding and signage system for the campus.</b></p>	<p>developed with our populations input as basis.  <b>KPI –Focus groups</b></p> <p>College has an identity system that is contemporary, flexible, and usable.</p> <p>College has a defined set of guidelines for the effective use of the college identity.  <b>KPI- Defined set of guidelines</b></p> <p>The campus has an updated, consistent branding plan for all areas to use.</p> <p>All promotional efforts of the campus reinforce one another, and the campus appears to have uniform branding.  <b>KPI-Uniform branding</b></p> <p>Students and visitors easily navigate campus.</p> <p>Buildings have consistent,</p>

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			<p>G1: Deploy current and accurately-oriented "You are Here" wayfinding maps on campus.</p> <p>G2: Increase and correct building signage.</p> <p>G3: Decrease frequency of building renaming.</p> <p><b>S7 : Identify and energize alumni to support Bakersfield College.</b></p> <p>G1: Work to establish an extensive list of alumni.</p> <p>G2: Communicate and call on alumni routinely.</p> <p>G3: Redefine the criteria of "alumni" to be more inclusive.</p> <p>G4: College Foundation leads the way to more interaction with alumni, with new efforts.</p>	<p>correct and easily-locatable signage which matches that used on materials (i.e. schedules).</p> <p>Campus will have less expense and confusion, regarding building names.</p> <p>College has access to a group of individuals in the community who already understand the benefits and advantages of attending Bakersfield College.</p> <p>Alumni are informed and aware of the college's programs, services, and needs.</p> <p>The college's broad, positive impact on the community is easily understood.</p> <p>The college's connects with alumni in new, positive ways.</p>

## Key Result Area: Linkages

\*KPI = Key Performance Indicator

LINKING STRATEGIC INITIATIVES	COLLEGE THEMES & CRITICAL DATA ELEMENTS	STATEMENT OF INTENT	STRATEGY GOAL STATEMENTS	EXPECTED OUTCOME *KPI
<p>Budget &amp; Program Review Restructure (College Council, December 2002)</p> <p>College Goal 2006-07 #2: Recommendations for linking planning, budget and enrollment management (College Council, April 2007)</p> <p>College Council evaluation Spring 2007 suggesting pilot of new College Council format</p>	<p>Historical Data:</p> <p>BC documents involving one or more of the major processes (planning, assessment, program review, curriculum, budget)</p> <ul style="list-style-type: none"> <li>• Budget &amp; Program Review Restructure (College Council, December 2002)</li> <li>• College Goal 2006-07 #2: Recommendations for linking planning, budget and enrollment management (College Council, April 2007)</li> <li>• College Council evaluation Spring 2007 suggesting pilot of new College Council format</li> <li>• Alignment Matrix for CCC, KCCD, and BC 2007-08 Annual Goals (Summer 2007)</li> <li>• Unit Plan Template and Training Manual with Assessment and Budget information (Fall 2007)</li> <li>• BC Planning Processes and Implementation Timeline 2007-08 (Fall 2007)</li> <li>• Accreditation Evaluation Report (October 2006; January, March 2007)</li> </ul>	<p>To create clear connections between campus planning, assessment, program review, curriculum, and budget processes.</p> <ul style="list-style-type: none"> <li>• Updated planning, process, and decision-making information must be available on a continuous basis to planning participants.</li> <li>• Our Renegade 2012 plan needs to align with the KCCD and CCC Strategic Plans.</li> </ul> <p>Our Renegade 2012 plan needs to direct the Educational Master Plan for 2008-09 and beyond.</p>	<p>S1: Improve awareness of multilevel strategic and program initiatives and their interrelationships.</p> <p>G1: Create and disseminate matrix linking strategic and program initiatives that include alignment between CCC, KCCD, Renegade 2012 Plan, BC Annual College Goals, and major program initiatives. President and College Council will initiate updates annually.</p> <p>S2: Evaluate College Council's membership requirement and clarify its role in making recommendations to the President.</p> <p>G1: Academic Senate oversees evaluation of College Council. Create a formal document that includes purpose, by-laws, membership, and function in relation to other participatory governance bodies on</p>	<p>College Community will know how our plans fit with KCCD and CCC strategic plans and other BC program initiatives.</p> <p>KPI: Annually updated matrix aligns linkages</p> <p>Clarification of College Council's role, and how it functions with other campus governance bodies, is clear to the campus community and membership requirements are easy to understand.</p> <p>KPI: Formal document includes by-laws, membership and function</p> <p>KPI-Programmatic and</p>

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<p>Alignment Matrix for CCC, KCCD, and BC 2007-08 Annual Goals (Summer 2007)</p> <p>Unit Plan Template and Training Manual with Assessment and Budget information (Fall 2007)</p> <p>BC Planning Processes and Implementation Timeline 2007-08 (Fall 2007)</p> <p>Accreditation Evaluation Report (October 2006; January, March 2007)</p>	<ul style="list-style-type: none"> <li>Accreditation Progress Visit Report (November 2007; January 2008)</li> </ul> <p>National Center for Developmental Education Reports (2007) indicate many quality activities underway randomly; therefore need better collaboration and integration.</p>		<p><b>campus.</b></p> <p>S3: Include programmatic and curricular changes in Unit Plan and Program Review documents to establish need for remodeling buildings.</p> <p>G1: Institutional Research and Planning Office develops linkages between Unit Plan and Program Review and <b>provides training to the Institutional Effective Committee and Program Review participants.</b></p> <p>G2: Institutional Research and Planning Office works with Facilities Committee to develop training on how to <b>update Unit Plans with appropriate documentation of remodeling needs</b> based on changes in curriculum and instructional programs.</p> <p>S4: Improve awareness of how planning documents guide budget decisions.</p> <p>G1: Clarify links between program reviews, unit plans, budget</p>	<p><b>Curricular Changes in Unit Plan and Program Review documents</b></p> <p>Alignment between elements common to the Unit Plan and Program Review processes will be clear to College personnel who participate in these processes.</p> <p><b>KPI: Training to Institutional Effectiveness Committee and Program Review participants</b></p> <p><b>KPI: Training on how to update Unit Plans</b></p> <p><b>KPI: Update of Unit Plans with appropriate</b></p>

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<p>Accreditation Progress Visit Report (November 2007; January 2008)</p> <p>National Center for Developmental Education Reports (2007) indicate many quality activities underway randomly; therefore need better collaboration and integration</p>			<p>development and enrollment management, and make appropriate documents available to the college community.</p> <p>S1 Include information about four major resource decisions and acquisitions: (a) hiring of staff and faculty; (b) instructional equipment purchases; (c) scheduled cleaning, maintenance and repair; (d) technology updates and replacements.</p> <p>G1 Establish and maintain clear, consistent, and timely communication routines for budget decisions as they take place.</p> <p>S5: Create transparent budget process</p>	<p>documentation</p> <p>Curriculum will link to unit and budget planning processes as schedules for buildings' renovation and remodel develop.</p> <p>KPI: Documents available to college community</p> <p>College receives regular updates via appropriate information communication channel(s) about planning and budget linkages and decisions.</p> <p>KPI: Regular updates</p> <p>Chairs and Directors will be informed of and able to explain to their areas: (a) development of overall budget priorities for the year, and (b) how the overall priorities direct</p>

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			G1:Pilot the inclusion of Program Chairs and Directors with Deans in budget meetings with President's Executive Cabinet for prioritization of budget requests.	unit funding.  KPI: When asked al Chairs & Directors are able to explain budget development priorities