

Accreditation and Institutional Quality (AIQ) Committee

Spring 2023

May 3, 2023

Grace Commiso, AIQ Faculty Chair

Review of committee work for 2022-23

Review of AIQ's BC and KCCD Services Survey Report (see appendix A)

- Respondents: 49% reported as faculty, 86% reported as full-time, 85% reported their primary work location was main campus, 50% reported they have worked for BC for two to ten years, and 58% reported they have served on a campus committee in the past.
- With several high merits for effective service honorable mention goes to Academic Technology (AT). Of responses received, AT received the highest response rate with 94% of respondents somewhat or strongly agreeing that AT provides effective service. Followed by the Library at 88% and the Print shop at 87%.
- Open ended responses are included with redactions for those who did not follow the directions provided.

Review of BC's Institution Self Evaluation Report (ISER)

- AIQ seeking faculty for ISER positions (Lead, Editor, & Evidence Indexer).
- The ISER will be due December 2024, to the ACCJC peer review team. The peer review team will review the ISER spring 2025, and a campus visit will take place fall 2025.
- ISER evidence collection and writing will begin fall 2023.
- AIQ has begun to review a potential crosswalk of the new ACCJC standards, but the new standards are not finalized yet. Everyone is encouraged to look at the proposed [new standards](#), which will be finalized by June.

Review of BC's Institution Set Standards (ISS)

- Focusing on Course success rates. AIQ has recommended splitting online to more adequately reflect modalities, as well as remove CTE as it is embedded in all pathways and the work we do.
- A summary of the ISS recommendations were presented to Senate and College Council.
- AIQ is looking to review persistence as a possible ISS recommendation next year, as well as the addition of a non-credit certificate completion ISS.

Review of BC's Strategic Directions 2021-24 Report (see appendix B)

- This is year 2 of BC's 3-year Strategic Directions cycle (2021-24).
- Received 100% response on scores:
 - Not started yet = 1
 - In progress = 48
 - Complete = 24
 - Not reported = 0

Appendix A

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

November 2022

**BAKERSFIELD
COLLEGE**

Survey Information

Survey Summary:

- The **Accreditation and Institutional Quality** survey of **BC** and **KCCD** Services rendered in the **Fall 2022 Term** is an anonymous survey that will be shared and used to improve Bakersfield College.

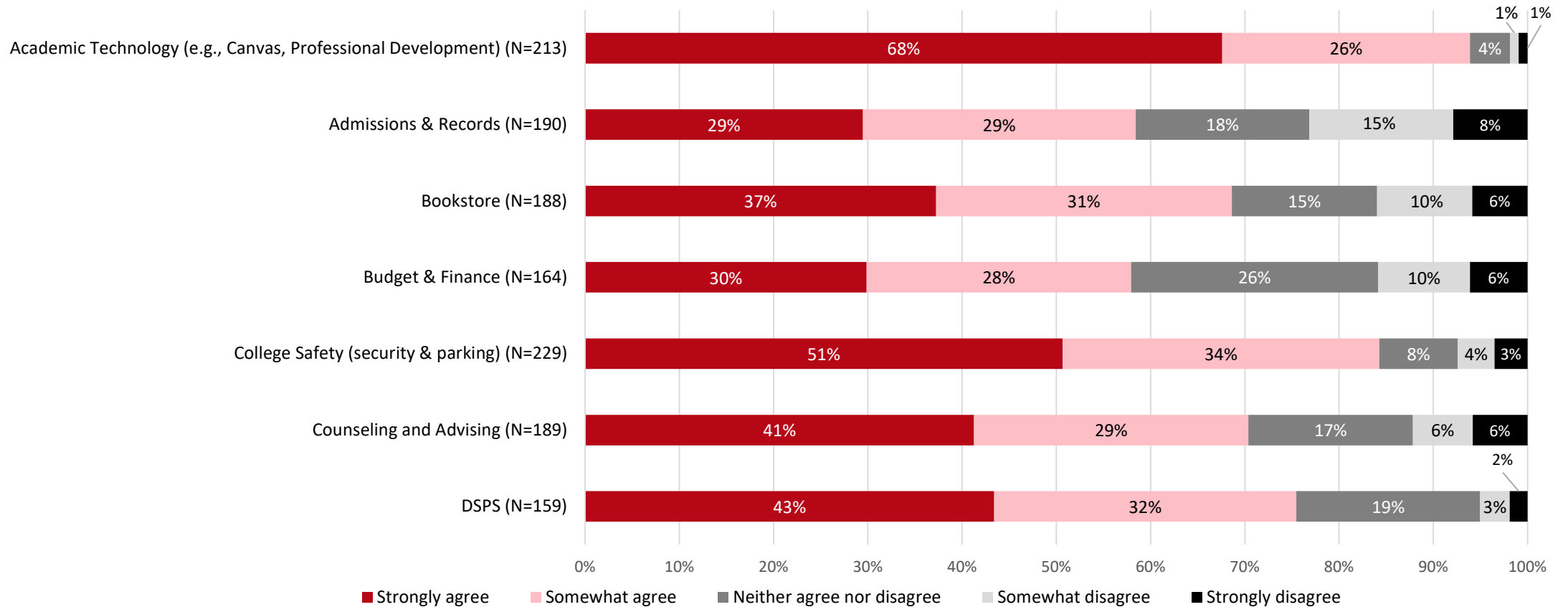
Participants and Active Dates:

- All **BC Faculty, Staff, and Managers/Administrators** were invited to participate using the BC All listserv
 - An estimated 1,061 Employees received the survey (KCCD Fast Facts on 2021-22 BC Employees)
- The anonymous survey was released on 10/26/22 and closed on 11/09/22

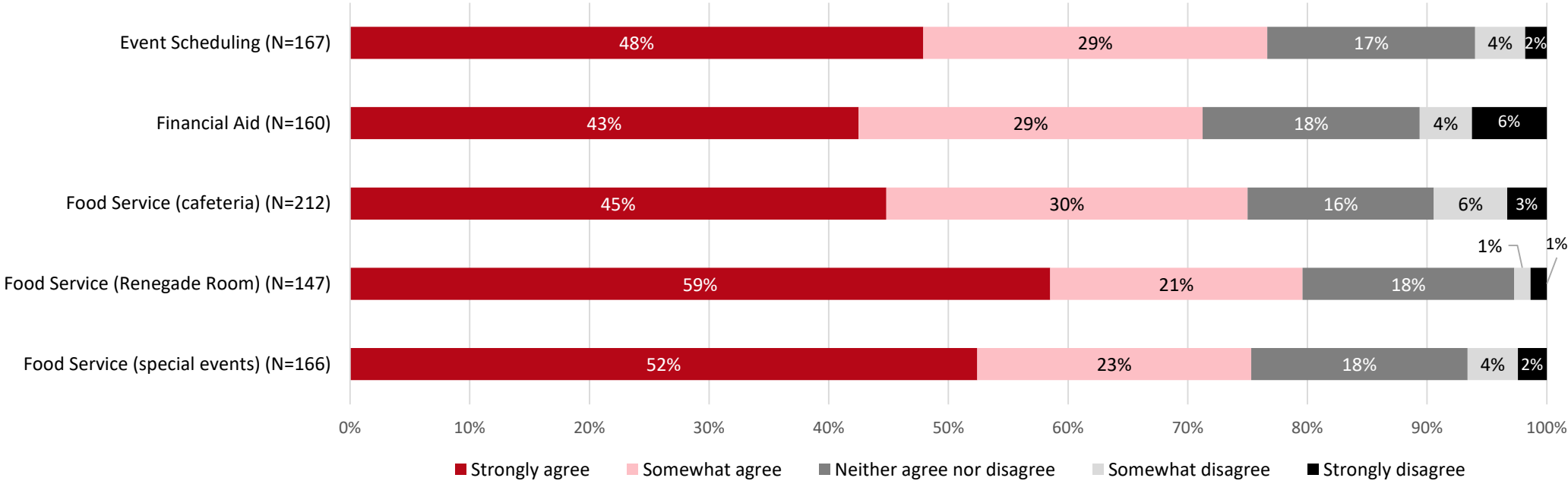
Responses Received:

- **256** responses were received (24.1% Response Rate)

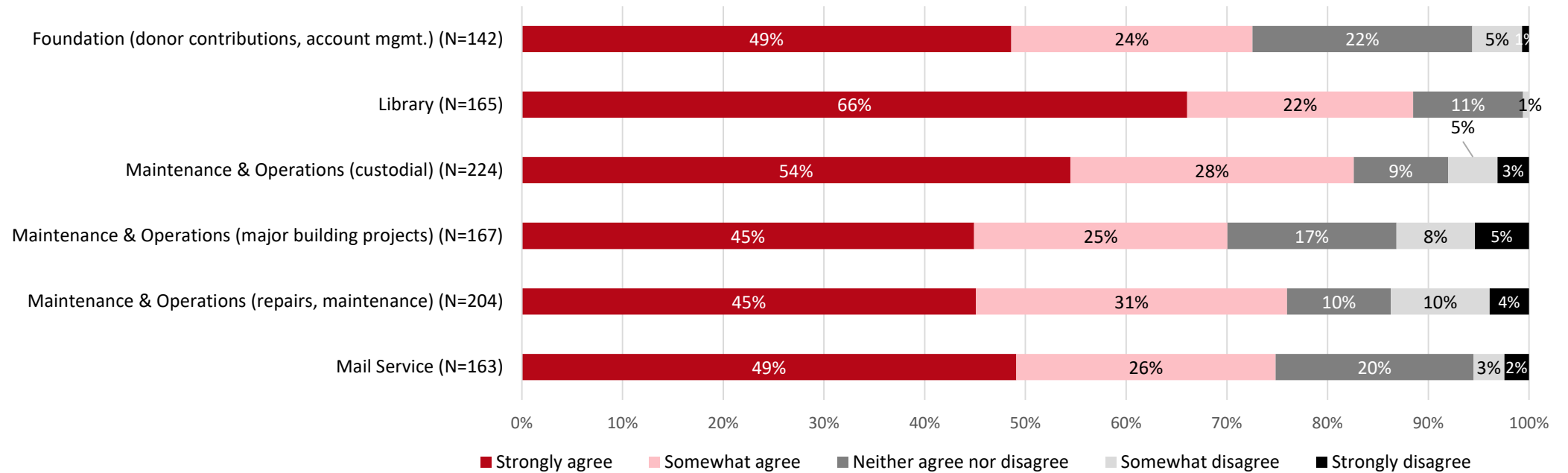
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**.



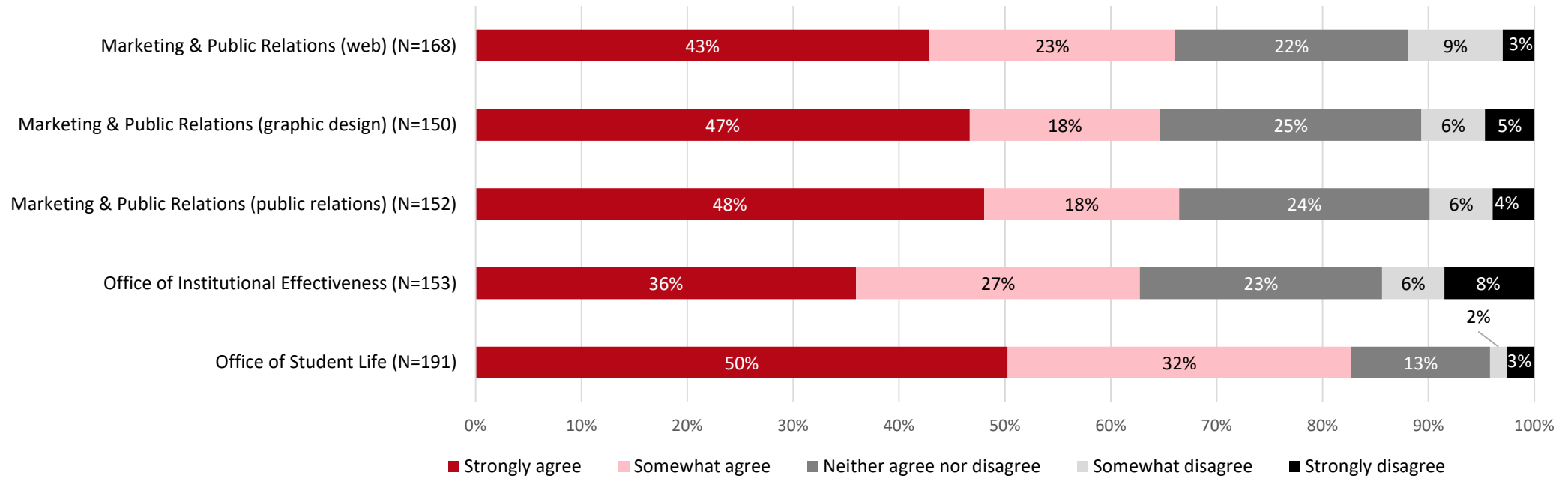
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**. (Continued)



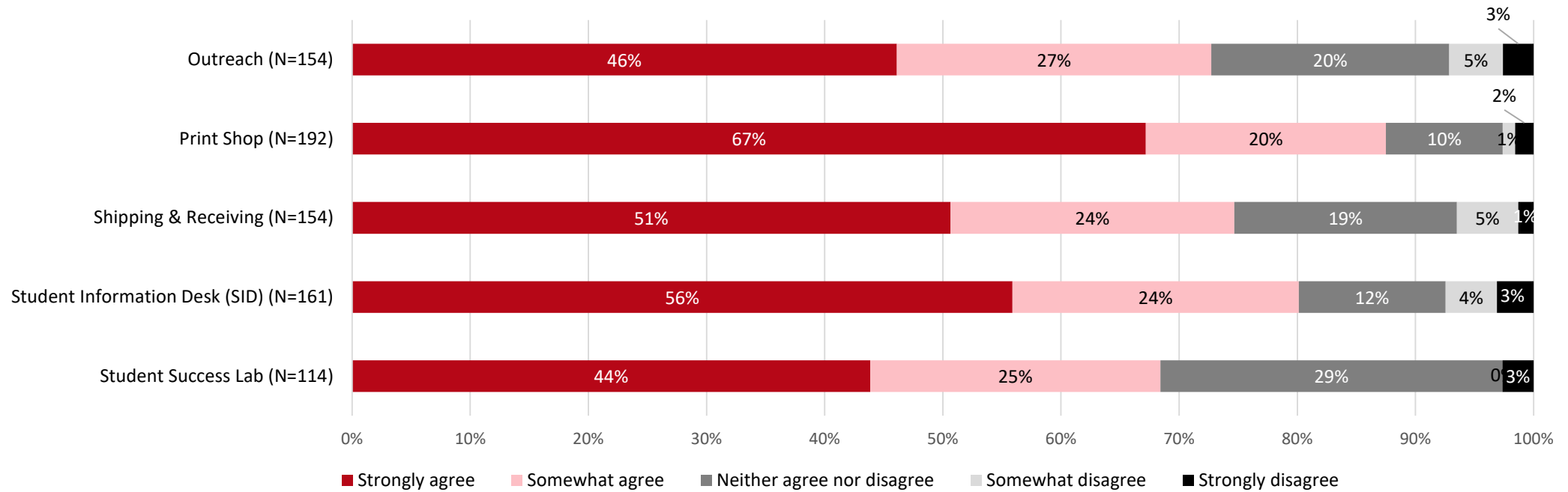
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**. (Continued)



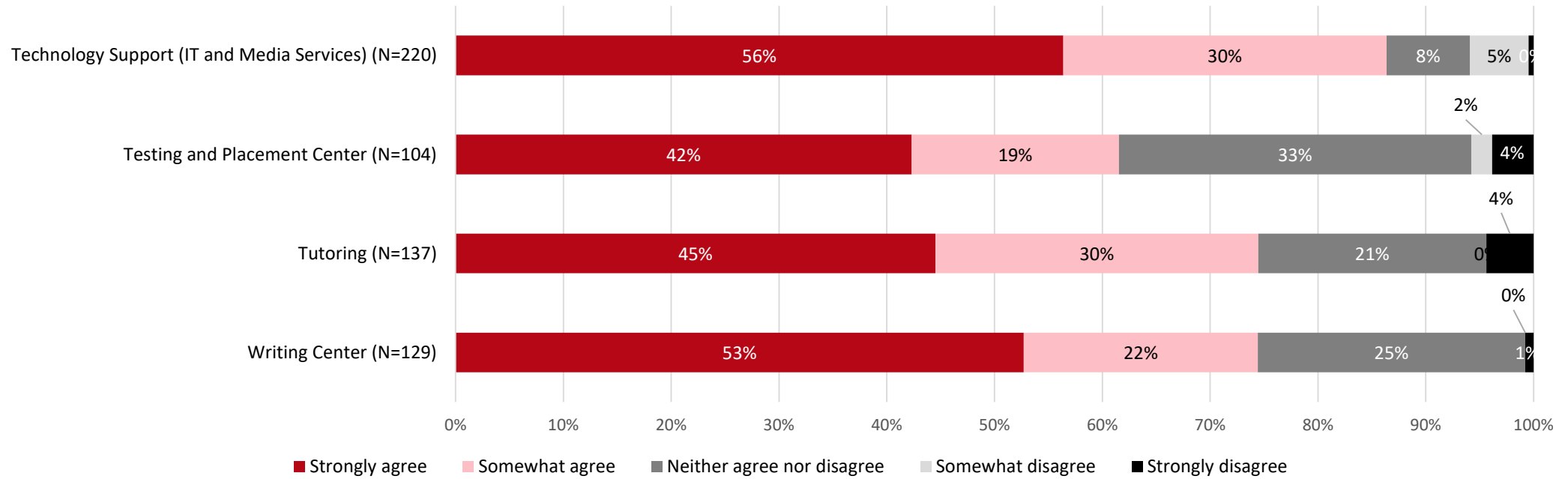
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**. (Continued)



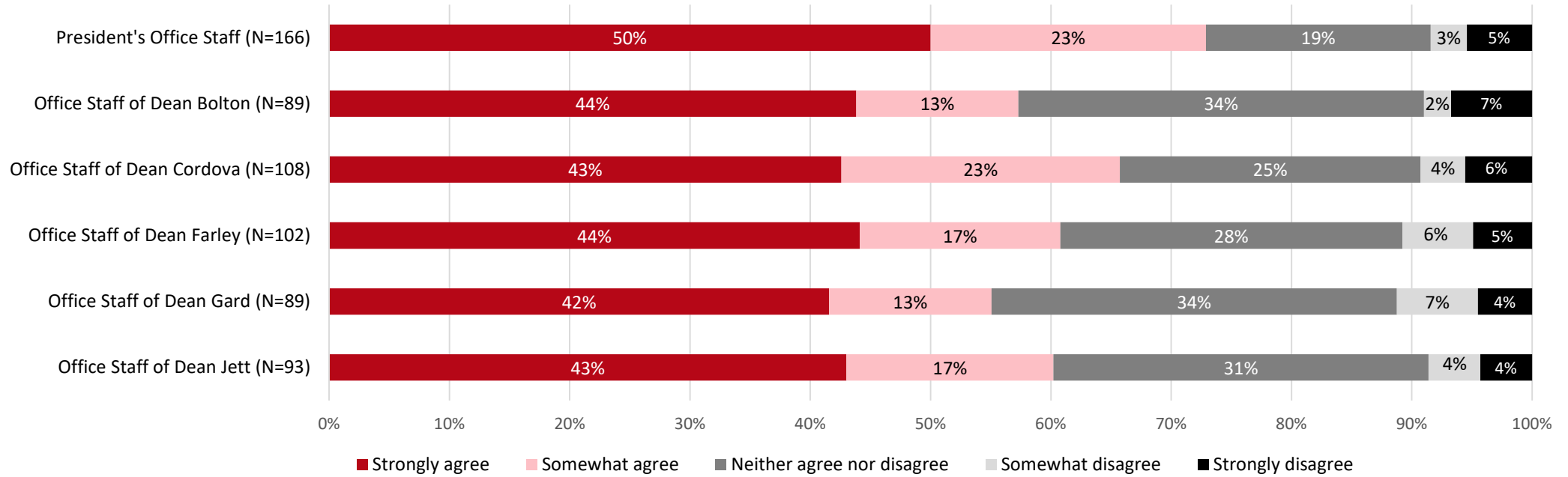
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**. (Continued)



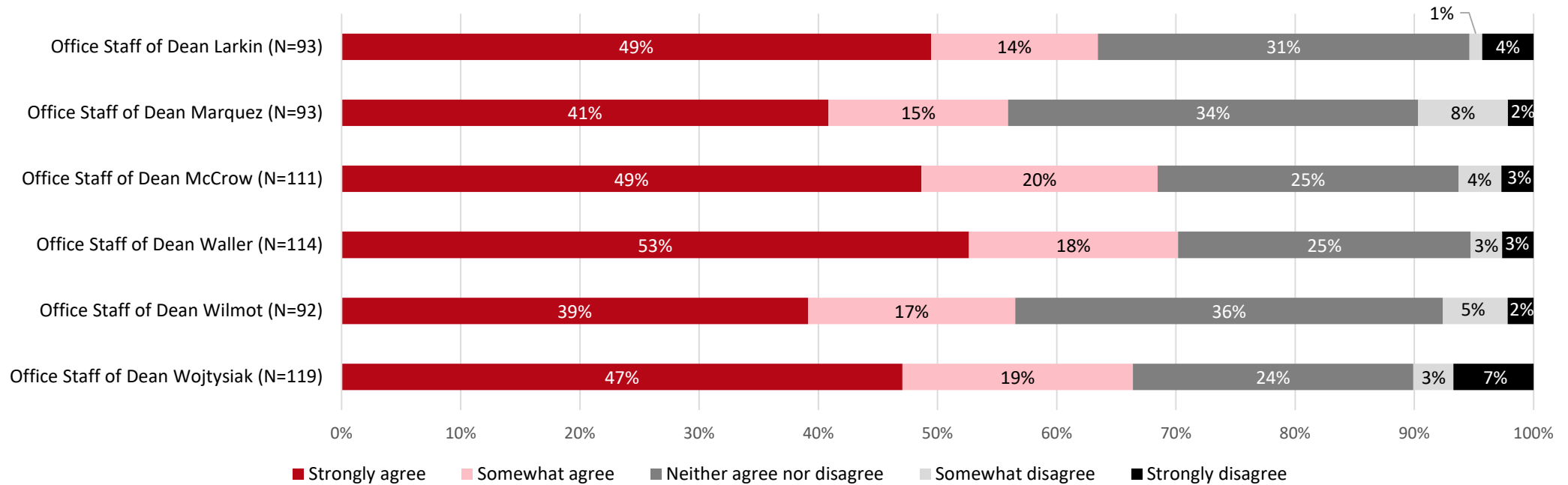
Indicate the extent to which you agree that the following **Bakersfield College** services and departments have provided you with **effective service**. (Continued)



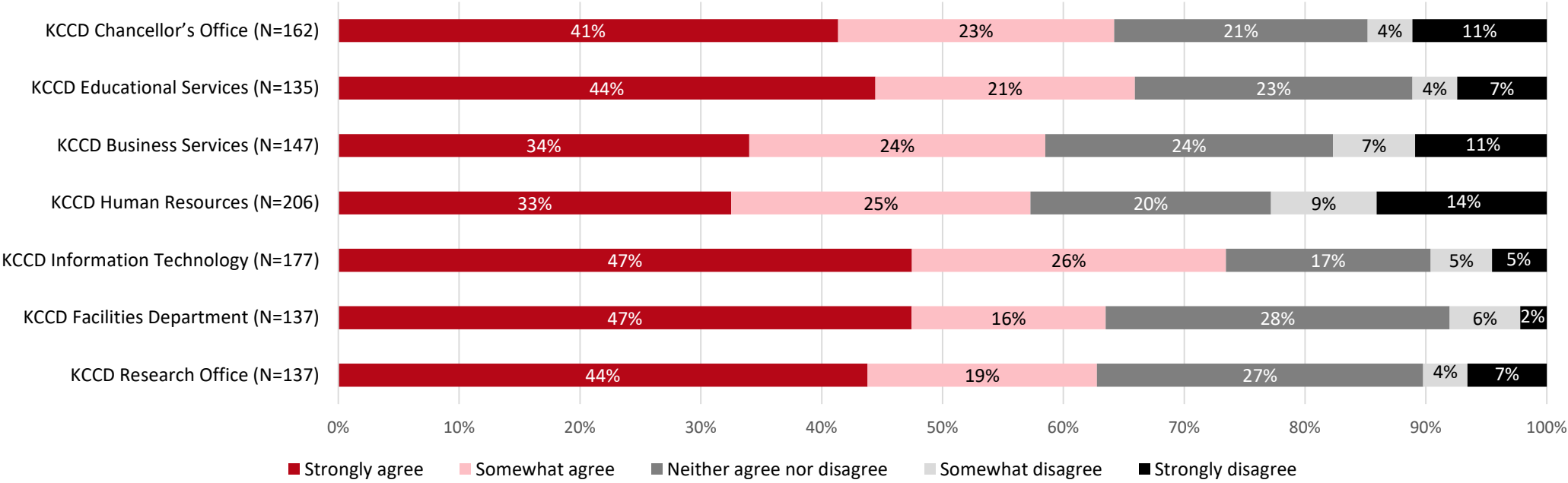
Please indicate the extent to which agree that the **office staff** of the following offices provided you with **effective service**.



Please indicate the extent to which agree that the **office staff** of the following offices provided you with **effective service**. (Continued)

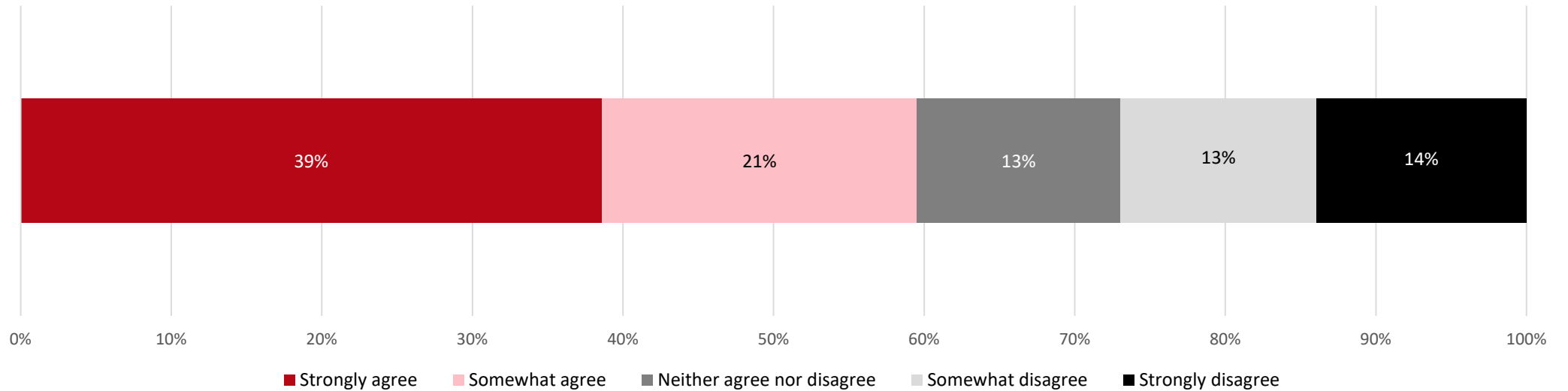


Indicate the extent to which you agree that the following **KCCD** offices and services (located in the downtown office building) are effectively supporting Bakersfield College in achieving its mission.



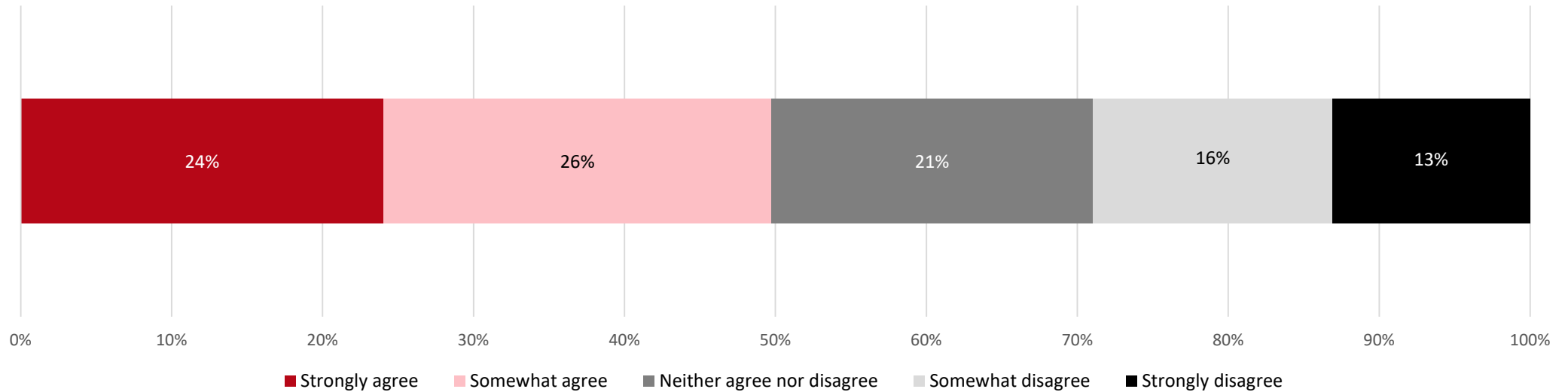
The BC President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (Standard IV.B.1).

The BC President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (Standard IV.B.1). (N=215)

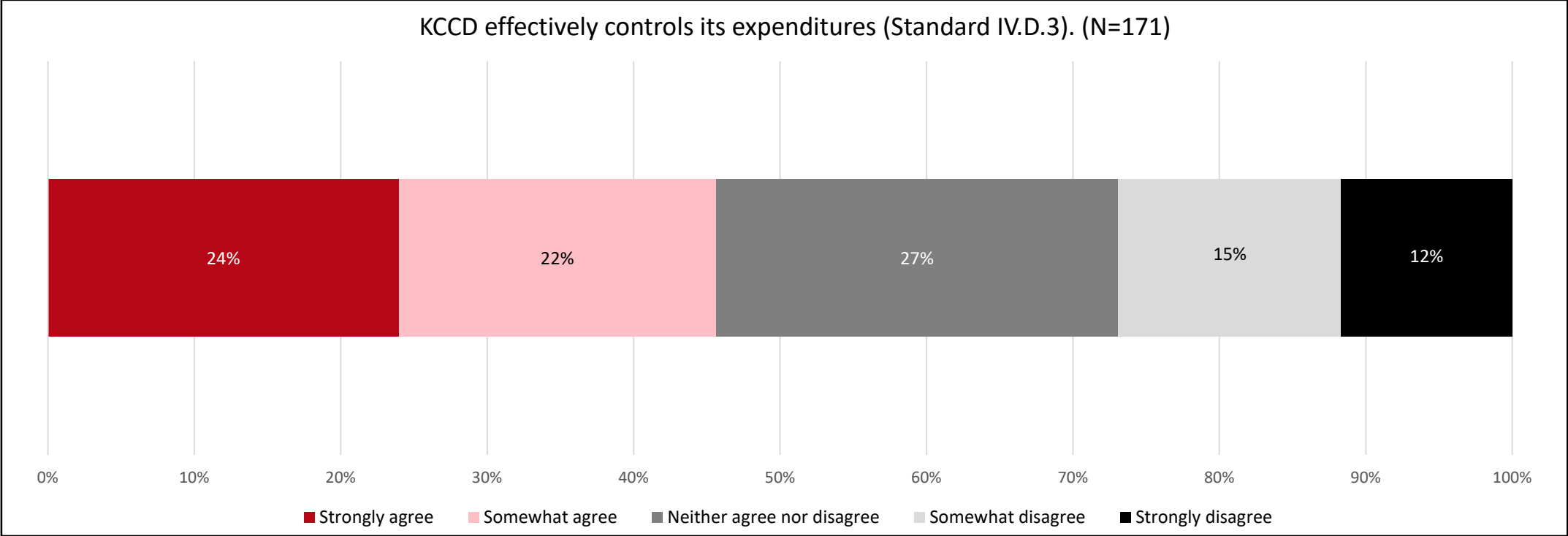


KCCD clearly delineates their own operational functions from those of Bakersfield College (Standard IV.D.2).

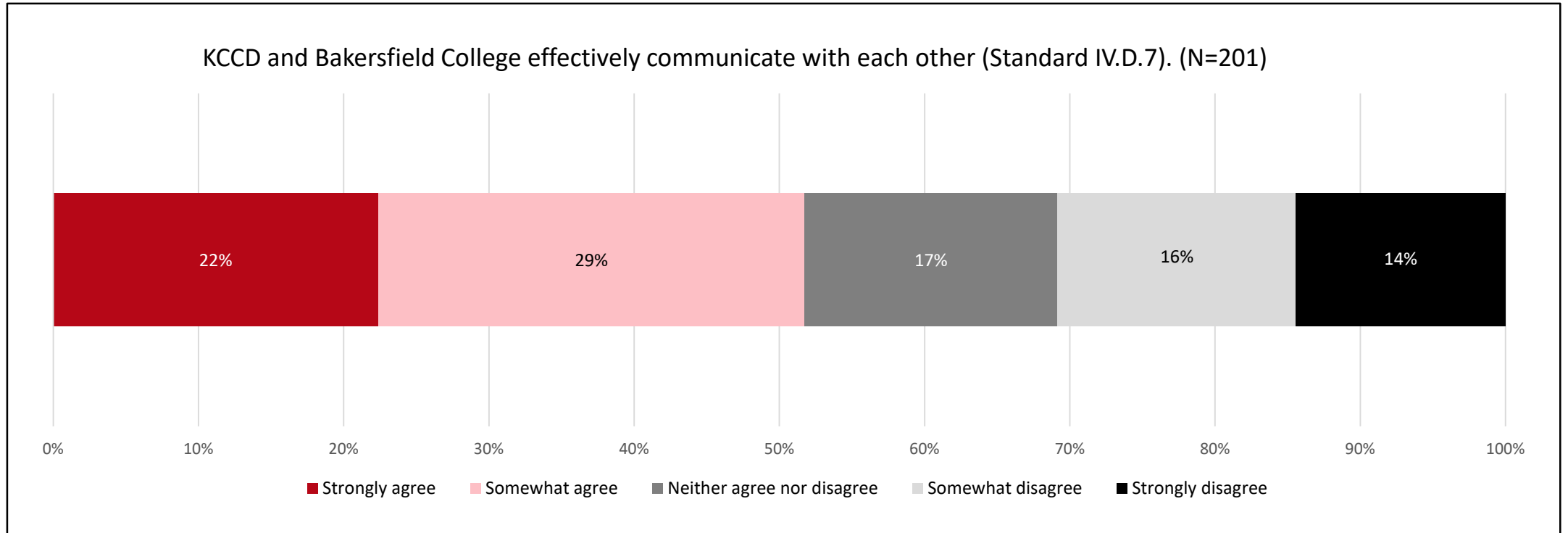
KCCD clearly delineates their own operational functions from those of Bakersfield College (Standard IV.D.2).
(N=183)



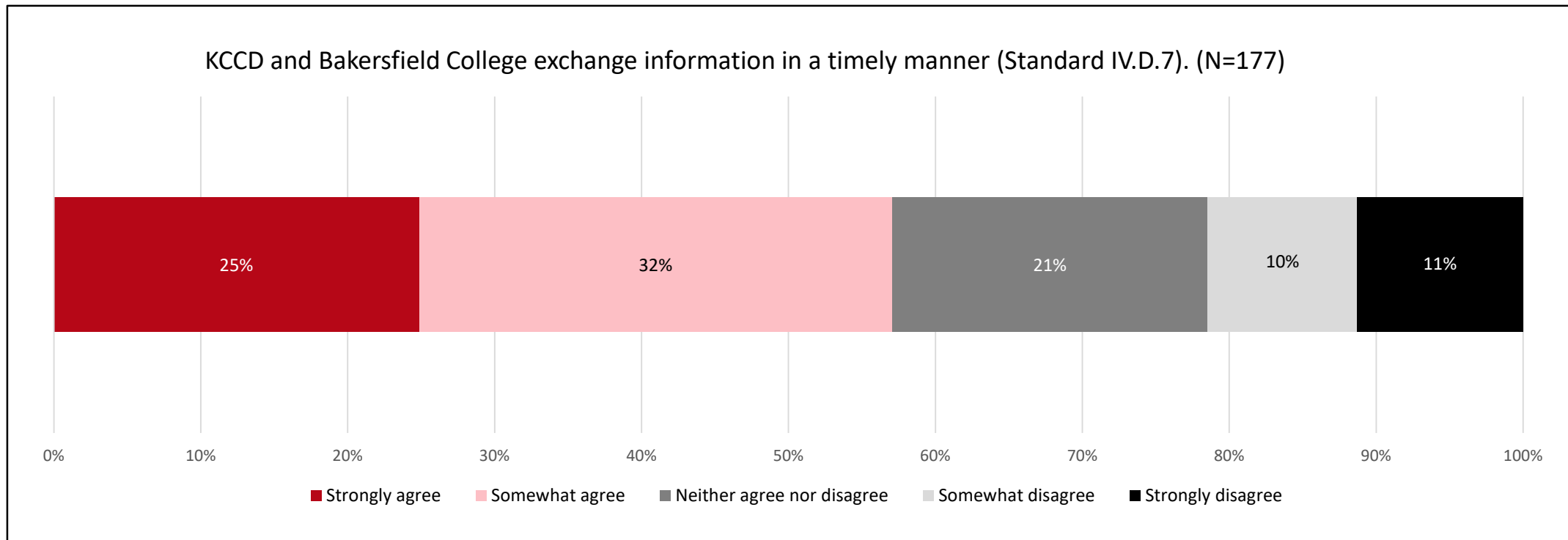
KCCD effectively controls its expenditures (Standard IV.D.3).



KCCD and Bakersfield College effectively communicate with each other (Standard IV.D.7).



KCCD and Bakersfield College exchange information in a timely manner (Standard IV.D.7).

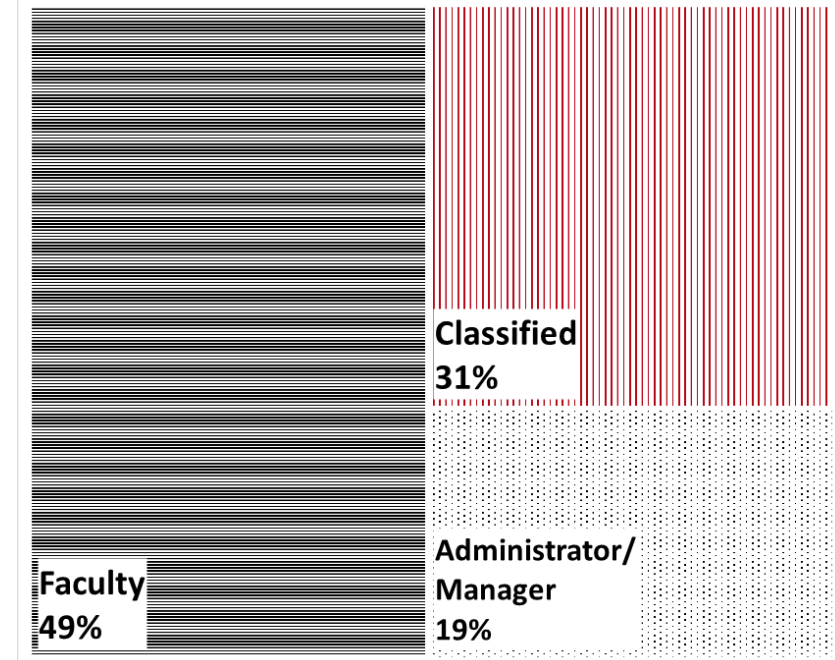


Work Location and Role at BC

Primary Work Location (N=247)

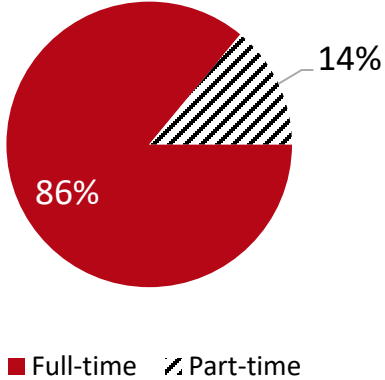


Primary Role at BC (N=237)

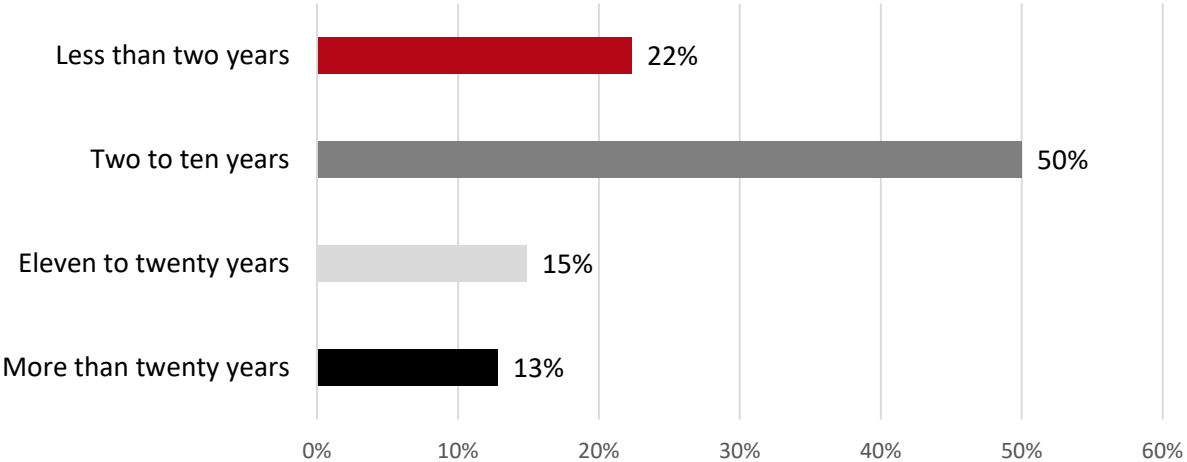


Work Status and Years at BC

Are you employed part-time or full-time?
(N=243)

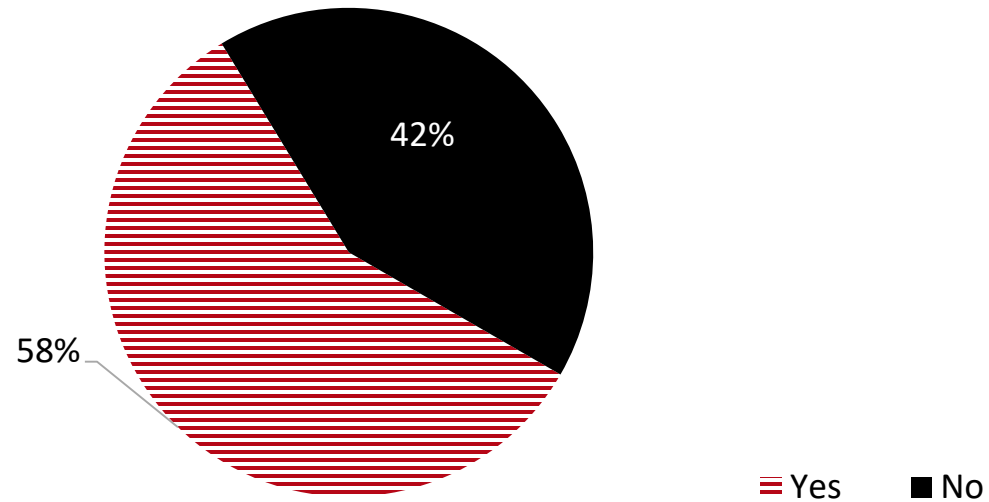


How long have you worked for Bakersfield College? (N=242)



Committee Participation at BC

Have you served on any of the following committees, currently or in the past?
(N=245)

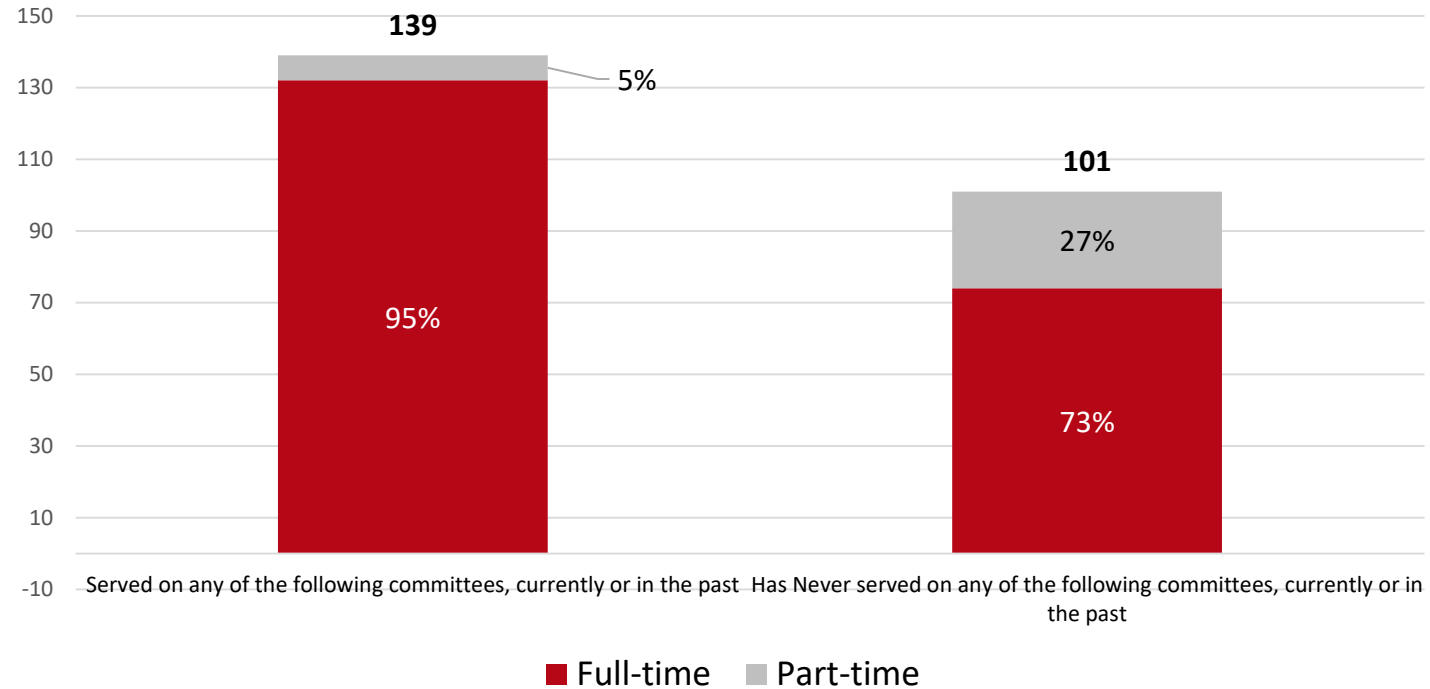


- Academic Senate
- Accreditation & Institutional Quality Committee (AIQ)
- Administrative Council
- Assessment Committee
- Budget Committee
- College Council
- Curriculum Committee
- Educational Administrators Council (EAC)

- Equal Opportunity & Diversity Advisory Council (EODAC)
- Facilities & Sustainability Committee
- Faculty Chairs/Directors Council (FCDC)
- Information Services & Instructional Technology (ISIT)
- Professional Development Committee
- Program Review Committee
- Safety Advisory Committee
- Student Affairs Leadership Team (SALT)

Committee Participation by Work Status

Committee Participation by Work Status (N=240)

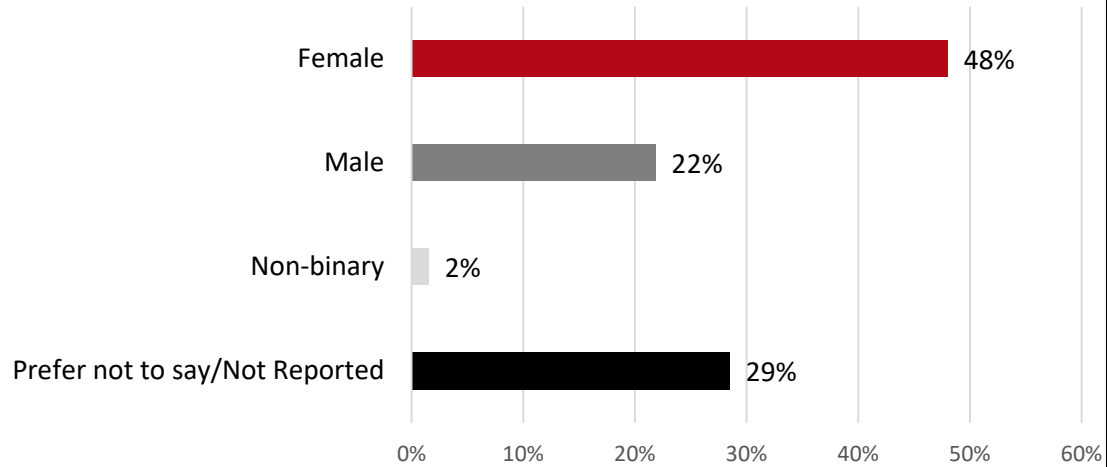


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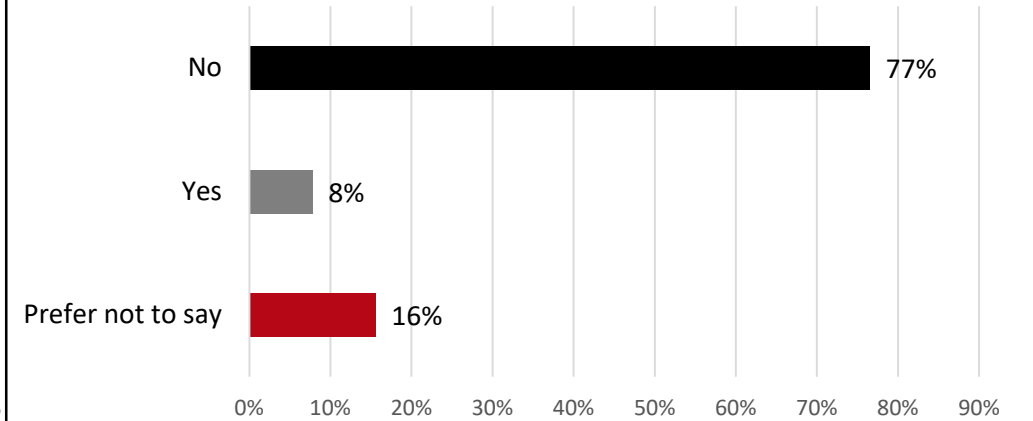
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Gender Information

What is your gender? (N=256)

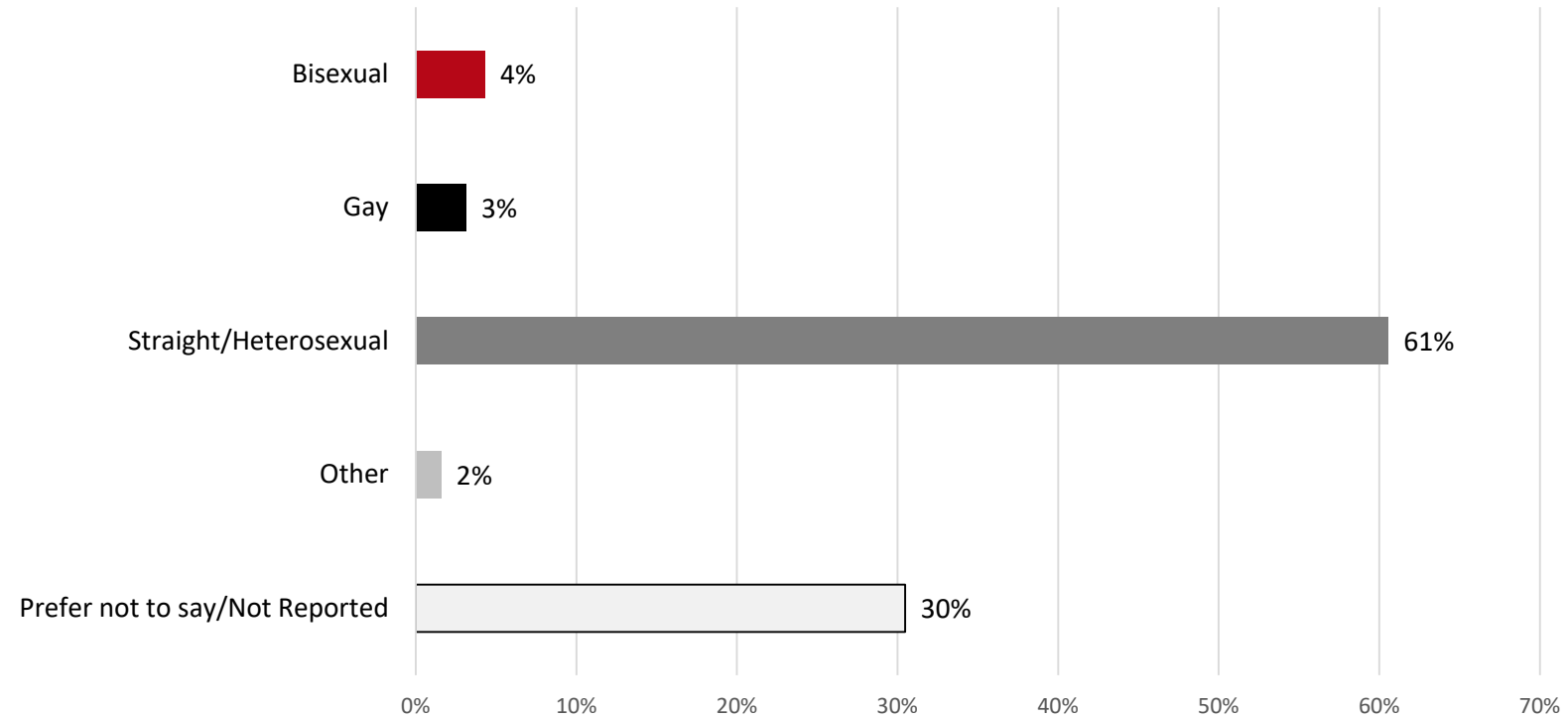


Do you consider yourself to be transgender? (N=256)



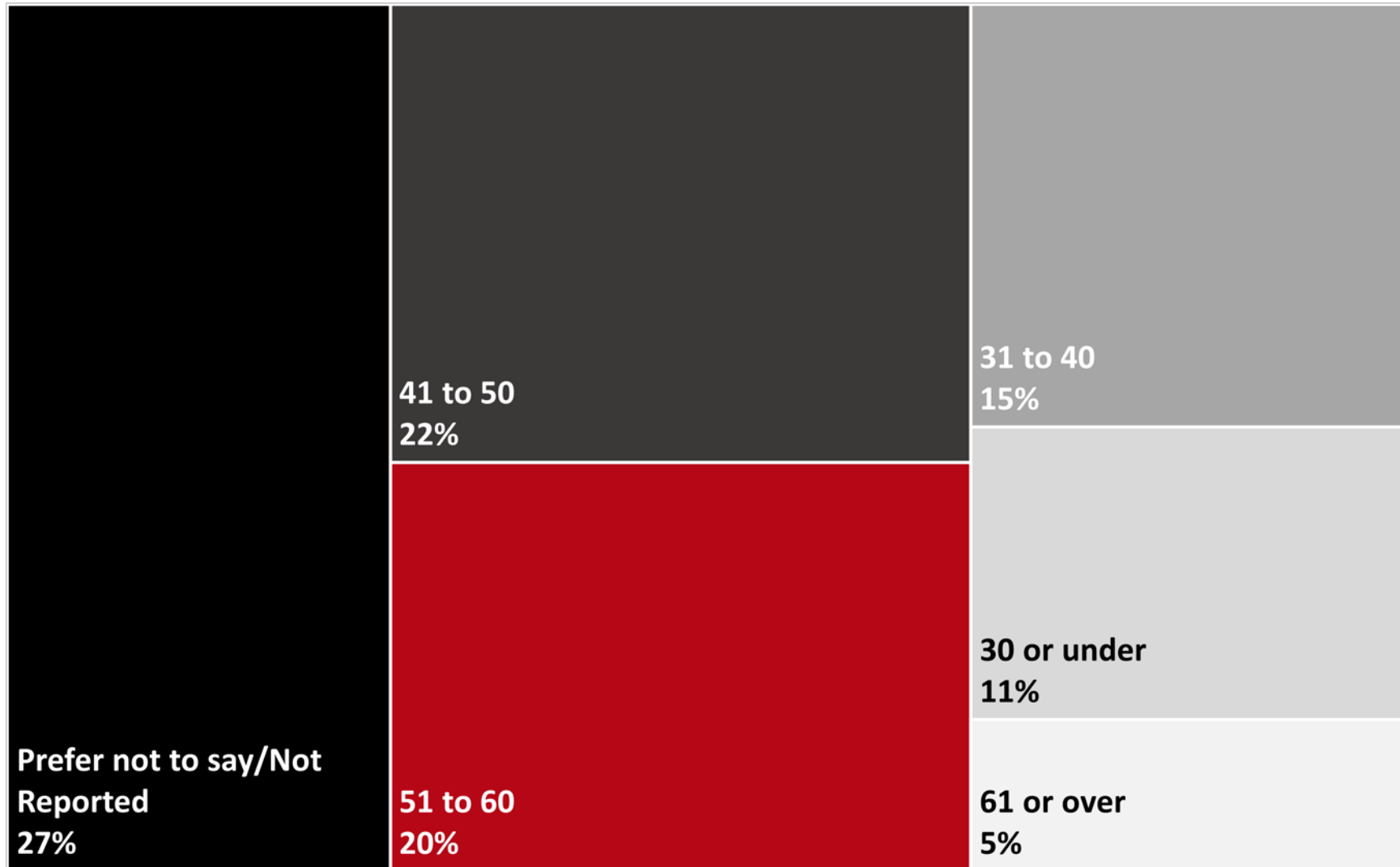
Sexual Orientation

What do you consider yourself to be? (N=256)



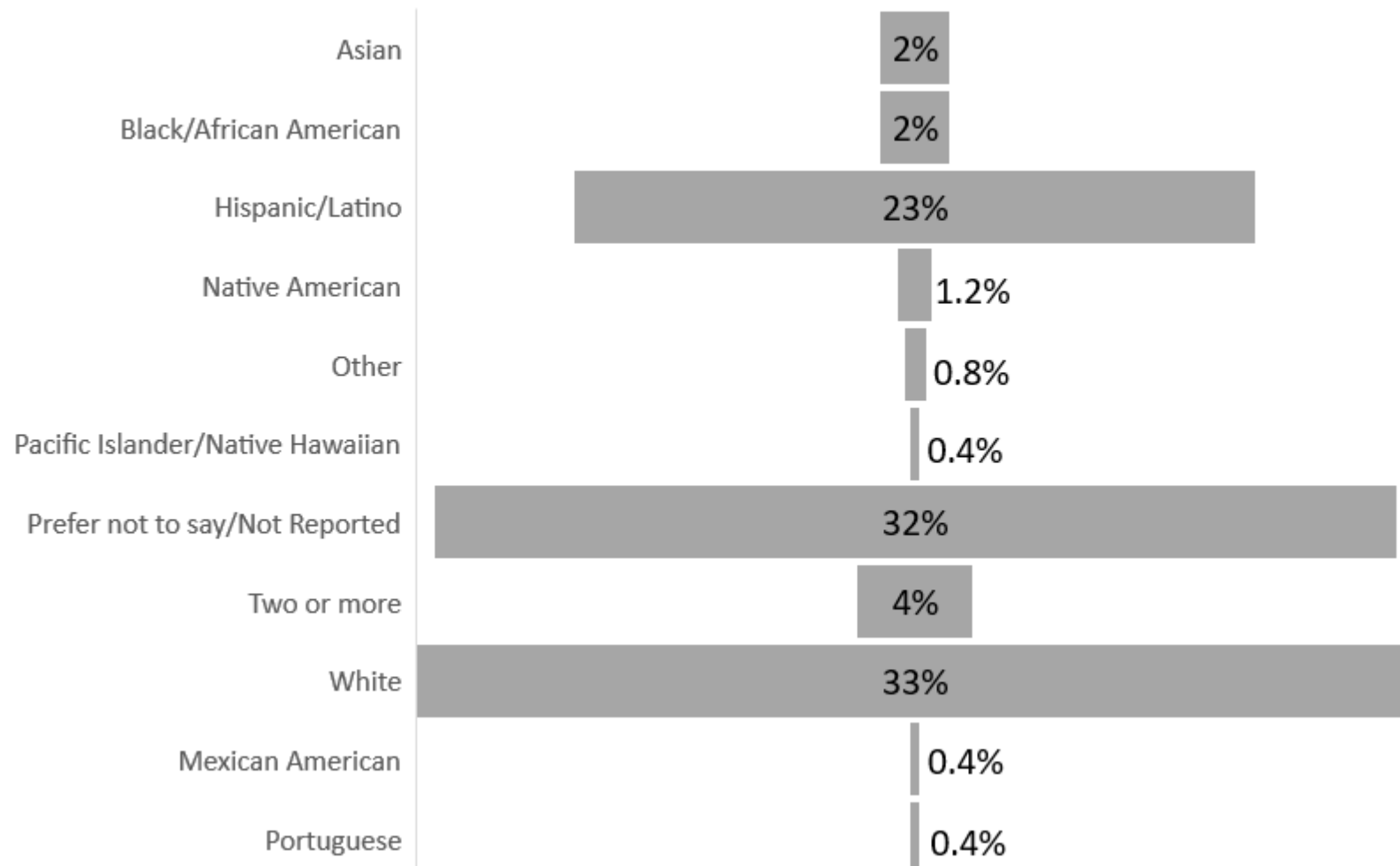
Age Group

Indicate your Age Group (N=256)



Ethnic Identification

Indicate your ethnic identification:
(N=256)



Open ended responses:

The following pages catalog responses provided to open ended questions in the survey.

Redactions were made for responses that did not follow the directions.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Comments about Bakersfield College Services and Departments

Academic Technology (e.g., Canvas, Professional Development)

- Technical services for Canvas have been helpful.
- Canvas
- Academic Technology and Technology has been a life line this semester.

Academic Technology, Food Service (Renegade Room), and Tutoring

- Academic Technology is always providing emails and training opportunities. Excellent communication with the faculty. Renegade Room is a fantastic experience, especially the Wednesday lunches. So happy their students get these great opportunities at BC! Tutoring does excellent work in recruiting and trying to meet class and instructor needs. They just need to have more tutors available or maybe bring back S!!!

Academic Technology, Writing Center, Tutoring Center, and Office of Student Life

- The academic tech, writing center, tutoring center, and office of student life have a huge positive impact on how I can do my job. I appreciate their workshops, their support, their communication, and their hard work to help me be a better teacher for my students.

Admissions & Records

- Admissions and records department is probably the worst run department on campus but it should be the most efficient. That department not only impacts enrollment but also degrees and certificates.

College Safety (security & parking)

- College safety has been prompt with any questions or concerns I have had to address with them and they were quick in getting my lost keys back to me.

Counseling and Advising

- I know that a counselor/advisor is assigned to our area, but they have never visited one of our department meetings or reached out to us as a department. I couldn't even tell you what their name is unless I were to dig it out of an email somewhere. This means that they have not heard about the issues related to our students and what is recommended for student courses. Our previous advisor was very involved.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

DSPS

- DSPS services could provide more services for students to be successful on campus.
- DSPS services are outstanding. It is easy to get an appointment with a counselor for any issues that come up, as well as regular needs. They keep us informed with any issues that involve another department.
- DSPS needs to meet with other services when the accommodations form calls for another service to do something for the student. They blanket check a box promising students triple time or triple weekly appointments without asking Academic Supports whether they have the capacity to accommodate that much extra service--which we don't. They make promises on our behalf that we cannot keep and then the students are mad at us and accuse us of not accommodating them.

DSPS and Financial Aid

- Students have complained about DSPS not helping them at all, same with financial aid.

Events Scheduling, Technology Support Services (IT and Media Services), Shipping & Receiving, Mail Room, Print Shop, Maintenance & Operations (Custodial), Office of Student Life, and Admissions & Receiving

- Events Scheduling, IT, Shipping & Receiving, Mail Room, Print Shop, Custodial, Office of Student Life and A&R seem to go above and beyond to help our department. There are other departments too but these hard working departments/employees just stand out with a spirit of excellence that is greatly appreciated!

Financial Aid

- management of financial aid has created a hostile and toxic work environment
- Financial Aid has a great staff that help a great deal and empathetic towards our needs to be a successful student
- [Redacted: did not follow survey directions]

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Food Service (cafeteria)

- In the cafeteria , employess do not wear a hairnet as they should, they are working with poeple food. Majority are not morning or people so they should be dealing with people. They have bad attitude and when you ask nicely they become even more rude. Laid on the grill.
- Food services in the dining commons should offer more healthy affordable options: whole fruits (apples, oranges, bananas etc), self serve options: bagles, toast, instant oatmeal, box cereal, small individual yogurt cups, cream cheese, peanut butter ect. access to hot water. Prices are very high for our students and options are not healthy
- when cafeteria is fully staffed they provide good service
- They all have provided effective services in different ways. The Cafe is great because when i am on the go i can just grab something. Each one of these services are very effective not only to me but to Staff and students as well..

Food Service (cafeteria), Library, Maintenance & Operations, Mail Service, and Print Shop

- The cafeteria, library, m&o, mail service, and print shop have all been very helpful during my time here.

Library

- The service that I have used the most was the Library - really appreciate the ability to have a librarian to come out to BC-SW and show students how to research!

Library, College Safety (security & parking), Maintenance & Operations

- Library, security and maintenance have been helpful

Library, Tutoring Center, and Writing Center

- The Library, Tutoring Center, and Writing Center have a huge impact in the successful helping of students in order for them to successfully reach goals put forth by this Institution.

Mail Service, College Safety (security & parking)

- Mail service has provided timely results. College safety does the job.

Maintenance & Operations

- All except for M&O are always quick to reply and follow through on tasks without having to submit multiple requests or relying on a friend of the M&O personnel to advocate.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Marketing

- Marketing only puts what they find important to them, not everything they are being sent.

Marketing, Writing Center, Office of Student life, and Mail Service

- Marketing they have not BC gym pants and Black BC hoodys ind stock in the store the writting center was not familiar with the Jennifer Morgan essay the office of student life has not have a list and or knowlegdeable of the daily activities and clubs functions times place on campus mail service has to be pre post marked in order to send from school student was not able to buy postagefood sevice for special events does not ahead to the dietary restrictions that they ask for and are given in advance for special events

Office of Institutional Effectiveness

- The research presented from Institutional research is mandated by the State Chancellors office. It should include ALL constituent groups from BC. If needed, report the one mandated and then the whole campus. Isolating certain students for the research leaves out a bunch of our other students. That does not seem equitable.
- Office of Institutional Effectiveness is slow to get out requested data. Data is often inaccurate.

Print Shop

- I am so grateful for the staff of the printing shop. They are always kind, are quick to turn around work, and do an excellent job.
- We need the Print Shop to be able to deliver again! It's a game changer to have and difficult to not have.

Technology Support Services (IT and Media Services)

- IT has completely failed to fix my computer problem

Testing and Placement Center, Marketing & Public Relations (graphic design), Event Scheduling, and Admissions & Records

- Do we still have a Testing and Placement Center? Graphic Design in MPR does not appear to be functioning. Event scheduling needs a second person or it will continue to be painfully slow. A&R has too many new staff and do not seem to be working with the academic units effectively.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Miscellaneous

- most occurrences have been short and sweet, luckily. I didn't need very much but its always nice to get great by happy friend faces.
- Administration are not helpful in general in contributing to faculty success.
- BC does an incredible job of providing a multitude of student resources. Unfortunately, students don't take advantage of these resources.
- I think very highly of all aspects of Bakersfield College.
- Every department with whom I've had occasion to interact has been great and I keep learning new resources that are available on campus.
- Communicate clearly and respond to emails
- The most outstanding departments are those which have positive attitudes, speedy reponse times, and resolution focused. Most of the departments and personnel have been extremely helpful. However, some areas are understaffed to meet the needs of the numbers of students they serve. This shortage impacts the overall effectiveness of their services and department. Finally, some other departments have unfriendly, unmotivated staff that are disengaged. These areas need to be addressed as their attitudes effect student progress and success.
- They all did great (don't really have time to go into a ton of detail)
- The majority of departments above have always provided me with top-notch service and the highest degree of professionalism.
- Great support and service.
- The ones that scored strongly agree had strong leadership/director skills, knowledge of their area/job, great managerial skills, team building skills, effective communication with students/staff/visitors, professionalism, punctuality, POSITIVE customer service skills, politeness, trained their student workers well, and didn't have toxic work environments.
- all do real well---all focus on helping students do well

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Comments about Bakersfield College Offices

President's Office Staff

- Presidents office staff have always been welcoming.
- One person of President's Office Staff is not effective. The rest are effective.

President's Office Staff, Office Staff of: Dean Waller, Dean Gard, Dean McCrow, Dean Cordova

- The President and VP's office personnel are responsive to needs. Dean Waller's Gard's office is always flexible, accomodating and cheerful. Dean McCrow's and Dean Cordova's office staff are not freindly, or motivated to move work. This not only impacts their area, but other areas as well.

Office Staff of Dean Farley

- Dean Farley's [Redacted: did not follow survey directions] are the best I've worked with in my quarter century at BC.
- Now that Dean Farley has two different offices and office staff that handle different aspects, it is very confusing as to which office gets or helps with what issues/paperwork, etc.
- [Redacted: did not follow survey directions]
- [Redacted: did not follow survey directions] seem scattered.

Office Staff of: Dean Farley and Dean Wojtysiak

- Office staff of Dean Farely is highly organized and effective. Excellent and clear communication. Office of Dean Wojtysiak as it relates to BCSW has very poor and infrequent communication. I have worked at BCSW for two semesters and have never received one clarification or email from that office. They also don't create an environment that is a community. No gatherings or opportunities to work as a team and unify faculty at BCSW. Such a missed opportunity.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Office Staff of Dean Jett

- [Redacted: did not follow survey directions] Dean Jett's staff gossip unprofessionally and can be unorganized at times. The atmosphere isn't inviting or positive. [Redacted: did not follow survey directions]
- [Redacted: did not follow survey directions]
- PLEASE allow Humanities/English to hire assistants. The work load is impossible.

Office Staff of Dean McCrow

- Great customer service by Dean McCrow's [Redacted: did not follow survey directions] is a model for providing assistance.

Office Staff of Dean Waller

- [Redacted: did not follow survey directions]

Office Staff of Dean Wilmot

- Dean Wilmot and her personal staff are great.

Office Staff of Dean Wojtysiak

- [Redacted: did not follow survey directions]

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Miscellaneous

- It would be nice if faculty had the opportunity to evaluate admin too. Admin including deans have not been evaluated in 3-4 years.
- Most seem more interest in school getting awards then having quality instruction.
- The Dean and support staff are always available and supportive.
- The Child development center and library have provided the best, most effective services while here.
- The executive secretary in my area is always very knowledgeable about what needs to be done. They are always friendly and wiling to help.
- Have never had contact with these offices, therefore neither agree or disagree.
- No interaction with the above-mentioned individuals.
- I have been a student with Bakersfield College for 3 years and have never heard of most of the Dean's in the list .
- Service is professional, collegial, and effective.
- There is a lot of conflict regarding diversity, inclusion and equity amongst faculty.
- Minimal encounters with office staff, to be honest. What little I've had has been good.
- The staff are always timely in their responses and quick to address problems.
- Each of these hard working employees and staff who represent their Dean's do so with a spirit of excellence that stands out above and beyond to best represent why "We are BC"!
- Professional and punctual.
- Office staff are doing the best that they can do in most cases, in the absence of clear training and procedures.
- Quick to respond and knowledgeable about their areas.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

Comments about KCCD Offices

KCCD Chancellor's Office

- Chancellor has not done anything towards the overall mission in my personal opinion, but Human resources at the district level does their best to help.
- The chancellor's office is a joke. They keep taking on initiatives and projects and put so much pressure onto people that it has created such a hostile and toxic work environment at BC. All everyone feels is overworked and overwhelmed. Going to work isn't a positive experience at BC. It is clear the the administration is under so much strain that it is an ugly competitive battle, which trickles down to pressuring faculty and staff to "do more, be more" all in the name of "helping the students" but it's a facade. I know that administrators have been told that everyone is feeling burnt out and unappreciated, but it doesn't feel like they are listening when nothing changes. They will nod their heads yes like they hear the message, but no action is taken to actually change anything to make BC a positive, healthy place to be. There's no concept of work-life balance. Absolutely none. Therefore, BC may be doing all these projects, but it's not like we are doing anything well or of quality because we are doing too much. I also know that there's so much pressure for people to get projects and presentations together to present, only for it to be put on the back burner or get canceled. It makes people question why they spent so much of their time and energy frantically trying to get something together to meet a deadline when it was all for nought. The chancellor's office comes across as cold, uncaring, and narcissistic. They only want to put out blogs and newsletters seeming like they are doing something, when it's only to promote themselves. They don't really care how there is a trickle effect of everything they are doing and how toxic it is making the BC environment.
- Students were help extremely through the pandemic and still continue to help us. I hope the Chancellor's Office did the same with all staff members.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

KCCD Human Resources

- HR at district and BC ignore faculty emails and concerns.
- HR is understaffed and overwhelmed and is unable to respond to requests in a timely manner or complete tasks without mistakes. Please consider ways to help them be able to manage their workload such as hiring more staff.
- Human Resources "lost" several recent applications and simply informed me via e-mail that the hiring committee members told me that they were never forwarded. Also, true education has been replaced by an "assembly line" model, churning students out without offering basic skills classes to specifically address our unique student population. We're moving in the wrong direction.
- The HR Screening Committee Training is actually DEI training. 15% is actual important information that impacts the hiring process.
- [Redacted: did not follow survey directions]
- [Redacted: did not follow survey directions]
- [Redacted: did not follow survey directions]
- Human resources was exceptional in adding more training courses for new hires. That is where my praise ends. Almost any other interaction with HR is typically delayed, incomplete, or frustrating. They need to work clarity in their responses and the timeliness of them. It feels as though they offer the most minimal responses they can get away with. This typically requires a followup email, which causes further delays.

KCCD Business Services

- Business Services pays me on time and HR keeps my benefits going. IT is working toward making improvements in their ever changing area.
- Business services appears to be understaffed leading to terse and bordering on rude service. Requests for training/assistance go nowhere.
- Business services isn't getting the job done in a timely fashion and have not clarified processes sufficiently enough in order to reasonably navigate their processes. I a

KCCD Business Services and KCCD Human Resources

- Business services have difficult, convoluted processes which seem to often change, reimbursement for things is a lengthy process. Human resources processes are very lengthy and difficult to maneuver for professional experts. There is a disconnect between professional experts and faculty that are trying to help on board them.

BC and KCCD Services and Institutional Quality Survey

For Services rendered in the Fall 2022 Term

KCCD Information Technology

- KCCD IT helps with BC needs including equipment and knowledge

KCCD Research Office

- The KCCD Research Office is the model of customer service and support. I truly appreciate the blended approach they use with the college IR staff. They are often serving behind the scenes, and it is appreciated.

Miscellaneous

- Have never had contact with these offices, therefore neither agree or disagree.
- I think very highly of all aspects of Bakersfield College.
- If mission of the District in general is for photo ops and grants up the Wazoo, then service is effective.
- There is a lack of communication between the KCCD offices and Bakersfield College. Many times directives are initiated to personnel that are on the outside of the scope of work. Projects are started and handed down to those who should have been communicated in the first place. This creates chaos and duplicated work, and makes BC look disorganized and unformed in community settings.
- When I have had any issues, they readily assist me in solving them. Much appreciated!
- Scheduling has failed to respect my desire to bank overload. Payroll and therefore overpaid me, requiring me to write two checks to BC.
- KCCD is clearly meeting it's objectives in providing exceptional and effective services to accomplish the mission and vision for each of the campus' represented and students served.
- [Redacted: did not follow survey directions]
- Hello. This is an overall summary comment for the survey. Here are my observations. 1. Kudos for KCCD and BC to obtain feedback from the KCCD and BC family. This is needed on a regular basis. 2. I noticed during the construction - remodel and Covid phase this past year it has been challenging to connect with staff (KCCD and BC). Emails have been fruitful but phone calls are pretty much a hit and miss (common response is the person is not available - leave a message). This can be challenging if the issue is urgent. I believe there are ways to remedy this but the phone message system is generally not working well. 3. I strongly recommend KCCD and all campus staff consider a quality management initiative/ journey - from admin, maintenance, to teachers, and deans. There are a lot challenges and information disconnects that can be remedied with a focused quality management initiative district wide. I suggest a roll-out (pilot program)

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with the BC campus before going district wide. 4. Lastly, I believe a collaboration and association with ASQ Education Division can help KCCD achieve this quality focused initiative. The ASQ Education Division vision is to shape the future through Quality in Education and professional development. [Redacted: did not follow survey directions]

Comments regarding “The BC President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (Standard IV.B.1).”

- I had high hopes for this president and supported him myself. But when I experienced harassment and retaliation through irregular processes and intentional fraud. Sadly, he said there was nothing he could do. I cannot support that kind of leadership.
- Some abnormal top-down requests have been made. Focus seems to be on budget more than students.
- School is worried more about degrees than students getting a quality education.
- Instructors do not need to look like students to be effective. Skin color is the least factor in student learning. Who the student is is more important.
- There are ways that we could all be more efficient and effective, but it will take changing the way we think about our processes and a lot of personnel development. It is probably sufficient in the eyes of higher education, but we could improve.
- He seems off to me personally. Kind of just here not effective.
- President is always doing an excellent job.
- On opening day, he referred to us as "Gladiators" ummm sir, we are Renegades. He even approached the statue of a Renegade to make the comment. Does he even know us?
- Lack of support of budget allocations for full-time counseling faculty
- The BC president has spent all his time at meetings and ribbon cutting ceremonies instead of looking into the welfare of his staff.
- [Redacted: did not follow survey directions]
- [Redacted: did not follow survey directions]
- I don't feel good about saying this, but BC needs new leadership accross the board. Sometimes it's funny how clueless leadership is, but mostly it's just sad. Things look good on the outside, but inside it's just rotten.
- Scheduling issues are widely present and inconsistent from this office. The guidelines on how to schedule changes wildly and frequently.
- The last minute scheduling changes for instructors was unnecessary
- Still has a bit to learn about faculty role in decision-making and how to handle the conflicts among political factions.

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- Our leadership seems to ignore the general unease among the faculty on this campus. We are fighting and suing and disparaging each other publicly. Our presidents says nothing.
- Besides stating the Mission / Values - would like to see these specifically addressed with actions being taken by the President and what specific departments / services are being helped.
- [Redacted: did not follow survey directions]
- The planning to cut online course is inherently inaccessible, objectively wrong, and hurtful to students in the Bakersfield area
- There is still a big disconnect between students of all levels (Dual Enrollment/Concurrent Enrollment), Adult School, Certification students, BA, AA/AAT students. Meaning that the president hasn't been able to effectively develop personnel that can better serve our students.
- president is exceptional
- There are pros and cons to the current leadership.
- When any leader is at the point of enforcing compliance with a contract, they are already losing followers. Administration has strategically silenced collaboration through abrupt, universal changes that challenge BC's working culture and has effectively lowered faculty morale.

Comments regarding "KCCD clearly delineates their own operational functions from those of Bakersfield College (Standard IV.D.2)."

- I've never been able to figure out what parts of Business Services and HR are BC entities and which are DO entities. Separations need to be clarified.
- It is impossible to get anything accomplished because the 2 institutions make up their own rules when they see fit and never work together. This is carrying negatively over to the students and putting a huge burden on the staff.
- KCCD (or Kern CCD) seems to be taking a lot of staff from BC to further District initiatives. The delineation is becoming quite blurred.
- [Redacted: did not follow survey directions]
- Some at KCCD also work at BC.
- This is a weird question. In some ways, yes. Payroll, for instance, is clearly at the DO. But things are so comingled that there are even people in leadership spots who "work" at both places. So who knows what is going on?
- Now the push for all 3 colleges to operate as one unit. Now feels like BC has less autonomy because the desire by BC admin to NOT rock the boat overrides everything else.

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- There are still out of date information or information that isn't readily available to all staff/faculty/program directors which can make clear of their program services.
- Split KCCD/BC positions are a mistake. Having Early College organized with the district may cause serious problems with accreditation. The district is not accredited, the Colleges are.
- District needs to stop interfering in BC activities.

Comments regarding “KCCD effectively controls its expenditures (Standard IV.D.3).”

- There seems to be budget issues, perhaps as grants lose their funding, and a scramble to find other revenue streams, including maintaining a larger-than-required reserve fund.
- Their expenditures seem to be moving towards chasing grants using BC staff. The grants benefit some parts of the District, but not necessarily the departments or resources spent to gain them.
- Food service does not control expenditures and does not serve the needs of the student body.
- BC serves a majority of students with less than majority of budget and allocation of services from KCCD.
- 2 Peace Gardens?
- I wish for an audit from an outside agency.
- The district often chooses their reserves over a living wage for classified staff. It is shameful.
- Buy more rocks. Do more landscaping. Build facilities with the best technology that benefit administrators only.
- There still needs to be more funds allocating in improving the campus access to programs and services on campus even during construction for those with disabilities or are trying to access certain buildings.
- This question confuses me. Are you asking does KCCD effectively controls the districts expenditures -- if this is the case than I 1Strongly agree and this might not be a good thing as expenses are micromanaged. If the questions is how effectively money is spent at the district, than I really don't know.

Comments regarding “KCCD and Bakersfield College effectively communicate with each other (Standard IV.D.7).”

- Sometimes I get information through others and not necessarily from the appropriate workers that should be giving the information.
- See above comment

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- While this will always be something that can be improved, right now, it feels that the district doesn't realize how little they communicate about their plans or how things are going to continue with so much of our staff working for them.
- It is difficult to know who to contact for what and where they are located.
- I receive too many emails that do not pertain to me or my department.
- Red Tape
- We've had more regular district consultation council meetings and regular districtwide budget committee meetings
- This would be a good area to explain not only the "connection" but also how or what they are communicating to each other about. I would assume the mass majority of BC faculty have no idea how to answer this actual question.
- [Redacted: did not follow survey directions]
- if we define "effective" communication as mutual two-way discourse then it is not happening; it is all top down.
- Some departments and programs tend to be separated or in their own world. Some leaders don't create an environment intended to encourage a workforce to grow in their role to push forward BC/KCCD goals to create a greater reach for students. To increase retention, we need to WORK TOGETHER and COMMUNICATE.
- District needs to stop blindsiding BC - Early College enabling another college to operate in BC boundaries without the involvement of BC leadership or Senate was not appropriate.

Comments regarding "KCCD and Bakersfield College exchange information in a timely manner (Standard IV.D.7)."

- Sometimes I get information through others and not necessarily from the appropriate workers that should be giving the information.
- I don't really know the answer to this. I'm not sure where the communication is being blocked, but it isn't trickling down to me.
- Sometimes there is long delays.
- Sometimes changes in procedures meander down to faculty after we had filled something out improperly
- Communication issues are rampant. Everyone has their own agenda and people aren't listening to each other. That is why there's so much hostility on campus. There are a lot of projects or presentations that KCCD wants, so they pressure people to make them, only for there to be a communication breakdown and for that project or presentation to not matter anymore. It makes people question why they are doing the work and to not believe in the vision of the leadership. Communication goes both ways but the district tends to treat everything very "top-down". They need to listen and be more supportive

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too. The best leaders know that they are actually the supporters of those in the trenches.

- See above. The administration barely communicates with faculty or departments that are impacted by their decisions. Faculty morale (and distrust of an overreaching admin.) is at an all time high.

Appendix B

#	Initiative	Measurement	Lead Scorer	Other Scoreres	22-23 Score
Student Learning					
Humanizing Learning					
1.1	Adoption of instructional and communication tools and resources.	Resources created, and hosted on web	Dean of Instruction, Academic Technology	Instructor, Instructional Technology	Complete!
1.2	Trainings and workshops for faculty on pedagogical strategy.	Trainings offered on regular schedule	Dean of Instruction, Academic Technology	Instructor, Instructional Technology	Complete!
1.3	Direct, one-on-one and group instructional design help to shape each course to be more humanized and more equitable.	Cohorts 2 & 3 completed with Person Up.	Dean of Instruction, Academic Technology	Instructor, Instructional Technology	Complete!
Inmate Education					
1.4	Build Inmate Education collaborations in new locations.	List of new locations and establish a pilot course at each location.	Program Manager, Inmate Scholars	N/A	Complete!
1.5	Offer re-entry services to formerly incarcerated students.	Report identifying services provided. (Dedicated Counselor for formerly incarcerated students will develop and maintain list of formerly incarcerated students and services provided.)	Program Manager, Inmate Scholars	N/A	In-Progress
OER's/Instructional Resources					
1.6	Develop college-wide plan for OER.	Presentation of plan to Governance.	Dean of Instruction, Academic Technology	Program Manager, Academic Technology and Professional Development	In-Progress
1.7	Develop OER-supported course shells for 15 high-impact courses.	Completion of course shells through Person Up	Dean of Instruction, Academic Technology	Program Manager, Academic Technology and Professional Development	In-Progress
Adult Education					
1.8	Increase approved non-credit certificate course offerings by 20% yearly.	Tableau Historical Trend Dashboard	Director, Rural Initiatives and Adult Education	AEP Program Managers, Curriculum Committee Co-Chairs; Deans of Instruction	In-Progress
1.9	Enroll and serve 75 participants by 2022 (SOAR).	COF- Grant reporting	Director, Rural Initiatives and Adult Education	CTE Program Manager, AEP Program Managers	In-Progress
1.10	Graduate 9 cohorts of students (Project HireUp).	Report displaying graduates for 9 cohorts of students	Director, Rural Initiatives and Adult Education	CTE Program Manager, AEP Program Managers	In-Progress

1.11	Increase Adult School student DE & CE enrollment by 5%.	Establish a process for onboarding DE & CE Adult School students. Process published in Adult Education website. Tableau Enrollment Dashboard	Director, Rural Initiatives and Adult Education	Admissions and Records, AEP Program Managers	In-Progress
Career Technical Education					
1.12	Expand workforce development opportunities into the Energy Program.	Energy web site, Advisory board minutes, posted webinar sessions.	Director, Technology and Transfer Workforce Development	Curriculum Co-chairs, Program leads (faculty representation)	Complete!
1.13	Implement Credit for Prior Learning units for equivalent experience from the industry.	Board docs related to Credit for Prior Learning, Credit for Prior Learning website.	Dean of Instruction (CTE)	Curriculum Co-chairs, Director, Veterans Services, Director, Enrollment Services	Complete!
1.14	Increase the median annual earning for student exiting programs will support the students.	Launchboard and student success data reports, KCCD Institutional effectiveness dashboard data.	Dean of Instruction (CTE)	Program Manager, Student Employment	In-Progress
1.15	Increase success rate for CTE courses (Core Indicator 1 Technical Skill Attainment) to 90% reducing repeating courses.	Institutional Effectiveness dashboard data.	Dean of Instruction (CTE)	CCTP2 Program Manager , CTE Committee, KCCD Institutional Research analyst specific to CTE	In-Progress
1.16	Develop 3 additional apprenticeship programs working with various industry partners (retail/hospitality, automotive, and electronics).	Approval from the state and development of program.	Dean of Instruction (CTE)	Curriculum Co-chairs,	Complete!
Career Technical Education (Internships)					
1.17	Expand Student Employment placements within on-campus, creating more career-related opportunities and allow them to enroll in work experience to gain credit.	Documented growth above baseline. Jobspeaker data to show increase of work experience and job placements.	Program Manager, Student Employment	Job Development Specialist, Director, Financial Aid	Complete!

1.18	Increase the enrollment of Work Experience by 10%.	Utilize KCCD dashboard to show increase in enrollment.	Program Manager, Student Employment	Director, Institutional Effectiveness (???)	In-Progress
1.19	Actively participate in meetings with the Workforce Investment Board, America's Job Center of California and Chamber of Commerce to engage potential employers.	Career education website advisory board pages.	Dean of Instruction (CTE)	Program Manager, Student Employment, Job Development Specialist	Complete!

Student Progression and Completion

Autoenrolling in Default Pathways

2.1	Develop a process to handle auto-enrollment for new students.	Project management outline available for a process to handle auto-enrollment	Dean for Enrollment Management	Lead for Starfish	In-Progress
2.2	Implement a process for auto-enrollment for new students.	Process created utilizing technology to auto-enroll new students (collaboration with KCCD DO IT, N2N, & Starfish to electronically enroll students based off of their ed plan data)	Dean for Enrollment Management	Lead for Starfish, KCCD DO IT Manager	In-Progress
2.3	Automatically enroll 100% of new students over the span of the next three years.	Report of students auto-enrolled (collaboration with outreach to ensure included in orientation process for students to opt into the process)	Dean for Enrollment Management	Lead for Starfish, KCCD DO IT Manager, Executive Director for Outreach, Assistant Director for Outreach	In-Progress
8 Week Sessions					
2.4	Increase the number of 8+8 programs by 3.	Data from scheduling software and information 8+8 webpage.	Program Manager, BCSW	Director, Student Success & Counseling	In-Progress
2.5	Increase the number of courses offered in the 8-week format by 10%.	Reports from the scheduling software.	Program Manager, BCSW	Director, Student Success & Counseling	In-Progress

2.6	Build a repository of 8-week program maps into Program Mapper.	Program Mapper Inclusion	Program Mapper Leads	Dean, Institutional Effectiveness, Program Manager, BCSW	In-Progress
Competency Based Education					
2.7	Bakersfield College will use current decision-making structures and research-based data to identify a program that would be best suited to create a direct assessment-CBE alternative for students.	Select a program for CCCC CBE pilot .	CBE Implementation Team Co-Chairs	Dean, Academic Technology	Complete!
2.8	Bakersfield College will work with external partners (community, industry, K12, higher education) to develop a clear path for students entering and exiting the program, whether through graduation or transfer to a credit-based system.	Complete related modules in CCCC CBE pilot	CBE Implementation Team Co-Chairs	Dean, Academic Technology	In-Progress
2.9	Bakersfield College will collaborate with the appropriate stakeholders to ensure rigor of the program and to plan for wrap-around services for students from diverse background and learning needs.	Complete related modules in CCCC CBE pilot	CBE Implementation Team Co-Chairs	Dean, Academic Technology,	In-Progress
Early College					

2.10	Continue connecting dual and concurrent enrollment opportunities to guided pathways and scaling up Early College implementation with high school partners.	Increase dual enrollment course offerings at high school sites. Increase certificate and degree completion pathways available at the high schools, and the number of students graduating from high school with college certificates and degrees. Increase student enrollments in dual and concurrent enrollment courses, specifically with African American high school students.	Director, Early College	Executive Director, Outreach and Dual Enrollment	In-Progress
2.11	Continue to streamline Early College enrollment processes.	Replace paper Dual/Concurrent Enrollment form with online process. Integrate new online form with Banner to auto-enroll dual enrollment students.	Director, Early College	Executive Director, Outreach and Dual Enrollment	Complete!
Non-Credit Courses/Career Development College Preparation					
2.12	Identify current community needs that can be best served through noncredit courses and/or programs and address those needs systematically.	Document list of noncredit courses and programs, including proposed ones .	Director, Rural Initiatives and Adult Education	Dean of Instruction (CTE), Curriculum Co-Chairs	In-Progress
2.13	Institutionalize college-wide processes and best practices for developing, offering, and reviewing on noncredit courses and/or programs.	Update Curriculum Committee Reference Guides/Handbook.	Co-chairs Curriculum Committee	Program Manager, Adult Education, Program Review Co-Chairs	In-Progress

2.14	Clarify student on-ramps and off-ramps for entering and transitioning out of noncredit courses and/or programs including the utilization of the Program Pathways Mapper.	Establish internal credit/noncredit CPL process and publish noncredit options in the PPM.	Curriculum Co-Chairs	Dean of Institutional Effectiveness	In-Progress
Leadership Institute					
2.15	Create and launch an Applied Leadership Program.	Enrollment of students in program	Dean, Academic Technology	Education department chair	Complete!
Data Driven Support					
2.16	Provide an easily accessible web page that details who the data coaches are and which area they support.	A current web page with the information.	Dean, Institutional Effectiveness	N/A	Complete!
2.17	Improve tracking of the effectiveness of enrollment and retention campaigns.	Develop method for evaluating impact of Starfish-based communication campaigns, beginning with enrollment focused campaigns.	Dean, Institutional Effectiveness	Starfish lead	Complete!
2.18	Leverage the integration of Starfish data in the Research Data Warehouse to better understand and track student plans and activities, including meetings with counselors, and receipt of/response to Starfish flags.	A) Use RDW to calculate and report on-path percentage based on students' education plans; and B) Develop model of impact of Starfish flags and activities, including student meetings with counselors.	Dean, Institutional Effectiveness	Starfish lead	Complete!
Financial Aid					
2.19	Increase financial applications by 5% over the next three years.	Tableau Dashboards (ISS and Program Review)	Director of Financial Aid	N/A	Complete!

We stopped using Starfish for campaigns.

2.20	Increase financial awareness by 5% over the next three years.	Summer bridge participation, expanding through Financial aid's social media, emails, text and Five9 (software) phone calls.	Director of Financial Aid	N/A	In-Progress
Academic Support					
2.21	Make the Lab more relevant to student needs and objectives by redesigning the PLATO-based learning software curriculum so that it reflects a CBE (Competency Based Education) model	Completion of CBE tracks.	Education department chair	Dean, Academic Technology	In-Progress
2.22	Discuss the arrangement for post-Pandemic Tutoring with 3 physical sites and now a permanent 4 th component, Online Tutoring, and draw up a 4 th component, Online Tutoring, and draw up a plan before mid-Summer 2021.	Launch of redesigned tutoring.	Education department chair	Dean, Academic Technology	Complete!
Enrollment Trends Related to the Pandemic					
2.23	Data focused calling campaigns organized by Affinity Group, Pathway, and/or academic department.	Number of additional units of enrollment post-campaign above baseline trend (difference-indifference analysis).	Program Director, Outreach and School Relations	Dean of Instruction (Guided Pathways)	In-Progress
2.24	Distribution of CARES Act & HEERF monies for incentives.	Distribution of CARES Act & HEERF monies for incentives.	VP, Student Affairs	Dean of Institutional Effectiveness, Director of Financial Aid	In-Progress
2.25	Increase flexible scheduling and modality options (e.g., hybrid).	Dashboard showing trend in modality options over time, by term.	Program Director, Outreach and School Relations	Enrollment Management Co-chairs	In-Progress
Student Health and Basic Needs					

3 Tutoring sites: Panaorama, Delano & SW, Zoom option

2.26	The Student Health and Wellness Center looks to expand its current services by adding online screenings, more immunizations on campus, tele-consults with a licensed therapist to help with local referrals, and to expand on mental health services.	Documented expansion of services added.	Director of Student Health and Wellness	Program Manager, Adult Education	In-Progress
2.27	The Renegade Pantry program looks to continue it's drive-thru service to allow an option for students to pick up food supplies during the COVID-19 crisis.	Report on quantity served.	Dean of Students	Program Manager, Adult Education	Complete!
2.28	Make grab-and-go options and pop-up pantries a readily available means to students around the campus on a weekly basis.	Documented grab-and-go options for each week. Photos of grab-and-go pantries.	Program Manager for Basic Needs	Program Manager, Adult Education	In-Progress
Dual Admissions					
2.29	Develop dual admissions pilot with CSUB.	Proposal to merge CCCApply and CSU Apply. Onboarding and enrolling 500 dual admission students.	Director, Enrollment Services	Dean of Institutional Effectiveness; Director of Admissions, CSUB	In-Progress

Infrastructure and Resource Development

Private Philanthropy and Building Naming					
3.1	Identify naming opportunities for the new Measure J funded buildings to honor donors and provide additional revenue for the college.	List of buildings that have been named through the process along with donation amount.	Executive Director, Foundation	Foundation Board, Budget Manager	In-Progress
3.2	Expand alumni donations and engagement.	Documented alumni donations.	Executive Director, Foundation	N/A	In-Progress
3.3	Leverage BC Foundation Board of Directors to expand college network for fund development purposes.	Documented additional donors as a result of work with Foundation board.	Executive Director, Foundation	N/A	In-Progress
External Internet					

3.4	Improve the reliability of existing Wi-Fi in all of our internal spaces .	Wi-Fi heatmaps demonstrating the coverage by each access point.	Director, Information Technology	ISIT	Complete!
3.5	Expand the Wi-Fi footprint to include all of our green spaces and parking lots.	Wi-Fi heatmaps demonstrating the coverage by each access point.	Director, Information Technology	ISIT	In-Progress
3.6	Evaluate the use of Wi-Fi mesh networks to extend the campus Wi-Fi signal into rural areas.	Documented plan for extending the campus network.	Director, Information Technology	ISIT, Program Manager, Rural Initiatives	Not Started
Campus Beautification					
3.7	Completion of the Peace Garden Complex.	Photos of final completed project.	Director, Facilities	Facilities Committee	In-Progress
3.8	Completion of new Science & Engineering Building.	Photos of completed project.	Director, Facilities	Facilities Committee	In-Progress
3.9	Completion of new Athletics Center (gym).	Photos of completed project.	Director, Facilities	Facilities Committee	In-Progress
3.10	Completion of the re-model of the Welcome Center.	Photos of completed project.	Director, Facilities	Facilities Committee	In-Progress
3.11	Completion of the re-model of the Administrative Services building (former bookstore and business office).	Photos of completed project.	Director, Facilities	Facilities Committee	In-Progress

Leadership and Engagement					
Economic and Workforce Development					
4.1	High Roads Training Partnership BC/KCCD will develop a strategic workforce development plan to prepare workers for quality high roads jobs projected to be in demand over the next 30-50 years.	Documented plan.	Director, Communications and Community Relations	Admin and Faculty Leads of HRTP Branches: Energy TTWD, HEAL & AG , Lead, HRTP/Kern Regional Workforce Development steering group	In-Progress
4.2	Curriculum development: develop at least two degree or certificate programs, credit or non-credit, consistent with the goals of HRTP (see #1).	Identified in BC Catalog.	Energy TTWD Curriculum Group	Curriculum Co-chairs	In-Progress

4.3	Offer 3 webinars aimed at sharing information to the broader community regarding the researching findings of the H RTP project.	H RTP Webpage, Agendas for Webinars.	Director, Communications and Community Relations	Admin and Faculty Leads of H RTP Branches: Energy TTWD, HEAL & AG, Lead, H RTP/Kern Regional Workforce Development steering group	In-Progress
Faculty Diversification and Development					
4.4	Need for fiscal and human resources to expand the scope of the Faculty Diversification program.	Hiring of FT Faculty member to lead program.	Dean, Academic Technology	N/A	Complete!
4.5	There will be a need for faculty mentors to play an active role in guiding fellows explore and develop practices for teaching in a diverse college setting.	Recruitment of faculty mentors and program for recruitment	Dean, Academic Technology	N/A	In-Progress
4.6	Foster and cultivate newly hired URM faculty to improve diversification.	Cohort graduates increase year over year.	Dean, Academic Technology	N/A	Complete!
Guided Pathways Leadership					
4.7	Engage faculty in student enrollment efforts via Starfish training.	Starfish trainings held and report of faculty trained.	Guided Pathways Dean	Leads for Starfish	In-Progress
4.8	Institutionalize faculty pathway lead role to promote student progression and completion.	LCP Pathways report of faculty lead participation. LCP faculty leads report of momentum pts, utilizing dashboards, presented to college council.	Guided Pathways	Leads for Starfish	In-Progress
Academic Senate Leadership					
4.9	The development of a comprehensive equity plan for the college led by a collegewide team with representation from all areas of the college.	Documented equity plan.	Co-chairs EODAC	Academic Senate; CSEA; & BC Student Government Association	In-Progress

4.10	If Bakersfield College is accepted into the CCCC collaborative on Competency-Based Education, the Senate will create an implementation task force that will bring recommendations to the Academic Senate on all matters pertaining to the implementation of competency-based education that are under the Senate's 10+1 responsibilities.	Task force created and published on their own committee page https://committees.kccd.edu/bc . Reports posted to the Senate meetings supporting documents.	Academic Senate President	Academic Senate	Complete!
4.11	Active participation in the development of a new Budget Allocation Model for KCCD that is based on the Student-Centered Funding Formula (SCFF).	Senate appointed participants in the budget model creation. Budget model developed.	Academic Senate President	Academic Senate	In-Progress
Accessibility					
4.12	Establish an Accessibility Training Plan.	Documented plan	Assistant Director, Academic Technology & Professional Development	Professional Development Committee	In-Progress
4.13	Develop a Microsoft Office Accessibility course.	Documented course material and SLO's.	Assistant Director, Academic Technology & Professional Development	Accessibility Taskforce, ISIT, Curriculum Co-chairs	Complete!
4.14	Develop a course series that focuses on teaching online with accessibility.	Document course series with SLO's	Assistant Director, Academic Technology & Professional Development	Accessibility Taskforce, ISIT, Curriculum Co-chairs	Complete!

	Initiative Counts	Percentage of Total
Not Started =	1	1%
In-Progress =	48	66%
Complete! =	24	33%
Total Responses =	73	100%
No Response =	0	0%