Fall 2020 Response to District Administrative Unit Reviews (AURs) from Bakersfield College
November 10, 2020

Business Services
Bakersfield College response to KCCD Summary Items:
KCCD Summary Item #1: Accounting Services has a significant volume of work load and projects, including increasing numbers of grant reporting and document processing. Review of workload and efficiencies is being conducted and may result in the need for additional staff or a possible reorg to align resources with needs.

The district has not invested in the training and development of its own business services staff, resulting in paid staff who are unable to be assigned to complete fundamental assignments like grant reports. The accounting manager has indicated they are too busy to train people, yet Business Services is not leveraging its own resources effectively.

The department's approach to compliance is a major inefficiency in their operation. With a robust approval queue of responsible administrators combined with leadership from grant managers on campus who are responsible for grants and ensuring expenditures meet grantor requirements, the incessant internal auditing and compliance checking are unnecessary duplications of effort.

Similar issues arise at every year-end reporting, as grant files are not up-to-date even with multiple efforts of grant administrators to provide updated information on allowable expenses throughout the year. The accounting manager and staff need to understand the campus-based budget managers are the experts in their programs and should have the authority to determine allowable and non-allowable expenses. The duplicative compliance process is unnecessary and creates burdensome work for business services staff when the budget managers are fully capable of checking for compliance through the approval queue function.

Finally, the grant accounting coordinator assigned to each college changes every year, which makes the newly assigned coordinator re-learn the grants specific to each college over again. The accounting manager has indicated that she rotates the grant accounting coordinators and places the newest one at BC with a notion that if the grant accounting coordinator can survive BC that he/she can survive any of the other colleges in the district.

KCCD Summary Item #2: Contracting process has been significantly enhanced with addition of an electronic contract process. Contract management system is the next step for the Purchasing/Contracts Manager position. A contracts volume analysis reveals a 264% increase in contracts processed over the past 6 years. The addition of the manager position has reduced the number of contracts that need to be sent to legal for review, which has decreased the number of days to process contracts.

BC Response: The contract process is not electronic; it is simply a scan of a paper process which still requires an inefficient routing for multiple wet signatures at the college and district level. There is no coding for contracts for tracking purposes virtually.

In addition, the ICA requirements change regularly, with the district even requesting ICAs for volunteer presenters instead of a volunteer waiver. This is not only inefficient for the college and the district, but demonstrates a pattern of inconsistently applied expectations and procedures from

business services.

In the past year, the contracts processing timeline has improved with the support of Cammie Ehret-Stevens. However, the paper signature process is cumbersome and still slows meaningful work.

Bakersfield College Feedback on Defined AUOs:

- **AUO #4: Unit provides economic and cost analysis**
    - What is a periodic assessment of presidents, VPs, Deans, and Vice Chancellors?
    - Surveys of all stakeholders have historically indicated ***extremely low satisfaction*** with business services yet conditions have only worsened in recent years.
        - What is the action plan to address the dissatisfaction with business services personnel, processes, and procedures?

- **AUO #5: Unit provides Fiscal Compliance and Reporting**
    - ***Grant reports are consistently late*** and the accounting staff have demonstrated an inability to communicate updates to campus budget managers. For example, in 2018-2019, Bakersfield College experienced the following in Student Affairs alone:
        - EOPS, DSPS, and SEAP received their expenditure reports the same week they were due in Sacramento
        - DSPS SSARCC was almost 2 weeks late
        - FISAP provided one day prior to due date (must be overnighted every year) and FA SSARCC report was provided on the due date
        - SEAP was over a month late

While in late 2019-20, the business services team made notable improvement in their work to provide initial expenditure reports to budget directors ahead of deadlines. However, the two-week period remains insufficient for adequate cleanup ahead of the deadlines, particularly when the budget directors are unable to secure regular reports to allow for ongoing cleanup throughout the budget period. This includes FOAPAL change forms, expenditure transfers, crosswalk development, entering final expenditure remarks in SSARCC or other reporting forms, and routing for signatures.

    - ***The monthly grant reporting updates is simply a list of reports due*** – not the actions being taken to ensure timely completion. The reports have been late regardless of this document so it appears to be a waste of time and resources.
    - ***District business services staff communication is a significant concern.*** Requests frequently go unanswered or even blatantly ignored while employees are "too busy" to respond to ensure timely and appropriate management of funds, while staff have also communicated on behalf of the college to grantors, including the California Community College's Chancellor's Office without notifying grant administrators or budget managers. This has resulted in incorrect information and requests for extensions on reports that reflect poorly on the campus budget manager.
    - In 2017-18, the district indicated a Goal #4 to work with IT to develop ad-hoc detailed payroll reports for grant administrators, of critical importance for effective budget management. ***Those reports have yet to be developed or automated***.
        - Managers are ***unable to access*** personnel information due to business services limitations on Banner. Specifically, some budget managers still need access to HR_GENERAL_Q and HR_GENERAL-Q to cover NHIDIST, NBAJOBS, and PEALEAV (this has not been updated/includes inaccurate amounts) in order to effectively manage their budgets and employee leave

requests, of which the majority of funds are typically allocated to personnel expenditures.

- **AUO #6: Unit coordinates Financial Aid Distribution services**
  - District staff have ***communicated inaccurate information on behalf of the colleges*** to financial aid auditors which has significant impact for college operations.
  - Unrealistic and ongoing deadline changes for FA Director to submit drawdown sheet in order to meet the disbursement process.
  - FA Directors must have to ability to view annual audit portals
  - The process to offset 1098T student awards is still inaccurate, resulting in either under or over reporting of actual expenditures during year-end reports. The bulk of the reconciliation and clean up became the responsibility of the college.

- **AUO #7: Unit coordinates Business Contract Services**
  - Contract process and expectations change
  - In 2017-18, the district indicates a goal #6 of a selection and implementation of a contract database, yet to occur resulting in ***delays and inefficiencies***.
  - District indicates Goal #3 to review/revise existing contract templates to eliminate redundant templates will be complete after the replacement of the purchasing coordinator yet this item still surfaces as an issue.

- **AUO #8: Unit provides purchasing support**
  - ***The travel process is extremely cumbersome***, particularly for students. Employees with Cal-Cards have low monthly and daily limits relative to the size of their budgets and staff; yet, the district refuses to increase permanently – only upon request. This is inefficient and results in delays.
  - The college has seen ***extreme delays in payments***. Delays in payments to vendors are of particular concerns with vendors attempting to apply late fees or threatening to cancel services. In addition, travel reimbursements for employees are extremely delayed. For example, employee travel in July was not paid out until October despite processing paperwork immediately following the trip. Employees should not bear the burden of work-related travel costs for months on end, often incurring unreimbursed interest costs on credit cards.
    - Business services employees have intervened with vendors to stop orders without informing the purchasing department. For example, this caused meal cards to arrive after June 30 and the expenditures did not post until the following fiscal year, resulting in returned funds and a penalty taken out of the following year's allocation for the categorical program.

- **AUO #9: Unit provides business process training**
  - There is ***no formal training process***, only release of new documents without notice
  - District business services staff are ***not available for timely communication*** by email or phone
  - In 2017-18, the district indicated a Goal #5 to develop a grant procedure manual for program managers and that has ***yet to be published*** despite multiple fulfilled requests for feedback.
  - The district indicates a 2019-20 Goal #4 to create and implement a grants training program for colleges is incomplete due to inefficient staffing, yet often point toward ill-trained managers as a reason for late reporting. This is unacceptable.
  - Board Policies and Procedures need to be updated.

  o Need DO coordination for development of district-wide 508 procedures for selection and procurement of technology, as well as processes for what happens when technology is identified as being inaccessible

Construction and Facilities Planning

Document is very well put together. We have no comments other than the Construction and Facilities Team at the DO has been up to the task of assisting the College during the accelerated Measure J schedule. Not an easy accomplishment by any means and not skipping a beat after the transition at the Asst. Vice Chancellor position either.

Economic and Workforce Development

Document information - The file title reads 2016-2017.

Section Two: Administrative Unit Outcomes

a. 8 - Typically, courses should not be developed for a special population (dual enrollment) for apportionment purposes. It sounds as though the courses will be created at the adult school instead of by faculty at the community college. Will these courses need district-wide curriculum committee collaboration? The goal states there will be the development of at least 1 dual enrollment course - is this per college? Per district? Per adult school?

b. #4 - will all 15 CTE Industry Sectors and 58 pathways be linked to the various current college pathways? Only 9 are mentioned. #8 - is not included.

Section Four: Progress on Unit Goals

 a. 4 - Contract Ed and Community Ed?? - this may need to be verified; 6 - Dual Enrollment courses for Adult Education students to be developed by who? Where are they housed (college, high school, adult ed, district)?

Educational Services

Document information - The file title reads 2016-2017.

Executive Summary

a. "Advocacy" is mentioned as a way to 'give a voice… to the community college mission,' but it is unclear what this would look like.

Future Directions of the Unit

a. " The number one priority of the colleges is student success and student equity which are this unit's number one priority." Parts of this sentence are redundant and unclear as there seem to be two priorities listed. It mentions 'online instruction' and 'support services online environment' which we assume are related to the priorities, but that is unclear.

Section Two: Administrative Unit Outcomes

a. 2- It is unclear what "information" will be reviewed. It sounds like there is an additional 60-day review of instructional programs after they submitted from the Curriculum Committee and before they meet the BOT. This is even longer than the current 30-day period that is used because of BoardDocs deadlines.

7- Will the lists that are being compiled be available to the public, at least Community College staff? Will meeting information, including webinar login information, be available?

b. AUR number 4 -- This notes that the district's Education Services shall "Ensure timely and submission of all College and District reports regarding instruction, student services, and funding as required by the State."

In reality, there is significant confusion at the district, about reporting responsibilities, and much of the budgetary reporting through Educational Services seems to bypass the VCES. This needs to be corrected -- and Business Services needs to understand the responsibility line.

Section Three: Key Performance Indicators
a. List/Tally of courses requesting Distance Education not included. This was around 400 at BC alone during 2019-2020. BC also has more than 172 course revisions alone in 2019-2020.
b. This response seems incomplete.

Section Seven: Resource Request Analysis
This section seems sparse. Are the requests delineated in other unit reviews?

Human Resources
2019 BC response to HR and other AURs is posted at
https://committees.kccd.edu/sites/committees.kccd.edu/files/KCCD%20DO%20AUR%20Review%202019%20v6.pdf . HR did not act upon BC's recommendations/response from 2019, so we're bringing many of them forward again with the expectation that this time, a service department tasked with helping colleges fulfill their mission (accreditation standard!) will respond to the largest college it serves.

Section One: Unit Overview
a. On page 6, Human Resources Organizational Chart and functional Responsibilities indicates below:
  1) (Vacant)*Assistant Director, Human Resources* that is branching off of the (Interim) *Director, Human Resources* at the District Office Level.
  2) *HR Manager-BC*, branching off of the (Interim*)Director, Human Resources* that is located at the Bakersfield College Campus

The HR Manager position at the BC campus was changed to Assistant Director, Human Resource – BC back in January 2020 (Dena Rhoades). The current organizational chart is indicating there will still be a BC HR Manager and a new position is being requested at the District level to fill the (vacant) Assistant Director

- Rename *the (Interim) HR Manager-BC* (which no longer exists) back to *(vacant) Assistant Director, Human Resources*
- Delete the box titled *(vacant)Assistant Director, Human Resources* that is branching off of the (Interim) *Director, Human Resources* at the District Office
- In the BC HR job descriptions it needs to say the BC HR positions report to the BC Assistant Director of HR instead of the BC HR Manager

On Page 6, the Human Resources Organizational Chart and Functional Responsibilities indicated a request for a confidential position.

- The concern is that during these times of budget uncertainty, it is not in the best interest of HR to hire another high level Admin Support. There is currently one Admin Assistant to the Vice Chancellor of HR that can support the Director of HR, as the VC HR position remains unfilled. The Director of HR also has the support of three high level HR Specialist to assist, as well as an HR Technician in the District Office.

On Page 6, the Human Resources Organizational Chart and Functional Responsibilities it looks like the Department Assistant III at the District Office is missing.

- What happened to the position?
- The Department Assistant III at the BC Campus can be downgraded to a Department Assistant I, providing only receptionist duties, as there is an HR Technician already handling recruitment

On page 9-10, many of the supplemental functions for the Human Resources managers at the colleges are listed as "train College management team on compliance issues ...
- " We suggest either deleting these statements or, if needed, be revised to "Human Resources managers should keep the college management team informed of changes in laws and other compliance issues."

Section Two: Administrative Unit Outcomes
a. There are several references to implementing a learning management system for professional development.
- One rationale shared is that this could "allow flex hours to be tracked." This is not a priority for the college. We have critical needs in recruitment, timeliness on processes that are essential in the operations of the college.
- The district already has a learning management system, CANVAS. Why would we need a different platform even for compliance types of activities?
- Bakersfield College is recognized as a state-wide leader in professional development, and has a well-established system of conference participation and professional activities for faculty, staff and managers. In addition, the College is seeking to incorporate "micro-credentialing" as a tool for professional development activities.
- The district has already identified that the IT department does not have the capacity to provide student success support assistance for technology related projects such as Starfish that provide student level assistance and interventions. The college's priority for IT is focusing on technologies that immediately impact student success.

A proposed solution: If the district want to "track" professional development, require the colleges to provide an annual report to the chancellor on professional development performance with metrics. This used to be part of the State of the College reports that were due in December. The colleges could do a standalone and in-depth report for professional development.

Section Three: Key Performance Indicators
It is stated in Sections 2b and 3b that "due to decrease in staffing" goals were not accomplished.

- It seems that HR has been fully staffed with the exception of the departure of the Vice Chancellor of Human Resources in March 2020. Positions have remained full and temp

positions have been added to the current staff including an HR Technician and an HR Assistant and/or Technician to assist the Director of Risk Management and Safety. (this temp position was not requested in the tentative budgets reviewed by District Consolation Council)

Section Four: Progress on Unit Goals
a. On page 26 there is a reference to implementing CODESP. HR implemented in CODESP and will continue to train staff and hiring committees on the use of this powerful selection tool. Also, this tool has not been utilized much since implementation. With the change of staff, CODESP will be re-evaluated for its effectiveness.
    - Once again, we suggest having this item go through our decision making process.
    - On page 27-28 Implement a Districtwide Safety and Security Committee to address both District and College specific needs and provide support to college safety and security personnel to address the emergency notification system, salary reporting, and Board Policy Revisions

    - CSEA and Faculty are unaware of any representatives serving on this committee and it shows the committee began holding these meetings a year ago. Engaging Classified, Faculty, Management, and Students at all levels is how we do shared governance Districtwide. Built into the foundation of KCCD is the idea that every voice matters, every voice has power, every voice can change lives.

Section Five: New or Revised Goals
a. None Stated

Section Six: Current Unit Resources
a. Budget $32,410.00 for Supplies and Materials
    - Reviewing the supply budget over the past few years shows a significant increase in the area of supply budget. What is the reasoning for the increase? Is this spent every year? Carryover?

Section Seven: Resource Request Analysis
a. On page 31, the new resources listed are:
    - One classified staff-replacing the eliminated DA III position
        • The DAIII position was eliminated recently. Why was it eliminated when there is clearly a need for the position? You cannot replace a classified position, classified work, with a confidential employee position.
    - FRISK Training
        • What cost is associated with the FRISK training? None is indicated
    - New Technology – scanners for each desk
        • There are currently several large scanners in the HR dept., within a small distance from all employees' workstations. It is not clear how this will increase productivity and decrease time to process new employees- no cost indicated

Section Eight: Conclusion
The general premise of the HR function should be to support and in service to the HR functions for the college as determined by the needs of the college to facilitate smooth operations. HR should support and be in service to the HR needs of the campus. There is little reference to providing service and support in the HR AUR. Instead, it appears that the department is focused on creating

rules and what appears to be inflexible procedures that create more barriers to the day-to-day operations of the college. Examples:

- Inflexibility in HR Processes lead to barriers and delays
  - HR Must strengthen skills in recruiting. This is not by adding additional positions,   rather it is developing the mindset for recruiting. Also, recruitment should be prioritized over HR taking on new responsibilities, like professional development, that the colleges are already doing.

Information Technology

The primary emphasis of BC's feedback is to highlight the need for added responsiveness of the DO technology team, to the needs of the college. The college relies on technology for a wide spectrum of student success solutions – both in its academic (instructional) work, and its student affairs work. All of these drive enrollment, student success and completion. For example, the college needs flexible technology solutions in areas such as academic scheduling, simple changes in Banner to improve the effectiveness of the college, integrations with other software, or upgrades and expansions to existing software. BC's faculty and management teams need additional responsiveness across all areas of the college. There is a sense that because of the focus on cloud first – or an emphasis on a baseline-only technology platform – the support for students and staff has diminished, and the college's ability to rely on such technology solutions has become more difficult in recent years.

In the Executive Summary of the AUR, the very first bullet says, "To support the district effectively, newer technology must be used to move us from a maintenance focus toward a service based organization. To accomplish this, our plan remains a "Cloud First" solution for our technology. This is critical in effectively serving our students and college." And yet the explanation appears to be missing as to how moving to the cloud effects the "serving of our students and college." Even in daily practice, it seems the focus is so much on moving to the cloud that we've completely forgotten the responsiveness to our colleges and students.

One of the solutions being pushed and recommended, as an example, is the push to the statewide ERP system and Banner 9. This solution means that all Banner customizations go away, which on the surface seem to be a good idea. The argument made is that going to baseline Banner improves the agility of the DO IT team in responding and supporting the various initiatives and needs of our students and colleges. We would suggest that customizations have been introduced for a reason and it's typically because we are responding to the needs of either the college or students. Meaning, the customization helps or enhances either the experience for the student or for the employees using Banner who support our students. Saying baseline Banner is a good idea is like saying that everyone driving the exact same car is a good idea. It just doesn't make sense. The move to baseline Banner is just one example but it demonstrates the bigger issue of attempting to streamline at the cost of responsiveness to the real issue of supporting our students and employees.

In the DO IT AUR, section 1.a (Unit Overview) it states, "Information Technology is committed to serving our students, faculty , staff, administrators, the Chancellor, Board of Trustees and the general public by providing technology related support to each of the Colleges and District Office." In section 1.b is the explanation of exactly how that happens (Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement) and instead there is no explanation. It's just an org chart with a list of what each person does in the department. This is helpful, but it does not answer the question of how the department supports

the students and college. Again, this is just an example of how the focus is wrong. The focus is on "cloud first" at all costs and it should be on responsiveness to the college and providing support for the students and staff.

Institutional Research and Reporting

Executive Summary

a. Typo in first sentence (extra "data"): In 2019-20, the Office of Institutional Research & Reporting has accomplished much towards its goal of improving the quality of the data that the district collects, disseminates, and utilizes ~~data~~.

b. Many elements of the data quality work involves collaborating with college IR/IE staff as well as District IT. Would be appropriate to also include references to that collaborative work (e.g., Research Data Warehouse project, improving the program review dashboards).

c. It would be good to include a process for collecting feedback from college end-users when working on publishing data and reports more quickly.

Section Three: Key Performance Indicators

a. It's a bit misleading to say that the entire BC OIE team turned over within three months. We lost one analyst back in May 2019 when Alma Livingston moved to San Bruno to work for YouTube. We were unable to replace her position at that time due to a hiring freeze. Then we lost David Buitron in November 2019 when he moved to Riverside so he and his wife could both work in the same town and raise their new baby together. Then in January & February 2020 we lost first Karen Snow and then Amber Hroch when they took advantage of career advancement opportunities. The Dean and the Executive Secretary positions within OIE did not turn over and have had the same personnel in them since 2017.

b. Related to the comment on personnel changes in BC's OIE, we did ask District IR to work on a couple of projects for us but really there wasn't much work that actually shifted to District IR since we hired Patsy Garcia in February (while Amber Hroch was still here) and then Maricela Orozco began in March. Where District IR was _very_ helpful (and this should be noted) was in training and orienting the new BC analysts to the data resources and tools that are available in KCCD. This training is part of what helped the BC OIE transition smoothly and maintain a strong level of service to our stakeholders (other OIE staff such as Lori Ortiz were also very instrumental). With that robust training support from District IR helped what could have been a big problem in terms of BC's research capabilities to be just a blip.

Section Four: Progress on Unit Goals

a. In the "Unit Goal" table Goals #1 and #2 should indicate that BC requested and participated in the accomplishment of these goals. BC obtained Innovation Award funding and the initial plan to develop a Research Data Warehouse. We have been very engaged in the work to clean up the ODS, validate data elements, establish documentation, and make MIS data quality a central theme of IR work. It is a tremendous positive accomplishment that District IR and BC OIE along with CC IR and PC IR have been able to work collaboratively on these goals. Bob's work and leadership in this area has been absolutely critical.

Section Seven: Resource Request Analysis

The request for a Data Warehouse Developer should note that BC is paying for this position and that BC has committed to institutionalize the position once the grant funding has run out.